

New York NYSTP 2016 Grade 8 English Language Arts

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Name: _____



New York State Testing Program

2016 Common Core English Language Arts Test Book 1

Grade 8

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Released Questions

Book 1



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

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

Directions

Read this story. Then answer questions 1 through 7.

Excerpt from *The Peerless Four*

by Victoria Patterson

Basketball brought me to life, and once I was awake and alive, there was no turning back. I'm not good at school, never have been. There's a clarity and straightforwardness to basketball, to sports, that I understand. There are rules. You follow the rules and try to win. Life isn't like that. Too bad, because in life you have to work to make anything make sense. Life is deceptive. In basketball, I'm asked to be smart: to get the ball, pass the ball, fake a pass, dribble, and to shoot the ball through the hoop. When I run, I'm asked to run as fast as I can, beat the others. Cross the finish line first. I have a job to do, and I either get it done or don't. There's nothing vague about it. It's very clear. Life is tough and disappointing and I can't control anything, so to me the best answer is sports. There's no right or wrong answer like with arithmetic. I'm not asked to come up with something like you have to in English. I don't have to decipher a story or a poem. I'm connected to others, and we're connected through time, when it was clear and straightforward then, like it is now. There's no trick answer, nothing that you have to interpret or guess. I don't understand Shakespeare or algebra or why a poem makes people cry, but give me the ball, and I'll dribble and pass, and I'll take the elbow to the face, the lumps and the bruises, gladly, to know that I'm doing something truly fine, something that's as good as Shakespeare, if you ask me, as good as any poem, even better, if you ask me. It's action. It has the kind of power and force of the known, and I gave myself over as soon as I discovered basketball. I knew that I'd found an answer to my life. I was alive.

At first, my dad wouldn't let me play basketball. I was ten and we would go to my brother's games at the high school. I'm the only girl of five children, and being from a family of boys, I did everything that they did, which confused my dad, since it wasn't ladylike. That's how I got into running, because of my three older brothers. I ran to keep away from them.

"I want to do that," I told my dad at the basketball game, and he shook his head and said, "That's not for girls." It's very simple, really. Boys play sports and girls watch the boys play sports. My dad believes that girls should stay home and work and bring the money home until they get married. Girls shouldn't go to college—fine by me! Only the boys should. But I wanted to be on the basketball court, and I didn't care what my dad said.

I'd watch my brother with his squeaking shoes crossing the court, dribbling and passing, making his shots, and he gave meaning to my life, gave me a purpose. I cheered for him with such yearning and enthusiasm that my dad would put his hands on my

GO ON

shoulders, beg me to sit back down. But he couldn't keep me sitting. It was bigger than him, bigger than me. I became so involved in the games, in my desire to break free from life's confusions, to have a purpose within me. It was like I became my brother, and I was in the competitive world of men, and I was important.

Before the games, I couldn't eat because of nerves. I'd pace the house, going over game plans in my head. "Sit down!" my dad would say. "You're making everyone nervous." During the games, I'd pace the stands, clenching my fists, waving my fists, shouting. I couldn't stay still. Cheering is what you call it, but it was more than that. I strutted up and down the aisles, dribbling my imaginary ball with my brother. I faked defenders, turned and made my shots. I took low, sweeping passes. I trotted and swerved and blocked players, careful not to foul. All this I did with a very loud commentary, letting my dad and the spectators and the refs know that I knew everything, that I was in the game, and that I was part of this world whether my dad let me play for real or not. Truly, I believed that my brother depended on me, that in some magical way, I was him, and that his success and his team's depended on my vigilance. When he made a shot, when he passed the ball with beauty, and the crowd clapped and roared, I believed that they were roaring for me, as much as for him. It felt like an assurance that life could be understandable.

I couldn't stop moving and talking and my dad became concerned. People stared, moved away from us. A few stayed, fascinated by my antics.

"You're like a crazy person," my dad said.

Then my dad decided that I couldn't come to the basketball games anymore. My cheering was too much. The games were my delight, my reason for living, and I locked myself in a closet and cried for two days. I refused to eat. My family couldn't get me to come out. Even my brother, whom I love with all my heart, because he believes in me and plays sports with me, and he taught me what he knows about basketball—he couldn't get me to come out. My mom made blueberry pie, my favorite, put it right outside the closet so that I smelled it. But I didn't care.

"Let her play," I heard my mom tell my dad. "Girls play basketball all the time now," said my brother, and my dad said, "Not my daughter." But he gave in, because I wouldn't come out of the closet or eat, and I'm his daughter, and he loves me.

1

According to the narrator, what makes playing basketball appealing?

- A She likes the feeling of knowing exactly what to do when she plays basketball.
- B She feels the skills needed for playing basketball are simple to master.
- C She thinks that when she plays basketball she is likely to succeed.
- D She gets to be like her brothers when she plays basketball.

2

According to the narrator, why is basketball “as good as Shakespeare” (lines 16 and 17)?

- A It connects her to important people.
- B It helps her to understand her life.
- C It has the power to strongly affect her.
- D It helps her deal with disappointments in life.

3

Based on lines 20 through 29, what can readers conclude about the narrator’s father?

- A He thinks boys and girls should pursue different activities.
- B He believes that siblings should support one another.
- C He values sports more than he values education.
- D He wishes that all of his children were boys.

4

What does the narrator discover in lines 30 through 36 that affects the plot of the story?

- A Watching basketball gives her the same feeling as studying.
- B She wants other people to pay more attention to her.
- C She is jealous of the opportunity her brother has.
- D Her passion for basketball is overwhelming.

GO ON

5 How does the incident described in lines 53 through 59 affect the story?

- A** It shows how the narrator and her family attempt to compromise.
- B** It escalates the conflict so that the father is forced to make a choice.
- C** It reveals the influence the mother and brother have on the father's behavior.
- D** It demonstrates the father's beliefs and his realization that his beliefs are wrong.

6 How does the structure of the story contribute to its meaning?

- A** The narrator describes how she differs from her brothers, which leads to a conflict with her father.
- B** The narrator expresses her point of view, which provides background for the conflict with her father.
- C** The narrator describes her frustration with life at home and school, which leads to problems with her father.
- D** The narrator begins with a reflection on rules, which leads to an improvement in her relationship with her father.

7 How does the basketball game setting relate to a theme of the story?

- A** by showing where the narrator feels the most alive
- B** by showing how the narrator utilizes her knowledge
- C** by showing how the narrator differs from other girls
- D** by showing why the narrator supports her brother

Directions

Read this story. Then answer questions 22 through 28.

An Uncomfortable Bed

by Guy de Maupassant

One autumn I went to spend the hunting season with some friends in a chateau¹ in Picardy.

My friends were fond of practical jokes. I do not care to know people who are not.

When I arrived, they gave me a princely reception, which at once awakened suspicion 5 in my mind. They fired off rifles, embraced me, made much of me, as if they expected to have great fun at my expense.

I said to myself:

“Look out, old ferret! They have something in store for you.”

During the dinner the mirth was excessive, exaggerated, in fact. I thought: “Here are 10 people who have more than their share of amusement, and apparently without reason. They must have planned some good joke. Assuredly I am to be the victim of the joke. Attention!”

During the entire evening everyone laughed in an exaggerated fashion. I scented a practical joke in the air, as a dog scents game. But what was it? I was watchful, restless. I 15 did not let a word, or a meaning, or a gesture escape me. Everyone seemed to me an object of suspicion, and I even looked distrustfully at the faces of the servants.

The hour struck for retiring; and the whole household came to escort me to my room. Why?

They called to me: “Good-night.” I entered the apartment, shut the door, and 20 remained standing, without moving a single step, holding the wax candle in my hand.

I heard laughter and whispering in the corridor. Without doubt they were spying on me. I cast a glance round the walls, the furniture, the ceiling, the hangings, the floor. I saw nothing to justify suspicion. I heard persons moving about outside my door. I had no doubt they were looking through the keyhole.

25 An idea came into my head: “My candle may suddenly go out and leave me in darkness.”

¹chateau: a large house in France

GO ON

Then I went across to the mantelpiece and lighted all the wax candles that were on it. After that I cast another glance around me without discovering anything. I advanced with short steps, carefully examining the apartment. Nothing. I inspected every article, one after the other. Still nothing. I went over to the window. The shutters, large wooden shutters, were open. I shut them with great care, and then drew the curtains, enormous velvet curtains, and placed a chair in front of them, so as to have nothing to fear from outside.

Then I cautiously sat down. The armchair was solid. I did not venture to get into the bed. However, the night was advancing; and I ended by coming to the conclusion that I was foolish. If they were spying on me, as I supposed, they must, while waiting for the success of the joke they had been preparing for me, have been laughing immoderately at my terror. So I made up my mind to go to bed. But the bed was particularly suspicious-looking. I pulled at the curtains. They seemed to be secure.

All the same, there was danger. I was going perhaps to receive a cold shower both from overhead, or perhaps, the moment I stretched myself out, to find myself sinking to the floor with my mattress. I searched in my memory for all the practical jokes of which I ever had experience. And I did not want to be caught. Ah! certainly not! certainly not! Then I suddenly bethought myself of a precaution which I considered insured safety. I caught hold of the side of the mattress gingerly, and very slowly drew it toward me. It came away, followed by the sheet and the rest of the bedclothes. I dragged all these objects into the very middle of the room, facing the entrance door. I made my bed over again as best I could at some distance from the suspected bedstead and the corner which had filled me with such anxiety. Then I extinguished all the candles, and, groping my way, I slipped under the bed clothes.

For at least another hour I remained awake, starting at the slightest sound. Everything seemed quiet in the chateau. I fell asleep.

I must have been in a deep sleep for a long time, but all of a sudden I was awakened with a start by the fall of a heavy body tumbling right on top of my own, and, at the same time, I received on my face, on my neck, and on my chest a burning liquid which made me utter a howl of pain. And a dreadful noise, as if a sideboard laden with plates and dishes had fallen down, almost deafened me.

I was smothering beneath the weight that was crushing me and preventing me from moving. I stretched out my hand to find out what was the nature of this object. I felt a face, a nose, and whiskers. Then, with all my strength, I launched out a blow at this face. But I immediately received a hail of cuffings which made me jump straight out of the soaked sheets, and rush in my nightshirt into the corridor, the door of which I found open.

65 Oh, heavens! it was broad daylight. The noise brought my friends hurrying into my apartment, and we found, sprawling over my improvised bed, the dismayed valet², who, while bringing me my morning cup of tea, had tripped over this obstacle in the middle of the floor and fallen on his stomach, spilling my breakfast over my face in spite of himself.

The precautions I had taken in closing the shutters and going to sleep in the middle of the room had only brought about the practical joke I had been trying to avoid.

70 Oh, how they all laughed that day!

²**valet:** a manservant

GO ON

22

Read these sentences from line 3.

My friends were fond of practical jokes. I do not care to know people who are not.

These statements impact the story by explaining

- A** why the narrator laughs so hard at dinner
- B** the narrator's presence at the dinner
- C** the narrator's reason for suspicion
- D** why the guests embraced him

23

What does the phrase “as a dog scents game” in line 14 of the story suggest about the narrator’s actions?

- A** He is enjoying the laughter of the other guests.
- B** He feels on the verge of finding the prankster.
- C** He feels left out of the dinner conversation.
- D** He is alert to some hidden plan.

24

Read lines 14 and 15 of the story.

I did not let a word, or a meaning, or a gesture escape me.

This sentence suggests that the narrator

- A** feels anxious about his current situation
- B** is highly critical of his friends' interactions
- C** feels defenseless against the coming events
- D** is too distracted to join his friends' conversation

GO ON

25

How do lines 25 through 33 build suspense?

- A They suggest that someone is looking in the window.
- B They extend the narrator's search for deceit.
- C They indicate unusual details about the room.
- D They reveal the narrator's fear of the dark.

26

Which words reveal the irony of the narrator's situation?

- A "I thought: 'Here are people who have more than their share of amusement, and apparently without reason. They must have planned some good joke.'" (lines 9 through 11)
- B "The hour struck for retiring; and the whole household came to escort me to my room." (line 17)
- C "However, the night was advancing; and I ended by coming to the conclusion that I was foolish." (lines 35 and 36)
- D "The precautions I had taken in closing the shutters and going to sleep in the middle of the room had only brought about the practical joke I had been trying to avoid." (lines 68 and 69)

27

What effect does the point of view of the story have on the reader?

- A The point of view increases suspense by limiting the reader to the narrator's understanding of events.
- B The point of view creates humor by showing how the narrator's friends misunderstand him.
- C The point of view raises the reader's sympathy for the questions the narrator faces.
- D The point of view adds to the reader's mistrust of what the narrator reports.

GO ON

28

Which detail **best** expresses a theme of the story?

- A** “One autumn I went to spend the hunting season with some friends . . .” (line 1)
- B** “Assuredly I am to be the victim . . .” (line 11)
- C** “I heard persons moving about outside my door.” (line 23)
- D** “For at least another hour I remained awake, starting at the slightest sound.” (line 51)

GO ON

Directions

Read this article. Then answer questions 29 through 35.

Fun 101 (aka How to Escape Boredom)

by Aaron Millar

Confession Time: I once had a class that was so boring I fell asleep—head flat on desk—completely out! I’m not proud of it and I’m sure it didn’t help my grade, but it’s not too uncommon. After all, there’s nothing more thumb-twiddle tedious than being stuck in a boring class. Every second takes an eternity to tick by. You begin to wish you had your 5 cell phone and could at least send off a few texts.

Boredom is the enemy of fun. If fun is pulling a 360 air on your mountain bike,¹ boredom is a flat tire. If fun is the big drop of a roller coaster, boredom is waiting in line. If we want to figure out the future of fun, we have to first figure out how to end boredom. Imagine that: a world where each second is interesting and nothing is dull. That sounds 10 like science fiction, but new psychological research hints that being bored—even in class—may one day be a thing of the past.

Boredom in Society

The next time your parents complain when you say you’re bored, you might remind them that you’re not alone. A recent survey of American kids revealed that 91 percent experience boredom. In fact, adolescence is considered a peak period for the malady. 15 One study showed that while roughly one in three teenagers were bored at school, less than one in 20 adults were bored at work. That’s more serious than it sounds for teens. Chronic boredom is associated with a range of mental and social problems, including drug and alcohol abuse . . . definitely not fun!

Unfortunately, the problem seems to be getting worse. Peter Stromberg, professor of 20 anthropology at the University of Tulsa and author of *Caught in Play: How Entertainment Works on You*, believes that the way we have fun in modern society sets us up to become bored. “If you’re driving fast on the highway and you suddenly have to slow down to 30 miles per hour, it feels like you’re going about two. That’s because our brains adapt really quickly to certain levels of stimulation—in this case, speed. But entertainment 25 systems do the same thing: We get used to the media providing levels of highly emotional stimulation, and when we’re not getting them we feel bored.” As our society develops increasingly sophisticated ways of keeping us entertained, we may discover that rather

¹ **pulling a 360 air on your mountain bike:** a mountain biking trick where the rider rotates the mountain bike in a complete circle while airborne

GO ON

than eliminating boredom, we're amplifying it. Luckily, new research is hinting at a way that we can combat the trend.

So What Is Boredom?

- 30 There's no doubting it when you feel it, but defining what boredom is and how it's caused has proven tricky for scientists to pin down. A longing for something but not knowing what it is or how to get it; feeling like there's no point in doing anything; a sense of frustration, laziness, and maybe even depression are all aspects of being bored. They don't, however, describe what's going on in our brains to cause the feelings.
- 35 Professor John D. Eastwood of the University of York in Ontario decided to do something about that. Pooling all existing research on the subject, he and his team developed a new theory of boredom, which links it to the brain's attention system—literally the part of the brain that we use to focus.

Here's how it works: Imagine your brain is a spaceship. You have a high-tech control panel and each touch command controls a specific system on the ship. The attention system is very important because it's like the starship *Enterprise*'s "tractor beam"—the ray of energy that extends outward from the ship pulling objects toward it like a magnet. Just like that tractor beam, anything the attention system in your brain locks onto will be automatically sucked up into your conscious awareness—it might be a bird outside the window, the smell of lunch drifting down from the cafeteria, or even someone sleeping in the back of the class (Not me!).

The problem is that your attention system doesn't like being told what to do. It wants to focus on stuff that you find fun and interesting. For the parts of school that you enjoy, this isn't a problem: Your tractor beam naturally and effortlessly will suck up all the information you need. But for those classes that don't interest you, or present too much (or too little) challenge, the story is very different. In those situations, you're going to have to spend a lot of effort constantly redirecting that tractor beam to focus on things it would rather ignore. And the effort is going to wear you out. Eastwood describes it as "wanting, but being unable, to engage in a satisfying activity." It's like a block in the system. And it's the awareness of that block (your mind won't stop wandering; you can't concentrate) coupled with a sense that the environment is to blame (math is pointless; this teacher is so boring) that leads to feelings of boredom.

The End of Boredom

When we're bored we blame the world around us, but Eastwood's theory challenges this assumption: Boredom doesn't exist out there; it exists in here—inside your brain. 60 What that means is—hard as it may be to hear—boring lessons aren't *only* the fault of your teacher or the subject, they're *your* fault too. Each of us has the ability to make *every* situation interesting; all we need to do is change the way we look at it, and our attention system—our tractor beam—will do the rest.

Stromberg says, “We live in a society where there is a constant ratcheting-up of the level of entertainment, and boredom is a consequence of that.” In this view the harder we try to constantly entertain ourselves, the more bored we’re likely to become. But Eastwood’s theory gives us a way out. The future of fun is not only to be found in the latest games, gadgets, and gizmos; it’s found inside of us too. I just wish I knew that before I fell asleep in class . . .

GO ON

29

Which words from the article provide the **best** clue to the meaning of the word “tedious” in line 3?

- A** “Confession Time” (line 1)
- B** “head flat on desk” (lines 1 and 2)
- C** “takes an eternity to tick by” (line 4)
- D** “You begin to wish you had your cell phone” (lines 4 and 5)

30

Read this sentence from line 6 of the article.

Boredom is the enemy of fun.

Which quotation **best** helps the reader understand this sentence?

- A** “If fun is the big drop of a roller coaster, boredom is waiting in line.” (line 7)
- B** “If we want to figure out the future of fun, we have to first figure out how to end boredom.” (line 8)
- C** “Imagine that: a world where each second is interesting and nothing is dull.” (line 9)
- D** “That sounds like science fiction, but new psychological research hints that being bored—even in class—may one day be a thing of the past.” (lines 9 through 11)

31

Lines 19 through 26 connect modern entertainment to boredom by suggesting that it causes us to

- A** want more challenging games to play
- B** misunderstand the role of fun in our lives
- C** develop expectations for high levels of excitement
- D** avoid adapting to new technological innovations

GO ON

32

How does Professor Eastwood’s work differ from previous research?

- A by attempting to create a new definition for boredom
- B by failing to look into a connection to brain activity
- C by focusing on the human attention system
- D by using data from earlier studies on boredom

33

Read lines 9 through 11 of the article.

That sounds like science fiction, but new psychological research hints that being bored—even in class—may one day be a thing of the past.

Which quotation provides the best evidence to support this claim?

- A “. . . less than one in 20 adults were bored at work.” (lines 15 and 16)
- B “. . . our brains adapt really quickly to certain levels of stimulation . . .” (lines 23 and 24)
- C “. . . anything the attention system in your brain locks onto will be automatically sucked up into your conscious awareness . . .” (lines 43 and 44)
- D “Each of us has the ability to make *every* situation interesting; all we need to do is change the way we look at it . . .” (lines 61 and 62)

34

The final sentence in lines 68 and 69 best contributes to the article by

- A suggesting that the author often fell asleep in classes
- B connecting the information to the incident described at the beginning
- C encouraging students to stay awake and avoid boredom in class
- D emphasizing that teenagers are often more bored than other groups

GO ON

35

Which sentence states a central idea that is supported throughout the article?

- A** Modern entertainment decreases boredom.
- B** Boredom is present in teenagers more than in adults.
- C** Everyone experiences boredom occasionally.
- D** People have the ability to control their boredom.

STOP

Book 2



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

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

Directions

Read this article. Then answer questions 36 through 42.

The Silver Dream Machine

by Jan Greenberg and Sandra Jordan

The story of Bilbao reads like a fairy tale. The proud port city in the Basque region of northern Spain had survived fires, floods, and civil war in its seven hundred years. But by 1990 the once-handsome city had fallen on hard times. Shipyards sat idle; steel mills, silent.

5 Faced with widespread unemployment and irate citizens, the city fathers and government officials put their heads together and came up with a bold scheme. Their master plan included a first-class museum, so original that it would attract worldwide attention and rescue their town from its slow decline. But they couldn't do it alone.

10 They called on Thomas Krens, the powerful head of the Guggenheim Museum, headquartered in New York City. A new Guggenheim in Spain appealed to Krens. To continue the museum's tradition of great architecture, he announced a competition.

15 Three architects from Austria, Japan, and the United States were invited to submit proposals. In 1991 Frank Gehry and his wife, Berta, who speaks fluent Spanish, went to Bilbao. Enthusiastic about the city but not the site, Gehry and Krens offered a suggestion. Instead of redoing a warehouse in the town's old historic district, what about a new site across town on a bend in the Nervión River? The tall bridge spanning the river would cross through the museum and become an integral part of the composition.

20 True to form, Gehry submitted a radical design, a model he constructed of sheets of paper rolled and taped by hand, like a sculptor molding clay. Everyone knew his plan went beyond all expectations. The big question was, Could it be built?

The secret weapon was a three-dimensional imaging computer program developed by the French aerospace industry to design fighter planes, CATIA. Gehry already had used CATIA for parts of several other buildings, including Fred and Ginger in Prague. But for Bilbao he took full advantage of the computer's modeling possibilities.

25 He says, "Many artists over time have thought about movement, talked about flow. The only thing that holds back or restricts shape is technology and money—because it costs! In our culture technology has evolved so that it's cheaper to build a rectangular building. But if you figure out a way to make technology work for you, you can explore curved shapes and make them possible at competitive costs. You can do this because of 30 the computer."

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Gehry doesn't use the computer himself. "I can't stand to look at it for more than four minutes." He designs in drawings and then on physical models of wood, paper, and cloth. So what does CATIA do? The program can turn any wild shape or volume into working drawings. It also talks to other computers—for example, at steel mills and stone quarries—and gives them exact dimensions. With the help of CATIA, Gehry's office made 35 565 working drawings and hundreds of models in only two years. Without CATIA it would have taken decades.

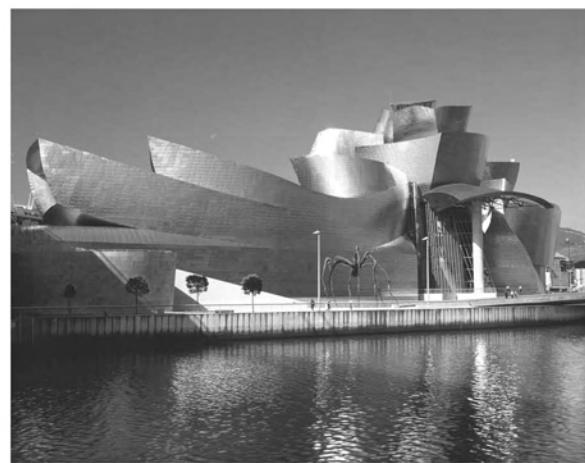
Gehry chose titanium, a strong, silvery metal used for missiles, to be the skin of the structure. Even with a budget of one hundred million dollars, the cost was too high. Then 40 someone must have waved a magic wand. The Russians dumped tons of titanium on the market, and the surplus briefly caused the price to drop. It was affordable.

It took four years to build the museum, 45 and when the titanium was installed on the roof, the workers on the top level could see panoramic views of the city and the building blossoming like silver petals beneath them.

50 For Frank Gehry, who had studied art before he became an architect, Bilbao was his own fantasy come true. "To be at the bend of a working river, connecting the urban fabric of a fairly dense city with a place for modern art, is my idea of heaven." From chain link to titanium: It might seem as if he had come a long way from his bungalow in 55 Santa Monica. But what looks like a giant leap is actually an evolution. You find his fish motif appearing here and there throughout the museum. The metal cladding, seen in his own house and in many other Gehry buildings, reaches its peak in the titanium walls of Bilbao. Jutting skylights, glass partitions, towers, the cluster of connected spaces: They're all there but grander, more monumental. He's done it before, Frank admits. "You can't 60 escape your own language."

What about the city of Bilbao? In 1997 its museum opened to rave reviews. AN INSTANT LANDMARK! SPAIN-ISH CONQUEST! BASQUE-ING IN GLORY! read the headlines.

The city hoped it would attract a half million visitors the first year. Instead more than 65 a million came to marvel at the titanium-clad miracle. It announced the arrival of a new era in architecture, and people wanted to see it for themselves. The streets swarmed with tourists. Bright shops, restaurants, and hotels opened to serve them. The city fathers had asked Frank Gehry for a building that would become a destination, a wonder of the world



like the Eiffel Tower or the Pyramids. As it happens in all fairy tales, their wish—with plenty of help from talent and hard work—came true.

What follows the tremendous success of the Guggenheim in Bilbao? Where does Frank Gehry go from here? Is the pressure on to do something bigger and better? He has won more than one hundred prestigious awards for his architecture, and his desk is piled high with requests from people who want another Bilbao. “The good thing is that my part in Bilbao was over five years ago. So before everyone got excited about it, I’d merrily gone on my way doing what I always did. I’m way beyond Bilbao.”

Asked how he reacts to being a celebrity, Gehry says, “The famous thing gets in the way of creativity, especially if a lot of people come in and tell you how great you are and you’re scared of this thing you’re working on.” However, he admits feeling pleased when people on the streets of Bilbao come up and give him a hug.

At seventy Gehry finds his creativity is speeding up. His shapes are becoming looser, flowing even more freely, as if the swelling forms fly, float, and dance from the sheer exuberance of his imagination. “I’m trying to get more liquid, to put feeling and passion and emotion into my buildings through motion.”

GO ON

36

How was CATIA essential to the success of Gehry's plan for the museum?

- A** It helped him find less expensive materials.
- B** It allowed him to work earlier ideas into his design.
- C** It suggested unique materials to use for construction.
- D** It allowed him to add less-common shapes into his design.

37

What do lines 25 through 30 contribute to the development of ideas in the article?

- A** They explain a way of thinking that allowed an obstacle to be overcome.
- B** They show how preferences in the shapes of buildings have changed.
- C** They describe a step in the building process.
- D** They illustrate how different artists work.

38

The phrase "waved a magic wand" (line 40) suggests that the

- A** museum fulfilled the city's wishes
- B** project's success amazed many people
- C** project succeeded in part because of luck
- D** museum resembled a creation from a fairy tale

39

According to the article, what quality is the author referring to by comparing the Bilbao museum to the Eiffel Tower and the Pyramids (lines 67 through 69)?

- A** the impact of its height
- B** the ability to generate revenue
- C** the effort needed to construct it
- D** the widespread amazement felt about it

GO ON

40

Which phrase has the strongest connection to the photo?

- A** “. . . someone must have waved a magic wand.” (line 40)
- B** “. . . blossoming like silver petals . . .” (line 48)
- C** “. . . connecting the urban fabric of a fairly dense city . . .” (lines 52 and 53)
- D** “I’m trying to get more liquid . . .” (line 83)

41

Which sentence **best** supports the central idea of the article?

- A** “Three architects from Austria, Japan, and the United States were invited to submit proposals.” (lines 12 and 13)
- B** “Gehry already had used CATIA for parts of several other buildings, including Fred and Ginger in Prague.” (lines 22 and 23)
- C** “Instead more than a million came to marvel at the titanium-clad miracle.” (lines 64 and 65)
- D** “However, he admits feeling pleased when people on the streets of Bilbao come up and give him a hug.” (lines 79 and 80)

42

Which information would be **most** important to include in a summary of the article?

- A** “Shipyards sat idle; steel mills, silent.” (lines 3 and 4)
- B** “Their master plan included a first-class museum, so original that it would attract worldwide attention and rescue their town from its slow decline.” (lines 6 through 8)
- C** “You find his fish motif appearing here and there throughout the museum.” (lines 55 and 56)
- D** “At seventy Gehry finds his creativity is speeding up.” (line 81)

GO ON

Directions

Read this story. Then answer questions 43 and 44.

Excerpt from *Stranger from the Tonto*

by Zane Grey

One morning from a black slope of a desolate bluff the old prospector located, away to the southward, three red crags. He had grown tremendously excited and nothing could have held him back. These colourful hills seemed far away to the younger man, who ventured a suggestion that it might be wise, considering the time of year, to make for the
5 cool altitudes instead of taking a risk of being caught in that stark and terrific contact with the hot rock.

They went on down into the labyrinth¹ of black craters and red canyons, and across fields of cactus, ablaze with their varied and vivid blossoms. The *palo verde* shone gold in the sun, the *ocotillo* scarlet, and the dead *palo christi*² like soft clouds of blue smoke in the
10 glaring sand washes. The luxuriance of the desert growths deceived the eye, but at every end of a maze of verdure³ there loomed the appalling desolation and decay of the rock fastnesses of the earth.

From time to time the gold seekers caught a glimpse of the three crags that began to partake of the deceitfulness of desert distance. They grew no closer, apparently, but higher,
15 larger, changing as if by magic into mountains. These glimpses spurred Bill Elway on, and Kent Wingfield, knowing they were lost, grew indifferent to the peril and gave himself fully to the adventure.

They had been marvellously fortunate about locating waterholes. Elway had keenness of sight and the judgment of experience. Added to this was the fact that one of his
20 burros,⁴ Jenester, could scent water at incredible distances. But one night they had to make dry camp. The next day was hot. It took all of it to find water. And that day the crags disappeared as utterly as if the desert had opened to swallow them.

Cool, sweet desert dawn, with a menacing red in the east, found the adventurers doubly lost, for now they did not even have a landmark to strive for. All points of the
25 compass appeared about the same—barren mountains, dark cones, stark and naked shining ridges, pale blue ranges in the distance.

¹ labyrinth: a maze

² *palo verde*, *ocotillo*, and *palo christi*: types of desert trees and shrubs

³ verdure: greenery

⁴ burros: donkeys

GO ON

But Elway pushed on south, more bowed every day, and lame. The burros became troublesome to drive. Jenester wanted to turn back, and the others were dominated by her instinct. Elway, however, was ruthless. Kent watched him, no longer with blind faith, but with the perturbation⁵ of one who saw a man guided by some sixth sense, into which intelligence did not enter.

Nevertheless soon he changed their order of travel, in that they slept in the daytime and went on at night. The early dawn, soft and grey and exquisite, the glorious burst of sunrise, seemed to hold the younger man enthralled, as did the gorgeous sunsets, and the marvellous creeping twilight. As for the other hours, he slept in the shade of an ironwood tree, bathed in sweat and tortured by nightmares, or he stalked silently after the implacable prospector.

They talked but little. Once Elway asked how many days were left in June and Kent replied that he guessed about half.

“August is the hot month. We can still get out,” said the prospector, rolling a pebble in his mouth. And by that he probably meant they could find gold and still escape from the fiery furnace of the desert. But he had ceased to pan sand in the washes or pick at the rocks.

The days multiplied. Spent in the shade they were not unendurable or utterly strength-prostrating. But the noon hours, during which the men invariably awoke, had a solemn menacing austerity.⁶ The nights were pleasant, so far as atmosphere was concerned. Try as Elway might, he could not drive the burros in a straight line. Jenester edged away to the east, which fact was not manifest until daylight.

Another dry camp, with the last of the water in their canteens used up, brought the wanderers to extremity. Elway had pitted his judgment against the instinct of Jenester, and catastrophe faced them.

Darkness brought relief from the sun, if not from overwhelming dread. The moon came up from behind black hills and the desert became a silvered chaos, silent as death, unreal and enchanting in its beauty.

This night Elway gave Jenester her head and with ears up she led to the east. The others followed eagerly. They went so fast that the men had to exert themselves to keep up. At midnight Kent was lending a hand to the older man. The sand dragged at their leaden feet. But they could not head the burros, which they were now following by the tinkling of Jenester’s bell. The moon sank behind the dark horizon. White, blinking, pitiless stars shone piercingly. They paled into grey and when dawn broke the young man was half-supporting the old prospector.

⁵ **perturbation:** uneasiness

⁶ **austerity:** harshness

GO ON

All around, the desert looked precisely as it had for days. The eastern ranges were crowned with fire; those in the west gloomy in purple haze. The burros had travelled uphill. They had passed on out of hearing and had to be trailed. The older man appeared 65 to be fast weakening. But sight of a jack rabbit and the sound of a mockingbird in melodious song saved him from collapse. Where these living creatures were it could not be far to water.

Elway sank less weightily upon Kent's strong arm. They climbed, trailing the tracks through the aisles between the cactus thickets, round the corners of cliffs, up a slow-rising 70 ridge above the top of which three round peaks peeped, and rose, and loomed. Elway pointed with a shaking hand and cried out unintelligibly. His spirit was greater than his strength; it was Kent's sturdy arm that gained the summit for him.

"Look—old timer!" panted Kent hoarsely.

Three symmetrical mesas, singular in their sameness of size and contour, and magnifying all the mystery and glory of reflected sunrise, dominated a wild and majestic 75 reach of desert.

But the exceeding surprise of this sudden and totally unexpected discovery of the three peaks that had lured and betrayed the prospectors instantly gave way to an infinitely more beautiful sensation—the murmur of running water. A little below them ran a swift 80 shallow stream, transparent as glass, yet taking on a tinge of the morning rose. The burros were drinking.

43

In “Excerpt from *Stranger from the Tonto*,” how do lines 23 through 26 contribute to the plot? Use two details from the story to support your response.

GO ON

44

How does Jenester influence the decisions of the men in the story? Use **two** details from the story to support your response.

GO ON

Directions

Read this story. Then answer question 45.

Saeng and her family emigrated to the United States from Laos four years ago. In this excerpt, Saeng has just failed her driving test. On the walk home, she enters a florist's shop.

Excerpt from *The Winter Hibiscus*

by Minfong Ho

Slowly, Saeng walked down the narrow aisle toward the hibiscus. Orchids, lanna bushes, oleanders, elephant ear begonias, and bougainvillea vines surrounded her. Plants that she had not even realized she had known but had forgotten drew her back into her childhood world.

5 When she got to the hibiscus, she reached out and touched a petal gently. It felt smooth and cool, with a hint of velvet toward the center—just as she had known it would feel.

And beside it was yet another old friend, a small shrub with waxy leaves and dainty flowers with purplish petals and white centers. “Madagascar periwinkle,” its tag announced. *How strange to see it in a pot*, Saeng thought. Back home it just grew wild, 10 jutting out from the cracks in brick walls or between tiled roofs. There had been a patch of it by the little spirit house where she used to help her mother light the incense and candles to the spirit who guarded their home and their family. Sometimes she would casually pick a flower or two to leave on the offerings of fruit and rice left at the altar.

15 And that rich, sweet scent—that was familiar, too. Saeng scanned the greenery around her and found a tall, gangly plant with exquisite little white blossoms on it. “*Dok Malik*,” she said, savoring the feel of the word on her tongue, even as she silently noted the English name on its tag, “jasmine.”

One of the blossoms had fallen off, and carefully Saeng picked it up and smelled it. She closed her eyes and breathed in, deeply. The familiar fragrance filled her lungs, and 20 Saeng could almost feel the light strands of her grandmother’s long gray hair, freshly washed, as she combed it out with the fine-toothed buffalo-horn comb. And when the sun had dried it, Saeng would help the gnarled old fingers knot the hair into a bun, then slip a *dok Malik* bud into it.

25 Saeng looked at the white bud in her hand now, small and fragile. Gently, she closed her palm around it and held it tight. That, at least, she could hold on to. But where was the fine-toothed comb? The hibiscus hedge? The well? Her gentle grandmother?

A wave of loss so deep and strong that it stung Saeng’s eyes now swept over her. A blink, a channel switch, a boat ride in the night, and it was all gone. Irretrievably, irrevocably gone.

GO ON

30 And in the warm moist shelter of the greenhouse, Saeng broke down and wept.

It was already dusk when Saeng reached home. The wind was blowing harder, tearing off the last remnants of green in the chicory weeds that were growing out of the cracks in the sidewalk. As if oblivious to the cold, her mother was still out in the vegetable garden, digging up the last of the onions with a rusty trowel. She did not see Saeng until the girl
35 had quietly knelt down next to her.

Her smile of welcome warmed Saeng. “*Ghup ma laio le?* You’re back?” she said cheerfully. “Goodness, it’s past five. What took you so long? How did it go? Did you—?” Then she noticed the potted plant that Saeng was holding, its leaves quivering in the wind.

Mrs. Panouvong uttered a small cry of surprise and delight. “*Dok faeng-noi!*” she said.
40 “Where did you get it?”

“I bought it,” Saeng answered, dreading her mother’s next question.

“How much?”

For answer Saeng handed her mother some coins.

“That’s all?” Mrs. Panouvong said, appalled. “Oh, but I forgot! You and the Lambert
45 boy ate Bee-Maags. . . .”

“No, we didn’t, Mother,” Saeng said.

“Then what else—?”

“Nothing else. I paid over nineteen dollars for it.”

“You what?” Her mother stared at her incredulously. “But how could you? All the
50 seeds for this vegetable garden didn’t cost that much! You know how much we—” She paused, as she noticed the tearstains on her daughter’s cheeks and her puffy eyes.

“What happened?” she asked, more gently.

“I—I failed the test,” Saeng said.

For a long moment Mrs. Panouvong said nothing. Saeng did not dare to look her
55 mother in the eye. Instead, she stared at the hibiscus plant and nervously tore off a leaf, shredding it to bits.

Her mother reached out and brushed the fragments of green off Saeng’s hands. “It’s a beautiful plant, this *dok faeng-noi*,” she finally said. “I’m glad you got it.”

“It’s—it’s not a real one,” Saeng mumbled. “I mean, not like the kind we had
60 at—at—” She found that she was still too shaky to say the words *at home*, lest she burst into tears again. “Not like the kind we had before,” she said.

“I know,” her mother said quietly. “I’ve seen this kind blooming along the lake. Its flowers aren’t as pretty, but it’s strong enough to make it through the cold months here, this winter hibiscus. That’s what matters.”

65 She tipped the pot and deftly eased the ball of soil out, balancing the rest of the plant in her other hand. "Look how root-bound it is, poor thing," she said. "Let's plant it, right now."

She went over to the corner of the vegetable patch and started to dig a hole in the ground. The soil was cold and hard, and she had trouble thrusting the shovel into it.
70 Wisps of her gray hair trailed out in the breeze, and her slight frown deepened the wrinkles around her eyes. There was a frail, wiry beauty to her that touched Saeng deeply.

"Here, let me help, Mother," she offered, getting up and taking the shovel away from her.

Mrs. Panouvong made no resistance. "I'll bring in the hot peppers and bitter melons,
75 then, and start dinner. How would you like an omelet with slices of the bitter melon?"

"I'd love it," Saeng said.

Left alone in the garden, Saeng dug out a hole and carefully lowered the "winter hibiscus" into it. She could hear the sounds of cooking from the kitchen now, the beating of the eggs against a bowl, the sizzle of hot oil in the pan. The pungent smell of bitter
80 melon wafted out, and Saeng's mouth watered. It was a cultivated taste, she had discovered—none of her classmates or friends, not even Mrs. Lambert, liked it—this sharp, bitter melon that left a golden aftertaste on the tongue. But she had grown up eating it and, she admitted to herself, much preferred it to a Big Mac.

The "winter hibiscus" was in the ground now, and Saeng tamped down the soil around it. Overhead, a flock of Canada geese flew by, their faint honks clear and—yes—familiar to Saeng now. Almost reluctantly, she realized that many of the things that she had thought of as strange before had become, through the quiet repetition of season upon season, almost familiar to her now. Like the geese. She lifted her head and watched as their distinctive V was etched against the evening sky, slowly fading into the distance.

90 *When they come back, Saeng vowed silently to herself, in the spring, when the snows melt and the geese return and this hibiscus is budding, then I will take that test again.*

GO ON

45

In the story, Saeng and her mother discuss hibiscus plants. What does the hibiscus plant represent to Saeng? What does it represent to Saeng’s mother? What thoughts and feelings do Saeng and her mother have about the hibiscus plant in the story? Use details from the story to support your response.

In your response, be sure to

- explain what the hibiscus plant represents to Saeng
- explain what the hibiscus plant represents to Saeng’s mother
- explain the thoughts and feelings Saeng and her mother have about the hibiscus plant in the story
- use details from the story to support your response

GO ON

STOP

Book 3

TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read all the directions carefully.
- 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.
- Plan your time.

Directions

Read this story. Then answer questions 46 and 47.

It is 1866 and Malachy, only 13 years old, has been hired to help build the Pacific Railroad. In this excerpt, he describes his first train ride as he heads to Cisco, California, where his work will begin.

Excerpt from *Tracks*

by Diane Lee Wilson

The man in Sacramento had said it was ninety-two miles out to the little mountain town of Cisco. Hard to believe we were going to travel that many miles in less than a day! Like most of the others in the car, I perched at the edge of my seat once we got going, because I had one cheek pressed flat to the window to see what was coming.

5 Brina, on the other hand, was fighting a losing battle to stay awake and had balanced her jaw on my knee. She blinked and yawned, her pink tongue curling around her muzzle like a wet leaf. Occasionally she looked up at me for reassurance, then blinked some more. Finally giving in, she sank to the floor and curled up at my feet, her chin secure on my boot. I stroked her fur absently, entranced by the ever-changing spectacle framed within
10 my window.

For a while the rushing scenery was an inviting expanse of grass-covered valley baked to an autumnal gold, and we rolled along smoothly. But bit by bit my insides shifted. An unseen force pushed me back into my seat as the locomotive began chugging with more determination. It seemed we were climbing away from the earth.

15 I felt like a genie on a flying carpet then, because as we picked up speed we traveled above the land and below it, skirting over gullies and tunneling through solid rock. The man-made wonders piled one upon the other, and between each town lay yet another: a chiseled passage so narrow you held your breath until the car squeezed through or a shallow gorge dammed with the soil of ten thousand wheelbarrows. But surpassing them
20 all were the trestles—man alive, the trestles! Wildly impossible, they were. Time and again we trusted our lives to a scaffold of toothpicks and this metal monster rumbling across them. The trestle at Newcastle, in particular, sent some children screeching in wide-eyed terror. Some of the women even, catching sight of the ambitious aerial feat, shut their eyes and moved their lips in prayer. There were fools among us, of course, who looked down
25 and marveled at the height, at the sheer audacity of it all. Me? I was curious, as usual, but when my hesitant peek shot down, down, and down, meeting nothing but air, I settled back against my seat and left the looking to others.

GO ON

The scenery continued to change its costumes. It proceeded from grassland to hill and valley, then to bolder hills, and soon enough I saw this was a hard land we were entering, 30 a world of coarse-cut mountains and rock-strewn drop-offs. Vistas and gulches. A world of up and down, and these twin iron rails we clung to had been hammered onto the earth's backbone wherever they could fit without falling off into a gulley or rockslide or rushing river.

Twists and turns slowed our progress but at each new climb the engine strained to pull 35 us up the heights, and I felt myself straining with it. Seemed that if I didn't, we might lose our momentum and go whooshing backward all the way to Sacramento. There were times when it felt like I was a child hanging at the tippy top of a swing, at that one moment when you're suspended face-first in the air and hovering without wings. My insides sort of hung in the air like that, expectant, and it was tiring work to make sure we didn't fall 40 back. Before long, I was as exhausted as Brina, even though she wasn't working as hard as I was to keep the train going and, in fact, slept soundly.

We were well into the mountains now, and the spectacular, brilliantly painted scenery on both sides of the train kept everyone in high spirits. Chatter crowded the car. The 45 smaller ones, ignoring the knees of strangers even, ran from window to window to ooh and aah at the splendors. Since I was no child, I only turned my head to look out the opposite windows as well as my own, and kept my oohs and aahs to myself.

I'd not been much of a student in the time that I'd gone to school, and I'd certainly never taken to poetry, but in gazing at the outsize beauty spread in every direction I got an inkling of what drove a man to speak in perfumed words.

50 Brina lifted her head off my boot at that moment to give me a solemn look, and I felt my cheeks grow hot. She couldn't know my thoughts, of course, but still I put a stopper on that bottle.

We braked to a halt at several towns on our climb, more passengers getting off than 55 getting on. Shortly thereafter we'd lurch forward and return to chugging toward the skies. Bits of ash and the occasional orange ember swept past the windows.

After a while, the rumble and sway got to swishing stomachs, at least it did mine, and I gritted my teeth against the queasiness fingering my throat. Luckily the mountain air delivered a bracing tonic. Clean and cold, like an ice shaving on your tongue, it was laced with the astringent scent of pine trees. Welcome to the wilderness, the wind hailed, 60 though a keen ear would have heeded the scornful laugh underlying its whistle.

46

What impact does the statement “I felt like a genie on a flying carpet” (line 15) have on the story? Use two details from the story to support your response.

GO ON

47

In “Excerpt from *Tracks*,” how does the narrator’s point of view create wonder? Use two details from the story to support your response.

GO ON

Directions

Read this article. Then answer question 48.

Monster Debris

by Loree Griffin Burns

In 1991, scientists in Hawaii found a four-thousand-pound monster in the sea.

“Driving up to it in a small boat, it looked very much like a barely emergent sand islet or reef,” remembers Dr. Mary Donohue, one of the team of scientists who eventually captured the beast. “It was so buoyant that we could easily stand on it in the water.”

5 The monster was actually a giant mass of discarded fishing nets that had become hopelessly tangled together at sea. The huge ball of plastic was longer than a school bus and half as heavy.

10 Unfortunately, abandoned nets like this are fairly common. The nets are lost, ripped, or thrown from fishing vessels, and these days they can be found drifting almost anywhere in the world ocean. Scientists call them “ghost nets” because of their eerie ability to continue the work they were designed for—that is, to catch fish—even when they are no longer attached to a fishing boat. As they drift with the currents, ghost nets silently devour everything in their path: fish, turtles, sharks, whales, seals, sea birds, and even trash.

15 “When an animal gets tangled,” explains Mary, “it attracts other predators who feed on the remains and end up entangled themselves.”

As if drowning animals weren’t bad enough, drifting ghost nets also crush and scrape coral reefs, ruining hundreds of years’ worth of coral growth in the crash of a single wave. Mary has seen some of this damage firsthand.

20 “In some places it looks as if a bulldozer has been driven over the coral reef,” she says. “These ghost nets are really destructive.”

25 With the help of dozens of divers, a Coast Guard cutter, and a crane, scientists were eventually able to pull the monstrous ghost net out of the ocean. But surveys conducted by Mary and others found tons—more than fourteen tons, to be exact—of other ghost nets and net pieces littering the Hawaiian Islands environment. To protect the environment as well as the marine animals that live in it, Mary and her colleagues began a program to find, count, and remove ghost nets. Between 1999 and 2005, this group of dedicated scientists, divers, and ecologists removed five hundred tons of net debris from the area,



GO ON

mostly by hand. Even with this success, however, Mary is realistic about humankind's status in the battle against ghost nets.

"The bottom line," she says, "is that we're making a difference ... but right now we're barely holding steady."

Three thousand miles away, Colorado researcher Jim Churnside is working to tip the scales in favor of net removal. Like Mary, Jim is studying the ghost net problem, but from an entirely different angle. With the help of Alaskan pilot Tim Veenstra, he is studying ghost nets from the sky. Tim and Jim believe that one way to protect Hawaii's delicate habitat is to remove ghost nets from the Pacific Ocean long before they drift near the islands. But how do you find ghost nets the size of a school bus (and most are much smaller than this) in an ocean that is larger than all seven continents combined? The job would be like trying to find a needle in a haystack ... unless you know something about Pacific Ocean currents and how floating objects drift in them.

"Our first step was to talk to Jim Ingraham about where in the North Pacific Ocean we should look for the ghost nets," says Jim Churnside. "Then we followed his directions to more specific locations using satellites and aircraft."

In 2003, Churnside and Veenstra launched the GhostNet Project. In collaboration with scientists across the country, the two flew over the Garbage Patch¹ using satellite information, radar, and other technologies to spot ghost nets. In three days' time they saw more than one hundred drifting ghost nets ... and thousands of other types of floating debris.

"There is a lot more trash out there than I expected," said Jim Churnside.



The GhostNet Project continues to monitor the Garbage Patch. The hope is that scientists will eventually be able to use information from satellite pictures of the ocean to determine exactly where ghost nets are. Remember that the exact locations of surface currents can change from year to year. As a result, the exact location of the Garbage Patch changes, too. Combining information from satellites with information from computer models like OSCURS will help scientists to locate the Garbage Patch, and therefore ghost nets, more accurately.

¹**Garbage Patch:** large area of ocean trash formed by a spiral of currents in the Eastern Pacific Ocean. The Garbage Patch contains approximately 3.5 million tons of trash, mostly plastic debris.

48

Explain why the presence of “ghost nets” in the ocean is an important problem to solve. Use two details from the article to support your answer.

GO ON

Directions

Read this article. Then answer questions 49 through 51.

Too Many Fishermen

by Carole Garbury Vogel

The shimmering blue waters of the ocean cover nearly 71 percent of the Earth's surface. However, if you look at a world map you will most likely see the continents drawn in great detail, while the ocean is depicted as a monotonous blue expanse with no hint of the majestic landscape beneath the waves. If you could explore the vistas¹ on the ocean floor, you would find deeper valleys, wider plains, and mountain ranges longer and more massive than anywhere on land.

You would also discover that the majority of ocean life lives within oyster bays, coral reefs, and other habitats in the shallow water rimming the continents. Impressive as this watery world appears today, it pales in comparison to what it once was. Just three hundred years ago you would have found colossal underwater "cities" packed with sea life along every coast. Overfishing turned many of these lush marine havens into biological deserts.

Overfishing depletes fish stocks by taking fish at a rate faster than they can replace themselves. Many fish are harvested before they are even mature enough to reproduce. As a result, marine species are disappearing at an alarming rate. Some kinds of whales and other sea creatures have already been hunted to extinction. More are on the verge. And development along coasts that drains swamps and fills in wetlands has eliminated precious nurseries for new generations of fish and shellfish.

The same map that gives little information about the ocean realm provides clues about the sea life that previously flourished near shore. Place-names like Cape Cod (Massachusetts), Oyster Bay (New York), Seal Harbor (Maine), and Herring Bay (Maryland) are ghostly reminders of animals once plentiful in these locations.

Historical records provide insight, too. Can you imagine New York's harbor crowded with seals, whales, and porpoises, and its shores teeming with lobsters 6-feet (108-meters) long? The Dutch found such bounty when they settled the region in the early 1600s.

Most people know more about the dinosaurs, which became extinct 65 million years ago, than about the massive sea animals that died out within the last three centuries along their own nation's coasts. However, unlike dinosaurs which will never come back, many sea creatures have a chance of recovery. They are considered to be "ecologically extinct." This means that there are still some left but not enough to make an impact on an ecosystem. Their numbers may increase if they are protected from fishing—commercial as well as sport—and if their habitats are shielded from development and pollution.

¹vistas: views

- Overfishing began in the Stone Age. For example, tens of millions of green turtles once lived in the Caribbean Sea.
- 35 Now so few remain that the survival of the species is threatened. The turtle decline started three thousand years ago when humans settled the region. The turtles were agile in the water but they
- 40 made easy prey for hunters when they lumbered up sandy beaches to lay eggs. The people came to rely on turtle meat and eggs as a major part of their diet.
- On some islands, the turtles disappeared by 800 A.D. From the 1500s on, European
- 45 settlers hastened the demise of the remaining turtle populations by harvesting them not only for food, but also for their skin to make leather, and their shells for use in jewelry and other ornaments.



GO ON

49

According to “Too Many Fishermen,” what is the **main** reason previously abundant marine environments have declined? Use **two** details from the article to support your answer.

GO ON

50

The author of “Too Many Fishermen” describes certain place-names as “ghostly reminders.” What does the author mean by using the words “ghostly reminders”? Use two details from the article to support your answer.

GO ON

51

“Monster Debris” and “Too Many Fishermen” both indicate that human beings are having a negative impact on ocean life. How does each author support this claim? Describe the evidence each author uses and evaluate the relevance and strength of the evidence. Use details from both articles to support your response.

In your response, be sure to

- identify the support given in each article that shows the negative impact human beings have had on the ocean environment
 - evaluate the effectiveness, strength, and relevance of the support
 - use details from both articles to support your response

GO ON

STOP

THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
2016 English Language Arts Tests Map to the Standards
Released Questions Available on EngageNY

Grade 8

Question	Type	Key	Points	Standard	Subscore	Secondary Standard(s)	Multiple Choice Questions:		Constructed Response Questions:	
							Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)	
Book 1										
1	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.8.1	Reading		0.59			
2	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.8.1	Reading		0.58			
3	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.8.1	Reading		0.96			
4	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.8.3	Reading		0.89			
5	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.8.3	Reading		0.63			
6	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.8.5	Reading		0.73			
7	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.8.2	Reading		0.75			
22	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.8.3	Reading		0.72			
23	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.8.4	Reading		0.69			
24	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.8.1	Reading		0.55			
25	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.8.3	Reading		0.52			
26	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.8.6	Reading		0.63			
27	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.8.6	Reading		0.73			
28	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.8.2	Reading		0.57			
29	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.8.4	Reading		0.61			
30	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.8.1	Reading		0.75			
31	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.8.3	Reading		0.65			
32	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.8.3	Reading		0.53			
33	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.8.8	Reading		0.67			
34	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.8.5	Reading		0.59			
35	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.8.2	Reading		0.60			
Book 2										
36	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.8.3	Reading		0.54			

Grade 8

Released Questions Available on EngageNY

Question	Type	Key	Points	Standard	Subscore	Secondary Standard(s)	Multiple Choice Questions:		Constructed Response Questions:	
							Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)	
37	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.8.5	Reading		0.57			
38	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.8.4	Reading		0.72			
39	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.8.1	Reading		0.72			
40	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.8.7	Reading		0.73			
41	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.8.2	Reading		0.54			
42	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.8.2	Reading		0.85			
43	Constructed Response		2	CCSS.ELA-Literacy.RL.8.3	Writing to Sources	CCSS.ELA-Literacy.W.8.2 CCSS.ELA-Literacy.W.8.9		1.46	0.73	
44	Constructed Response		2	CCSS.ELA-Literacy.RL.8.3	Writing to Sources	CCSS.ELA-Literacy.W.8.2 CCSS.ELA-Literacy.W.8.9		1.50	0.75	
45	Constructed Response		4	CCSS.ELA-Literacy.W.8.2, CCSS.ELA-Literacy.W.8.9, CCSS.ELA-Literacy.RL.8.3	Writing to Sources	CCSS.ELA-Literacy.L.8.1 CCSS.ELA-Literacy.L.8.2 CCSS.ELA-Literacy.L.8.3 CCSS.ELA-Literacy.L.8.6		2.37	0.59	
Book 3										
46	Constructed Response		2	CCSS.ELA-Literacy.RL.8.4	Writing to Sources	CCSS.ELA-Literacy.W.8.2 CCSS.ELA-Literacy.W.8.9		1.55	0.78	
47	Constructed Response		2	CCSS.ELA-Literacy.RL.8.6	Writing to Sources	CCSS.ELA-Literacy.W.8.2 CCSS.ELA-Literacy.W.8.9		1.49	0.74	
48	Constructed Response		2	CCSS.ELA-Literacy.RI.8.2	Writing to Sources	CCSS.ELA-Literacy.W.8.2 CCSS.ELA-Literacy.W.8.9		1.71	0.86	
49	Constructed Response		2	CCSS.ELA-Literacy.RI.8.1	Writing to Sources	CCSS.ELA-Literacy.W.8.2 CCSS.ELA-Literacy.W.8.9		1.59	0.80	
50	Constructed Response		2	CCSS.ELA-Literacy.RI.8.4	Writing to Sources	CCSS.ELA-Literacy.W.8.2 CCSS.ELA-Literacy.W.8.9		1.43	0.71	
51	Constructed Response		4	CCSS.ELA-Literacy.W.8.2, CCSS.ELA-Literacy.W.8.9, CCSS.ELA-Literacy.RI.8.8	Writing to Sources	CCSS.ELA-Literacy.L.8.1 CCSS.ELA-Literacy.L.8.2 CCSS.ELA-Literacy.L.8.3 CCSS.ELA-Literacy.L.8.6		2.58	0.65	

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

2-Point Rubric—Short Response

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

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

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

New York State Grades 6-8 Expository 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 complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts	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 texts to support analysis and reflection	W.9 R.1-9	<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

43

In “Excerpt from *Stranger from the Tonto*,” how do lines 23 through 26 contribute to the plot? Use two details from the story to support your response.

Possible Exemplary Response:

Lines 23 through 26 contribute to the plot by showing with detail how difficult it is for the gold seekers. According to the text, “they did not even have a landmark to strive for.” So, how will the travelers know where to go if they don’t even see their destination? Another example from the text, “All points of the compass appeared about the same...,” shows they are unsure which direction they are walking since every way looks the same. The reader knows from these lines that they are lost and things are going to be tough.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

43

In "Excerpt from Stranger from the Tonto," how do lines 23 through 26 contribute to the plot? Use two details from the story to support your response.

Lines 23 through 26 contribute to the plot by adding imagery so the reader has a vivid idea of the setting. Those lines were describing the area around the adventurers. It also adds the suspense of the adventures being lost to the plot. "cool, sweet dessert dawn, with a menacing red in the east, round the adventurers doubly lost for now they didn't even have a landmark to strive for." That quote shows how they ended up lost and didn't have anything to strive for. That contributes to the plot by making the reader concerned for the adventurers. "All the points of the compass appeared the same." That quote is another example of the trouble they had gotten in. Those lines of 23 through 26 add suspense to the plot.

Score Point 2 (out of 2 points)

This response provides two valid inferences from the text to explain how lines 23 through 26 contribute to the plot (*adds the suspense* and *making the reader concerned for the adventurers*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("cool, sweet dessert dawn with a menacing red in the east, round the adventurers doubly lost for now they didn't even have a landmark to strive for" and "All the points of the compass appeared the same"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

43

In "Excerpt from Stranger from the Tonto," how do lines 23 through 26 contribute to the plot? Use two details from the story to support your response.

In "Excerpt from Stranger from the Tonto," lines 23 through 26 contribute to the plot. The lines explained that they were lost. Also, these lines stated that they had no landmark to go towards because everything looked the same. According to the excerpt, "barren mountains, dark cones, stark and naked shining ridges, pale blue ridges in the distance," all seemed similar. This contributes to the plot in way that it shows a change and a problem occurring in the story. Lines 23 through 26 reveal an issue that contributes to the plot of the excerpt.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how lines 23 through 26 contribute to the plot (*explained that they were lost*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*they had no landmark to go towards* and "*... pale blue ridges in the distance,*" *all seemed similar*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

43

In "Excerpt from *Stranger from the Tonto*," how do lines 23 through 26 contribute to the plot? Use two details from the story to support your response.

These lines contribute to the plot by showing difficulties they are facing. "All points on the compass appeared the same" (lines 24-25). This shows that they are just guessing where to go, because they don't have anywhere to aim. "They did not even have a landmark to strive for." (line 24) They had nothing to guide them but their donkeys.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how lines 23 through 26 contribute to the plot (*showing difficulties they are facing*). The response provides a sufficient number of facts and other information from the text for support as required by the prompt ("All points on the compass appeared the same" and "They did not even have a landmark to strive for"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

43

In "Excerpt from Stranger from the Tonto," how do lines 23 through 26 contribute to the plot? Use two details from the story to support your response.

In "Excerpt from Stranger from the Tonto," lines 23 through 26 contribute to the plot by describing the desert. On lines 24 and 25, it says, "All points of the compass appeared about the same." This states how every direction they went, whether it was South, North etc. the desert wouldn't finish, it would keep on going on.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how lines 23 through 26 contribute to the plot (*by describing the desert*); however, this response only provides one concrete detail from the text for support as required by the prompt (*"All points of the compass appeared about the same." this states how every direction they went, wheather it was South, North, etc. the desert wouldn't finish, it would keep on going on*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

43

In "Excerpt from Stranger from the Tonto," how do lines 23 through 26 contribute to the plot? Use two details from the story to support your response.

Lines 23 through 26 contribute to the suspense of the excerpt. These lines also allow visual understanding to the reader of what's going on.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how lines 23 through 26 contribute to the plot (*contribute to the suspense of the excerpt*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

43

In "Excerpt from *Stranger from the Tonto*," how do lines 23 through 26 contribute to the plot? Use two details from the story to support your response.

It contributes to the plot by it says it was a "cool sweet dawn, with a menacing red in the east." Another reason why it contributes to the plot is it says "All points of the compass appear about the same - barren mountains, dark cones, Stark and naked Shining ridges, pale blue ranges in the distance."

Score Point 1 (out of 2 points)

This response does provide some details and/or other information from the text for support as required by the prompt ("cool sweet dawn, with a menacing red in the east" and "All points of the compass appear about the same"); however, no valid inference from the text is provided. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

43

In "Excerpt from *Stranger from the Tonto*," how do lines 23 through 26 contribute to the plot? Use two details from the story to support your response.

lines 23 through 26 contributes to the plot that in the desert it's hot, in lines 40-43 states "August is the hot month... find gold and still escape from the fiery furnace of the desert." This quote states how hot the desert is, but if they find gold, they could escape from the dry camp.

Score Point 0 (out of 2 points)

This response is totally inaccurate ("August is the hot month . . . find gold and still escape from the fiery furnace of the desert").

GUIDE PAPER 8

Additional

43

In "Excerpt from *Stranger from the Tonto*," how do lines 23 through 26 contribute to the plot? Use two details from the story to support your response.

Lines 23 through 26 contribute to the plot because the passage is about back in the day in an area of a dessert.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*because the passage is about back in the day in an area of a dessert*).

EXEMPLARY RESPONSE

44

How does Jenester influence the decisions of the men in the story? Use two details from the story to support your response.

Possible Exemplary Response:

Jenester influences the decisions of the men in the story because being a burro, she takes them places they may not have gone. For instance, in line 20, it says, "Jenester could scent water at incredible distances." This helped the gold seekers find camps with water, which they may not have found otherwise, especially since they didn't always agree to follow her. Another example, of Jenester influencing the decisions, is when she led the men to the east, which eventually brought them to the three peaks and running water. They most likely wouldn't have gotten to this point without her.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

44

How does Jenester influence the decisions of the men in the story? Use two details from the story to support your response.

In the story, Jenester influences the decisions of the men by going against them. For instance, even though Jenester could smell water from incredible distances, wherever Jenester wanted to go, Elway went against it. This caused the men to be lost in the desert. Additionally, when the men finally gave up in listening to Elroy, they decided to let loose Jenester & follow her. Having nothing to lose, the men decided to follow Jenester, who seemed to know what she was doing. In conclusion, Jenester influenced the decisions of the men in the story by choosing to go her way, and not their's.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how Jenester influences the decisions of the men in the story (*by going against them*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*even though Jenester could smell water from incredible distances, wherever Jenester wanted to go, Elway went against it and when the men finally gave up in listening to Elroy, they decided to let loose Jenester & follow her*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

44

How does Jenester influence the decisions of the men in the story? Use two details from the story to support your response.

Jenester makes the men unsure about which way to go. For example, as stated in the previous paragraph, reason told the men to go South. But Jenester wanted to go east. Since the men knew Jenester was excellent at finding water and valued her, they wavered a little between following her or following logic. A second way Jenester made the men unsure was when Elway was crazily moving south. Jenester wanted to turn back, but Elway ruthlessly moved her on to the south. Seeing this, Wingfield grew uneasy and concerned, for he was doubting Elway's decision because Jenester was telling them to turn back.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how Jenester influences the decisions of the men in the story (*makes the men unsure about which way to go*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*reason told the men to go South. But Jenester wanted to go east and Jenester wanted to turn back, but Elway ruthlessly moved her on to the south*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

44

How does Jenester influence the decisions of the men in the story? Use two details from the story to support your response.

At the end of the story Jenester is the they that leads them to water. Jenester has instincts and when the mans ideas did not work they went along with Jenester. "Jenester could scent water at a credible distances" he even knew this so when Jenester started to make a fuss about where to go the men started to notice. "Jenester edged away to the east, which fact was not manifest until daylight." Jaester knew the way and once the men realized this they were able to find water!

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how Jenester influences the decisions of the men in the story (*Jenester has instincts and when the mans ideas did not work they went along with Jenester.*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*when Jenester started to make a fuss about where to go the men started to notice* and "*Jenester edged away to the east, which fact was not manifest until daylight*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

44

How does Jenester influence the decisions of the men in the story? Use two details from the story to support your response.

The reason why Jenester influence the decisions of the men is because Jenester could scent water at incredible distance.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how Jenester influences the decisions of the men in the story (*Jenester could scent water at incredible distance*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

44

How does Jenester influence the decisions of the men in the story? Use two details from the story to support your response.

Jenester influences the decisions of the men in the story because when they run out of water, Jenester starts to lead them. She ended up leading the group to water. The group trusts her, and follows her willingly.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how Jenester influences the decisions of the men in the story (*when they run out of water, Jenester starts to lead them*); however, this response only provides one concrete detail from the text for support (*The group trusts her, and follows her willingly*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

44

How does Jenester influence the decisions of the men in the story? Use two details from the story to support your response.

Jenester influences the decisions of the men in the story with his "sixth sense". Jenester could scent water at incredible distances; so the men had faith in finding water & continued on their journey.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how Jenester influences the decisions of the men in the story (*with his "sixth sense"*); however, this response only provides one concrete detail from the text for support (*"Jenester could scent water at incredible distances"*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

44

How does Jenester influence the decisions of the men in the story? Use two details from the story to support your response.

Jenester influence the decisions of the men because she made them think about their decisions more clearly before they became finalized decisions.

Score Point 0 (out of 2 points)

While the response provides some information from the text, no valid inference is provided. This response does not address any of the requirements of the prompt (*she made them think about their decisions more clearly*).

GUIDE PAPER 8

Additional

44

How does Jemester influence the decisions of the men in the story? Use two details from the story to support your response.

Jemester influenced the decisions of the men in the story by saying to them that August was the hot month and they are still in June, he says that they can still get out of this. Also when he saw the Jack Rabbit and heard the Mockingbird, Jemester said we must be close to water.

Score Point 0 (out of 2 points)

This response is inaccurate and does not address any of the requirements of the prompt (*by saying to them that August was the hot month and they are still in June*).

EXEMPLARY RESPONSE

45

In the story, Saeng and her mother discuss hibiscus plants. What does the hibiscus plant represent to Saeng? What does it represent to Saeng's mother? What thoughts and feelings do Saeng and her mother have about the hibiscus plant in the story? Use details from the story to support your response.

In your response, be sure to

- explain what the hibiscus plant represents to Saeng
- explain what the hibiscus plant represents to Saeng's mother
- explain the thoughts and feelings Saeng and her mother have about the hibiscus plant in the story
- use details from the story to support your response

Possible Exemplary Response:

In the story, Saeng and her mother both cherish the hibiscus plant, however, it represents different things to each of them.

After failing her driving test, Saeng searches out a hibiscus in a florist's shop. This plant, among others, reminds her of her childhood. She fondly remembers as she touches the hibiscus. "It felt smooth and cool, with a hint of velvet toward the center—just as she had known it would feel." This feeling of familiarity overtakes Saeng as she yearns for pieces of her homeland: the fine-toothed comb, the hibiscus hedge and her grandmother. The hibiscus represents her home in Laos and all of her fond memories. These memories come pouring back when she touches the hibiscus, as the text says, "A wave of loss so deep and strong that it stung Saeng's eyes now swept over her." She is sad to have failed the test, and now wishes she were back in Laos, where it seemed simpler and wonderful.

Unlike Saeng, the hibiscus plant represents possibilities and hope to her mother. First, Saeng's mother was upset she bought the hibiscus because it was so expensive. But then, she sees "the tearstains on her daughter's cheeks and her puffy eyes," and finds out Saeng failed her driving test. Instead of getting angry with Saeng, she tells her she is glad she bought it. Saeng insists it's not like the ones back in Laos, but her mother says, "I know. I've seen this kind blooming along the lake. Its flowers aren't as pretty, but it's strong enough to make it through the cold months here, this winter hibiscus. That's what matters." Then, her mother starts to plant it in their garden. This shows her mother finds beauty and good in their new home, and she has hope that things will work out. She turns Saeng's longing for home into hope for a better spring. As Saeng helps plant the hibiscus, she vows to take the test again when the hibiscus starts to bloom. And, she also learns to appreciate things, like the geese flying overhead, that are no longer strange to her in her new home.

The hibiscus plant represents fond memories of Laos for Saeng, which bring tears of sadness. Although, for her mother, it represents hope for a new and better life in America. By the end of the story, Saeng feels her mother's hope with the planting of the winter hibiscus, symbolizing a new beginning. Not only will she take the test again in the spring, but she realizes there are many wonderful, familiar things in her new home.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 4-point holistic rubric.

GUIDE PAPER 1a

45

In the story, Saeng and her mother discuss hibiscus plants. What does the hibiscus plant represent to Saeng? What does it represent to Saeng's mother? What thoughts and feelings do Saeng and her mother have about the hibiscus plant in the story? Use details from the story to support your response.

In your response, be sure to

- explain what the hibiscus plant represents to Saeng
- explain what the hibiscus plant represents to Saeng's mother
- explain the thoughts and feelings Saeng and her mother have about the hibiscus plant in the story
- use details from the story to support your response

In the excerpt, "Excerpt from The Winter Hibiscus," we see how flowers has a lot of meaning to a family from Laos. Both the daughter, Saeng, and mother, Mrs. Panduvong, have a deep relationship to a flower/plant called the "winter hibiscus," especially since it is a strong connection to Laos, now that they are in the U.S.

Saeng is very familiar with all plants, but her undeniable favorite is the "winter hibiscus." Her connection with plants is shown when she has a flashback to Laos, with her grandmother. She remembered "the light strands of her grandmother's long grey hair, freshly washed... Saeng would help the gnarled old fingers knot the

GUIDE PAPER 1b

hair into a bun, then slip a cloth matik into it." We can infer how important all of this is to her because leaving it all behind created a "loss so deep and strong that it stung Saeng's eyes."

Mrs. Panoung is very fond of the "winter hibiscus." She describes it as a "beautiful plant" and she is "very glad [Saeng] got it." Also Mrs. Panoung sees her daughter crying and so she starts to nurture the flower and plant it. She understands how her daughter feels, that back at home in Laos the flowers are much more beautiful, but she loves the plant enough to believe that "it's strong enough to make it through the cold months here."

For Saeng, the "winter hibiscus" is a lot to her. They are the memories of Laos that she loves so much and is sad that she no longer has it. Her mother is sad for her, but makes the best of things by trying to cheer her daughter up and plant the flower. To both of them, the "winter hibiscus" is not only a flower, but more like a tradition and a symbol of back home.

GUIDE PAPER 1c

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 (*flowers has a lot of meaning to a family from Laos and especially since it is a strong connection to Laos, now that they are in the U.S.*). This response demonstrates insightful analysis of the text (*Her connection with plants is shown when she has a flashback to Laos, with her grandmother; We can infer how important all of this is to her because leaving it all behind created a “loss so deep and strong that it stung Saeng’s eyes”; They are the memories of Laos*). The topic is developed with the sustained use of relevant, well-chosen details from the text (*She remembered “the light strands of her grandmother’s long grey hair, freshly washed . . .”, sees her daughter crying and so she starts to nurture the flower and plant it and “it’s strong enough to make it through the cold months here”*). The response exhibits clear organization, with the skillful use of appropriate transitions to create a unified whole (*especially since, but, because, so she starts to, To both*). A formal style is established and maintained through the use of grade-appropriate language and domain-specific vocabulary (*deep relationship, strong connection, undeniable favorite, flashback to Laos, very fond of*). The concluding statement follows clearly from the topic and information presented (*To both of them, the “winter hibiscus” is not only a flower, but more like a tradition and a symbol of back home*). The response demonstrates grade-appropriate command of conventions, with few errors (*flowers has*).

GUIDE PAPER 2a

Additional

45

In the story, Saeng and her mother discuss hibiscus plants. What does the hibiscus plant represent to Saeng? What does it represent to Saeng's mother? What thoughts and feelings do Saeng and her mother have about the hibiscus plant in the story? Use details from the story to support your response.

In your response, be sure to

- explain what the hibiscus plant represents to Saeng
- explain what the hibiscus plant represents to Saeng's mother
- explain the thoughts and feelings Saeng and her mother have about the hibiscus plant in the story
- use details from the story to support your response

In the story, Saeng and her mother discuss hibiscus plants. The hibiscus plant symbolizes something for both Saeng and her mother and they both have thoughts and feelings about the hibiscus plant in the story.

First of all, for Saeng the hibiscus plant is very symbolic. It represented the love of her grandmother. According to the text, "The familiar fragrance filled her lungs, and Saeng could almost feel the light strands of her grandmother's long gray hair..." The significance of this detail is that the hibiscus plant's softness reminded her of her grandmother and her silky long hair. Another example, in lines 22-23, is when she remembered of helping her grandmother do a bun and then place a hibiscus bud into it.

GUIDE PAPER 2b

Additional

For Saeng's Mother the hibiscus Plant
Symbolizes strength. It represents the Strength
to go through the hard times. As stated,
“I know” Her mother said quietly. ‘I’ve
seen this kind blooming along the lake. It’s
flowers aren’t as pretty, but it’s strong
enough to make it through the cold months
here, this winter hibiscus. That’s what matters!“

This demonstrates the significance of the
winter hibiscus for Saeng Mother which is to
keep them strong during the cold times.

they both had thoughts and feelings
about the hibiscus. Specifically, Saeng thought
about her dear grandmother while she felt sad
when she saw or touched a hibiscus. On the
other hand, Saeng’s mother thought about
strength and she felt secure and protected
during winter with the hibiscus. Without
a doubt, the hibiscus represented something
to them both and made the feel different
things.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*symbolizes something for both Saeng and her mother and they both have thoughts and feelings about the hibiscus plant*). This response demonstrates insightful analysis of the text (*It represented the love of her grandmother, represents the strength to go through the hard times, it’s strong enough to make it through the cold months here*). The topic is developed with the sustained use of varied, relevant evidence from the text (“*The familiar fragrance filled her lungs, and Saeng could almost feel the light strands of her grandmother’s long gray hair . . .*” and “*It’s flowers aren’t as pretty, but it’s strong enough to make it through the cold months here, this winter hibiscus*”). Clear organization is exhibited by the skillful use of appropriate transitions to create a unified whole (*First of all, According to the text, Another example, On the other hand*). A formal style is established and maintained through the use of grade-appropriate language and domain-specific vocabulary (*symbolical, hard times, demonstrates, significance of, secure and protected*). The concluding statement follows from the topic and information presented (*Without a doubt, the hibiscus represented something to them both and made the feel different things*). The response demonstrates grade-appropriate command of conventions, with few errors (*fragance and remembered of helping*).

GUIDE PAPER 3a

45

In the story, Saeng and her mother discuss hibiscus plants. What does the hibiscus plant represent to Saeng? What does it represent to Saeng's mother? What thoughts and feelings do Saeng and her mother have about the hibiscus plant in the story? Use details from the story to support your response.

In your response, be sure to

- explain what the hibiscus plant represents to Saeng
- explain what the hibiscus plant represents to Saeng's mother
- explain the thoughts and feelings Saeng and her mother have about the hibiscus plant in the story
- use details from the story to support your response

In the story Saeng and her mother both see the "winter hibiscus" as two different interpretations. Saeng sees the hibiscus as they're old life and her mother sees the flower as Saeng but despite these differences they both have similar feelings towards the plant.

Saeng sees the hibiscus as they're old life, she feels the hibiscus plant and can smell the jasmine and feels her grandmothers hair, but it's not the same for her, they're not the same flowers and smells from home, the only home she's known but the hibiscus gives her a calming feeling that takes away her stress and pain if only for a moment.

Saeng's mother on the other hand sees a little

GUIDE PAPER 3b

bit of Saeng in the plotted hibiscus. Saeng tells her mother that she failed an important test and instead of being angry Saeng's mother tells her about how the plant is a "winter hibiscus" and it was meant to overcome large obstacles such as a strong and cold winter. Her mother thinks that Saeng, like the flower, shouldn't be brought down by obstacles but learn to overcome them.

Saeng and her mother both share love towards the flower because it's symbolic in more ways than one to the both of them. If anything the hibiscus brings them closer together.

As you can see in the story Saeng and her mother find that the "winter hibiscus" represents something to them both but it still brings them together.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*Saeng sees the hibiscus as they're old life and her mother sees the flower as Saeng and both have similar feelings towards the plant*). This response demonstrates insightful analysis of the text (*but it's not the same for her, they're not the same flowers and smells from home; Her mother thinks that Saeng, like the flower, shouldn't be brought down by obstacles; both share love towards the flower because it's symbolic in more ways than one*). The topic is developed with the sustained use of relevant, well-chosen details from the text (*feels her grandmothers hair, but it's not the same for her, they're not the same flowers and smells from home, Saeng tells her mother that she failed an important test, and how the plant is a "winter hibiscus" and it was meant to overcome large obstacles*). Clear organization is exhibited by the use of appropriate transitions to create a unified whole (*In the story, but, on the other hand, As you can see*). A formal style is established and maintained through the use of precise language and domain-specific vocabulary (*different interpretations, calming feeling, and share love*). The concluding statement follows from the topic and information presented (*As you can see in the story Saeng and her mother find that the "winter hibiscus" represents something to them both but it still brings them together*). The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 4a

45

In the story, Saeng and her mother discuss hibiscus plants. What does the hibiscus plant represent to Saeng? What does it represent to Saeng's mother? What thoughts and feelings do Saeng and her mother have about the hibiscus plant in the story? Use details from the story to support your response.



In your response, be sure to

- explain what the hibiscus plant represents to Saeng
- explain what the hibiscus plant represents to Saeng's mother
- explain the thoughts and feelings Saeng and her mother have about the hibiscus plant in the story
- use details from the story to support your response

In the excerpt from "The Winter Hibiscus" the hibiscus plant represented home to Saeng.

And how much she missed it and the hibiscus plants -back in her "childhood" were way different. It had brought her back to a time where "Saeng could "almost feel the light strands of her grandmothers long grey hair" it brought her back to that moment where she helped her grand mother "knot the hair in a bun, then slip a dok malik bud into it".

To Saeng's mother it represented home and joy also she remembered how they'd bloom back home into beautiful and colorful plants. But they

GUIDE PAPER 4b

hadn't been the same as they were at home.

Saeng and her mother had mutual feelings about the purchase of the hibiscus plant. But in the end they were glad Saeng brought it home. Even though her mother was upset about her buying it for 19 dollars she was also very excited to see it and have Saeng plant it into the garden. It made them both happy knowing they were "closer" to home than they thought they were. They were always home with the bond built between them and Saeng realised that she appreciated her mom when she tried to help her, just like when she was a child when she helped her grandmother.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*Saeng and her mother had mutual feelings, represented home to Saeng, To Saeng's mother it represented home and joy*). This response demonstrates grade-appropriate analysis of the text (*it brought her back to that moment where she helped her grandmother, It made them both happy knowing they were "closer" to home They were always home with the bond built between them*). The topic is developed with the sustained use of relevant, well-chosen details from the text (*brought her back to a time where "Saeng could almost feel the light strands of her grandmothers long grey hair and Even though her mother was upset about her buying it for 19 dollars she was also very excited to see it*). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*In the excerpt, But they, just like when*). A formal style is established and maintained through the use of precise language and domain-specific vocabulary (*colorful plants, mutual feelings, bond built, appreciated*). The concluding statement follows from the topic and information presented (*They were always home with the bond built between them and appreciated her mom when she tried to help her, just like when she was a child when she helped her grandmother*). The response demonstrates grade-appropriate command of conventions, with few errors (*realised*).

GUIDE PAPER 5a

Additional

45

In the story, Saeng and her mother discuss hibiscus plants. What does the hibiscus plant represent to Saeng? What does it represent to Saeng's mother? What thoughts and feelings do Saeng and her mother have about the hibiscus plant in the story? Use details from the story to support your response.

In your response, be sure to

- explain what the hibiscus plant represents to Saeng
- explain what the hibiscus plant represents to Saeng's mother
- explain the thoughts and feelings Saeng and her mother have about the hibiscus plant in the story
- use details from the story to support your response

The hibiscus plant represents many things for the characters in the story. To Saeng, it represents her journey. Right now, the hibiscus is still root-bound, it has a long way to go, just like Saeng. Saeng failed her test and now she's letting it bring her down. However, she says that "in the spring, when the snow melts and the geese return and this hibiscus is budding, then I will take the test again." So it's just like her journey. Once it's grown and strong, shall be strong and retake the test. For her Mother, it represents the determination in people. They're not pretty, but they're strong enough to survive the winter. So it represents determination.

Saeng and her mother think of the hibiscus ~~as~~ as strong and full of hope. To Saeng, it felt

"smooth and cool." So it can be a little fragile. However as Saeng's mother said, "It's strong enough to make it through the winter." So it's a flower full of hope and determination to go on. They admire this flower's beauty.

GUIDE PAPER 5b

Additional

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*Saeng and her mother thinks of the hibiscus as strong and full of hope, To Saeng, it represents her journey, For her mother, it represents the determination in people*). This response demonstrates grade-appropriate analysis of the text (*the hibiscus is still root-bound, it has a long way to go, just like Saeng; Once it's grown and strong, she'll be strong and retake the test; So it's a flower of hope and determination to go on*). The topic is developed with relevant facts and details from the text (“*in the spring, when the snow melts and the geese return and this hibiscus is budding, then I will retake the test again*”, “*it's strong enough to make it through the winter*”). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*However, Once, So*). The concluding statement follows from the topic and information presented (*So it's a flower full of hope and determination to go on. They admire this flowers beauty*). The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 6

45

In the story, Saeng and her mother discuss hibiscus plants. What does the hibiscus plant represent to Saeng? What does it represent to Saeng's mother? What thoughts and feelings do Saeng and her mother have about the hibiscus plant in the story? Use details from the story to support your response.

In your response, be sure to

- explain what the hibiscus plant represents to Saeng
- explain what the hibiscus plant represents to Saeng's mother
- explain the thoughts and feelings Saeng and her mother have about the hibiscus plant in the story
- use details from the story to support your response

In the story "The Winter Hibiscus" Saeng buys a winter Hibiscus to remind her of home. This plant represents home for Saeng and comfort. On line 61 of the story Saeng says "Not like the one we had before." Even though it's not exactly like the plant Saeng has at her old home it still represents her old home. The winter Hibiscus represents Saeng's happiness to the mother. Saeng's mother knows that this plant will make Saeng happier and give more hope. Saeng and her mother had a lot of feelings toward this plant. Some of the feelings of the two are happiness, hope, sadness. They were happy because it reminded them of home, sad because they weren't home and have their family or all their familiar surroundings.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*to remind her of home, represents Saeng's happiness to the mother, Some of the feelings of the two are happiness, hope, sadness*). This response demonstrates grade-appropriate analysis of the text (*Even though it's not exactly like the plant Saeng has at her old home it still represents her old home, Saeng's mother knows that this plant will make Saeng happier and give more hope*). The topic is developed with relevant facts and details from the text (*Saeng buys a winter Hibiscus to remind her of home, "Not like the one we had before", and sad because they weren't home*). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*still represents, Some, because it reminded*). The concluding statement follows from the topic and information presented (*They were happy because it reminded them of home, sad because they weren't home and have their family or all their familiar surroundings*). The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 7a

45

In the story, Saeng and her mother discuss hibiscus plants. What does the hibiscus plant represent to Saeng? What does it represent to Saeng's mother? What thoughts and feelings do Saeng and her mother have about the hibiscus plant in the story? Use details from the story to support your response.

In your response, be sure to

- explain what the hibiscus plant represents to Saeng
- explain what the hibiscus plant represents to Saeng's mother
- explain the thoughts and feelings Saeng and her mother have about the hibiscus plant in the story
- use details from the story to support your response

The hibiscus plant is represented as strong to Saeng because it states "when they come back, Saeng vowed silently to herself, in the spring when the snows melt and the geese return and this hibiscus is budding, then I will take that test again". She has hope that she will pass the test this time.

The hibiscus plant is represented as a survivor to Saeng's mother because it states "I've seen this kind blooming along the lake. Its flowers aren't as pretty, but it's strong enough to make it".

through the cold months here, this winter hibiscus. That's what matters!.

Saeng and her mother both like the plants. Their feelings were sad, confuse, happy, hurtful, and proud.

GUIDE PAPER 7b

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*represented as hope to Saeng; represented as a surviver to Saeng's mother; There feelings were sad, confuse, happy, hungry, and proud*). The topic is partially developed with the use of some textual evidence (“*when they come back, . . . and this hibiscus is budding, then I will take that test again*”; “*It's flower aren't as pretty, but it's strong enough to make it through the cold months here*”). This response exhibits some attempt at organization but lacks a formal style, using language that is imprecise or inappropriate for the text and task. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*She haves hope and is represented as a surviver*).

GUIDE PAPER 8

Additional

45

In the story, Saeng and her mother discuss hibiscus plants. What does the hibiscus plant represent to Saeng? What does it represent to Saeng's mother? What thoughts and feelings do Saeng and her mother have about the hibiscus plant in the story? Use details from the story to support your response.

In your response, be sure to

- explain what the hibiscus plant represents to Saeng
- explain what the hibiscus plant represents to Saeng's mother
- explain the thoughts and feelings Saeng and her mother have about the hibiscus plant in the story
- use details from the story to support your response

In the story, Saeng and her mother discuss hibiscus plants. The hibiscus plant represents something to Saeng and that's home. The plant brings back memories of her grandmother and back at home. "Saeng looked at the white bud in her hand, now small and fragile. Gently, she closed her palm around it and held it tight. That, at least, she could hold on to. But where was the fine-toothed comb? The hibiscus hedge? The well? Her gentle grandmother?" (24-26). This plant was the only thing she had left to remind her of home. The hibiscus plant represents something to Saeng's mother and that's strength. "Its flowers aren't as pretty, but its strong enough to make it through the cold months here, this winter hibiscus?" (62-64)

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*represents something to Saeng and that's home* and *represents something to Saeng's mother and that's strength*). The response demonstrates a literal comprehension of the texts (*The plant brings back memories of her grandmother and back at home* and *This plant was the only thing she had left to remind her of home*). The topic is partially developed with the use of some textual evidence ("Gently, she closed her palm around it and held it tight" and "Its flowers aren't as pretty, but its strong enough to make it through the cold months here, this winter hibiscus"). This response exhibits little attempt at organization and there is no concluding statement. The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 9

45

In the story, Saeng and her mother discuss hibiscus plants. What does the hibiscus plant represent to Saeng? What does it represent to Saeng's mother? What thoughts and feelings do Saeng and her mother have about the hibiscus plant in the story? Use details from the story to support your response.

In your response, be sure to

- ✓ explain what the hibiscus plant represents to Saeng
- ✓ explain what the hibiscus plant represents to Saeng's mother
- explain the thoughts and feelings Saeng and her mother have about the hibiscus plant in the story
- use details from the story to support your response

In this excerpt of "The Winter Hibiscus", the hibiscus to Saeng is like home. It reminded her of the smell of the flowers where she was from, and the smell of her grandmother's grey hair. Saeng truly misses all this since in line 30 she broke down sobbing from the memories and homesickness. Although she mentioned that it's "not a real one", she still bought it. The key of how Saeng is is on line 60, when its hidden in the passage that "she found that she was still too shaky to say the words at home, lest she burst into tears again".

Mrs. Panuwong, Saeng's mother, didn't show too much about the plant aside

agreeing with Saeng and planting it in the ground. She did however ignore that it wasn't the same flower from Laos and loved it anyway.

As mentioned multiple times prior, to Saeng and her mother, the hibiscus plant is basically the only thing left to remind them of home.

Score Point 2 (out of 4 points)

This response introduces a topic that does not logically follow from the task and purpose and demonstrates little understanding of the texts. (*The hibiscus to Saeng is like home*). The topic is partially developed with the use of some textual evidence (*Saeng truly misses all this; she broke down sobbing from the memories and homesickness; still too shaky to say the words at home, lest she burst into tears again*). This response exhibits some attempt at organization but lacks a formal style, using language that is imprecise or inappropriate for the text and task (*Saeng's mother, didn't show too much about the plant*). The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 10

45

In the story, Saeng and her mother discuss hibiscus plants. What does the hibiscus plant represent to Saeng? What does it represent to Saeng's mother? What thoughts and feelings do Saeng and her mother have about the hibiscus plant in the story? Use details from the story to support your response.

In your response, be sure to

- explain what the hibiscus plant represents to Saeng
- explain what the hibiscus plant represents to Saeng's mother
- explain the thoughts and feelings Saeng and her mother have about the hibiscus plant in the story
- use details from the story to support your response

In this story the hibiscus plant is very important to Saeng because it represents her grandmother. Saeng describes how she was close to her grandmother. When she sees this plant she remembers doing for grandmother's hair. When the mother finds out Saeng bought the plant, at first she was angry. But then she realizes that it is important to Saeng. In the story both Saeng and her mother miss home. We know this because they both plant it in the yard. (Sinezo).

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*it represents her grandmother* and *how she was close to her grandmother*). This response demonstrates an attempt to use evidence, but only develops ideas with minimal evidence (*When she sees this plant she remembers doing her grandmother's hair*). This response exhibits little attempt at organization and no concluding statement is provided. The response demonstrates emerging command of conventions, with some errors (*was angry. But then she realizes*).

GUIDE PAPER 11

Additional

45

In the story, Saeng and her mother discuss hibiscus plants. What does the hibiscus plant represent to Saeng? What does it represent to Saeng's mother? What thoughts and feelings do Saeng and her mother have about the hibiscus plant in the story? Use details from the story to support your response.

In your response, be sure to

- explain what the hibiscus plant represents to Saeng
- explain what the hibiscus plant represents to Saeng's mother
- explain the thoughts and feelings Saeng and her mother have about the hibiscus plant in the story
- use details from the story to support your response

In the story Saeng buy's a plant that reminds her OF home and she care's a lot for this plant.

The plant represents to Saeng is home. When She sees this plant it reminds her OF her grandmother and her life in Laos.

The plant represents to her Mother as something that make saeng happy.

They both think that the plant is pretty and it reminds them of their home.

Score Point 1 (out of 4 points)

This response demonstrates little understanding of the text and task (*Saeng buy's a plant that reminds her of home and she care's a lot for this plant*). No evidence is provided. This response exhibits little attempt at organization. A concluding statement follows generally from the topic and information presented. The response demonstrates emerging command of conventions, with some errors (*buy's* and *represents to Saeng is home*).

GUIDE PAPER 12

45

In the story, Saeng and her mother discuss hibiscus plants. What does the hibiscus plant represent to Saeng? What does it represent to Saeng's mother? What thoughts and feelings do Saeng and her mother have about the hibiscus plant in the story? Use details from the story to support your response.

In your response, be sure to

- explain what the hibiscus plant represents to Saeng
- explain what the hibiscus plant represents to Saeng's mother
- explain the thoughts and feelings Saeng and her mother have about the hibiscus plant in the story
- use details from the story to support your response

In the story, Saeng and her mother discuss hibiscus plants.

The hibiscus plant represent to Saeng memories.

Score Point 1 (out of 4 points)

This response demonstrates little understanding of the text and task (*Saeng and her mother discuss hibiscus plants*). No evidence is provided. The response exhibits little attempt at organization and no concluding statement is provided. This response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*represent to Saeng memories*).

GUIDE PAPER 13

45

In the story, Saeng and her mother discuss hibiscus plants. What does the hibiscus plant represent to Saeng? What does it represent to Saeng's mother? What thoughts and feelings do Saeng and her mother have about the hibiscus plant in the story? Use details from the story to support your response.

In your response, be sure to

- explain what the hibiscus plant represents to Saeng
- explain what the hibiscus plant represents to Saeng's mother
- explain the thoughts and feelings Saeng and her mother have about the hibiscus plant in the story
- use details from the story to support your response

The hibiscus plant represents something he wants to get to his family to survive winter. Saeng's mother wants a hibiscus plant to feed their family.

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the text and task (*represents something he wants to get to his family to survive winter*). No evidence is provided and there is no evidence of organization. This response is minimal, making assessment of conventions unreliable.

GUIDE PAPER 14

Additional

45

In the story, Saeng and her mother discuss hibiscus plants. What does the hibiscus plant represent to Saeng? What does it represent to Saeng's mother? What thoughts and feelings do Saeng and her mother have about the hibiscus plant in the story? Use details from the story to support your response.

In your response, be sure to

- explain what the hibiscus plant represents to Saeng
- explain what the hibiscus plant represents to Saeng's mother
- explain the thoughts and feelings Saeng and her mother have about the hibiscus plant in the story
- use details from the story to support your response

In The Winter Hibiscus, Saeng goes to a flower shop and buys a hibiscus. This flower represents something to both her and her mother.

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the text and task and mostly uses language from the prompt. This response is minimal, making assessment of conventions unreliable.

EXEMPLARY RESPONSE

46

What impact does the statement “I felt like a genie on a flying carpet” (line 15) have on the story? Use two details from the story to support your response.

Possible Exemplary Response:

The statement “I felt like a genie on a flying carpet” impacts the story by helping the reader see that the train ride feels magical. Line 15 continues with “because as we picked up speed we traveled above the land and below it, skirting over gullies and tunneling through solid rock,” making it seem like the train wasn’t even on the ground and could barrel through hard places, creating a feeling of magic. And, not only does it give the train ride a feeling of magic, but Malachy, himself, is feeling a sense of magic and adventure riding on this train into new lands he has never seen nor felt. The text states “but in gazing at the outsize beauty spread in every direction I got an inkling of what drove a man to speak in perfumed words.”

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

46

What impact does the statement "I felt like a genie on a flying carpet" (line 15) have on the story? Use two details from the story to support your response.

The statement "I felt like a genie on a flying carpet" gives a magical feel to the story. It makes the reader feel like Malachy's train ride to Cisco was pleasant and magical because a genie on a flying carpet is something magical and extraordinary. The excerpt, "Excerpt from Tracks" states, "I felt like a genie on a flying carpet then, because as we picked up speed we traveled above the land and below it, skirting over gullies and tunneling through solid rock." This shows that the statement gives a magical impact/feel to the story because it was as if Malachy himself was a genie on a flying carpet since the train moved as swiftly and smoothly as a magic carpet would. The excerpt also states, "the man-made wonders piled one upon the other and between each lay yet another." This also shows how the statement gives a magical impact on the story because, as you would see breathtaking wonders on a magic carpet, Malachy saw those breathtaking wonders on the train.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what impact the statement "I felt like a genie on a flying carpet" (line 15) has on the story (*gives a magical feel to the story and makes the reader feel like Malachy's train ride to Cisco was pleasant*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("I felt like a genie on a flying carpet then, because as we picked up speed we traveled above the land and below it, skirting over gullies and tunneling through solid rock" and *you would see breathtaking wonders on a magic carpet, Malachy saw those breathtaking wonders on the train*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

46

What impact does the statement "I felt like a genie on a flying carpet" (line 15) have on the story? Use two details from the story to support your response.

The impact that the statement "I felt like a genie on a flying carpet" had on the story was that it made the train ride feel magical. According to "Excerpt from Tracks" by Diane Lee Wilson, the author states, "The man-made wonders piled one upon the other, and between each town lay yet another." Looking at new things that are extraordinary, relate to a flying carpet ride because it's exciting. The excerpt, also states, "The smaller ones, ignoring the knees of strangers even, ran from window to window to ooh and aah at the splendors." This shows that the statement gave a magical impact to the story due to the new and beautiful scenery being viewed.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what impact the statement "I felt like a genie on a flying carpet" (line 15) has on the story (*made the train ride feel magical*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("The man-made wonders piled one upon the other, and between each town lay yet another" and *the new and beautiful scenery being viewed*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

46

What impact does the statement "I felt like a genie on a flying carpet" (line 15) have on the story? Use two details from the story to support your response.

The impact that the statement "I felt like a genie on a flying carpet shows that while other people were scared, he felt like the train was fun. For example "... Catching sight of the ambitious aerial feat, shut their eyes and moved their lips in prayer." This shows while Mulcahy was having fun on the train, other people were very scared. Another example is "... sent some children screeching in wide-eyed terror." This shows how other children were terrified of the train and would scream while they were on it.

Score Point 2 (out of 2 points)

This response provides an inference from the text to explain what impact the statement "I felt like a genie on a flying carpet" (line 15) has on the story (*while other people were scared, he felt like the train was fun*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*... Catching sight of the ambitious aerial feat, shut their eyes and moved their lips in prayer*" and "*... sent some children screeching in wide-eyed terror*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

46

What impact does the statement “I felt like a genie on a flying carpet” (line 15) have on the story? Use two details from the story to support your response.

The Statement “I felt like a genie on a flying carpet” has the impact of the story sounding like he was enjoying his ride as he they “picked up speed and traveled above the land and below it.”

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what impact the statement “I felt like a genie on a flying carpet” (line 15) has on the story (*sounding like he was enjoying his ride*); however, this response only provides one concrete detail from the text for support (*“picked up speed and traveled above the land and below it”*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

46

What impact does the statement "I felt like a genie on a flying carpet" (line 15) have on the story? Use two details from the story to support your response.

The statement "I felt like a genie on a flying carpet" impacted the story. It made ^{the place} it seem like there was magic at play. It made it seem like magic was at play because flying carpets are not real and are magical. Also because genies are magical but not real.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what impact the statement "I felt like a genie on a flying carpet" (line 15) has on the story (*seem like there was magic at play because flying carpets are not real and are magical*); however, the response does not provide two concrete details from the text for support. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

46

What impact does the statement "I felt like a genie on a flying carpet" (line 15) have on the story? Use two details from the story to support your response.

One Piece of evidence is, "as we picked up speed we traveled above the land and below it". Another Piece of evidence is, "skirting over gullies and tunneling through solid rock."

Score Point 1 (out of 2 points)

This response provides some information from the text ("as we picked up speed we traveled above the land and below it" and "skirting over gullies and tunneling through solid rock"), however, no valid inference from the text is provided. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

46

What impact does the statement "I felt like a genie on a flying carpet" (line 15) have on the story? Use two details from the story to support your response.

Impact does the statement "I felt like a genie on Carpet" (line 15) have on the story. They take the
way they go and it's like a wild ride.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is a direct copy of the prompt.

GUIDE PAPER 8

Additional

46

What impact does the statement "I felt like a genie on a flying carpet" (line 15) have on the story? Use two details from the story to support your response.

Because it talks about it in the story how he felt like a genie on a flying carpet.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Because it talks about it in the story*).

EXEMPLARY RESPONSE

47

In “Excerpt from *Tracks*,” how does the narrator’s point of view create wonder? Use two details from the story to support your response.

Possible Exemplary Response:

In “Excerpt from *Tracks*,” the narrator’s point of view creates wonder because he describes his excitement of taking his first train ride into new lands. In lines 28 through 30, the narrator describes the beauty and wonder of the views he has as the train speeds along. “It proceeded from grassland to hill and valley, then to bolder hills, and soon enough I saw this was a hard land we were entering, a world of coarse-cut mountains and rock-strewn drop-offs.” The reader also feels a sense of wonder when he states, “...but in gazing at the outsize beauty spread in every direction I got an inkling of what drove a man to speak in perfumed words.”

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

47

In "Excerpt from Tracks," how does the narrator's point of view create wonder? Use two details from the story to support your response.

The narrator's point of view created wonder because he ~~said~~ said the outsize ~~beauty~~ beauty in every direction speak in perfumed words." He also states that "the "grasslands were baked to a golden brown " then he was ~~open~~ looking up ~~to mountains and sky~~ looking out his window more "and was entranced by the ever-changing spectacle framed within my window." The narrator created wonder by saying how wonderful it looked through his eyes as if he never saw anything like it before. That is how the author created a wonder in his ~~perspective~~ perspective.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the narrator's point of view creates wonder (*by saying how wonderful it looked through his eyes as if he never saw anything like it before*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*"the outsize beauty in every direction speak in perfumed words"* and *he was looking out his window more "and was entranced by the ever-changing spectacle framed within my window."*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

47

In "Excerpt from Tracks," how does the narrator's point of view create wonder? Use two details from the story to support your response.

1st person

The narrator's point of view creates wonder by describing someone's first time on a train. "I perched at the edge of my seat once we got going" (Wilson). This quote shows how the narrator was amazed and excited. This shows wonder because the character has never been on a train before and he is in wonder of how it works. "I felt like a genie on a flying carpet" (Wilson). This quote shows how he compares the train to a flying carpet. This shows wonder because he feels like the train is magical.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the narrator's point of view creates wonder (*the narrator was amazed and excited*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("I perched at the edge of my seat once we got going" and *the character has never been on a train before*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

47

In "Excerpt from Tracks," how does the narrator's point of view create wonder? Use two details from the story to support your response.

It creates wonder by describing how beautiful it is from his eyes. On line 15, it says that the narrator "felt like a genie on a flying carpet" (15). This reference to Aladdin creates a picture of how nice it was, and the poetic part of it just makes it sound relaxing. Also, the scenery is described to change from "grassland to hill and valley, then to bolder hills" (8,20). This has no specifics, so the reader imagines it in his or her own way and creates an image that's beautiful to them. Nature always provides wonder.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the narrator's point of view creates wonder (*by describing how beautiful it is from his eyes*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*the narrator "felt like a genie on a flying carpet", the scenery is described to change from "grassland to hill and valley, then to bolder hills", Nature always provides wonder*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

47

In “Excerpt from *Tracks*,” how does the narrator’s point of view create wonder? Use two details from the story to support your response.

The Narrator's point of view created wonder because he described his emotions and what he was thinking during his Journey to Cisco, California. According To The Excerpt, in paragraph 1, it states “Since I was no Child, I only Turned my head to look out the opposite windows as well my own and kept my oohs and aahs to myself”. This proves that In the inside he was happy but physically he calm. Overall you can see that the Narrators point of view creates wonder.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the narrator’s point of view creates wonder (*described his emotions and what he was thinking during his Journey to Cisco, California*); however, the response only provides one concrete detail from the text for support (“*Since I was NO Child, I only Turned my head to look out the opposite windows as well my own and kept my oohs and aahs to myself*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

47

In "Excerpt from Tracks," how does the narrator's point of view create wonder? Use two details from the story to support your response.

The narrator's point of view is 1st person. This creates wonder because the story is told how Malachy sees it. It shows his opinion on scene and what he thinks about it. For example, in lines 28 to 34, he describes the sight and the reader can easily picture the scene. In lines 11 to 14, Malachy described how the trip was making him feel, which causes a reader to wonder if they would feel the same way.

Score Point 1 (out of 2 points)

This response provides two inferences from the text to explain how the narrator's point of view creates wonder (*the story is told how Malachy sees it and shows his opinion on scene and what he thinks about it*). Although some information is given from the text, this response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

47

In "Excerpt from *Tracks*," how does the narrator's point of view create wonder? Use two details from the story to support your response.

Since he has never ridden a train, he is all new to riding a train, which makes us see it from his perspective. He is describing what he sees, and since it is all new to him, it makes him wonder many things, which makes us wonder too.

Score Point 1 (out of 2 points)

This response provides an inference from the text to explain how the narrator's point of view creates wonder (*makes us see it from his perspective*); however, this response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

47

In “Excerpt from Tracks,” how does the narrator’s point of view create wonder? Use two details from the story to support your response.

by telling his
Story in a way
he can only tell it

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*by telling his story in a way he can only tell it*).

GUIDE PAPER 8

Additional

47

In "Excerpt from *Tracks*," how does the narrator's point of view create wonder? Use two details from the story to support your response.

It creates wonder by wondering how they will build the train and they say that it's going to take a lot of tools to build the train and that's wondering, why would it take so long and why need a lot of tools and have a 13 year old build the train.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*It creates wonder by wondering how they will build the train and they say that it's going to take a lot of tools to build the train*).

EXEMPLARY RESPONSE

48

Explain why the presence of “ghost nets” in the ocean is an important problem to solve. Use two details from the article to support your answer.

Possible Exemplary Response:

“Ghost nets” in the ocean are an important problem to solve because they are harming not only fish, sea birds and other creatures, but coral reefs, as well. According to the text, “As they drift with the currents, ghost nets silently devour everything in their path: fish, turtles, sharks, whales, seals, sea birds, and even trash.” The coral reef is also being ruined by these nets says a scientist trying help, “In some places it looks as if a bulldozer has been driven over the coral reef.” These are reasons why ghost nets are very destructive to the environment and need to be removed from the ocean.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

48

Explain why the presence of “ghost nets” in the ocean is an important problem to solve. Use two or more details from the article to support your answer.

The presence of ghost nets in the ocean is an important problem to solve. Ghost nets drifts around in the ocean, destroying everything in its path. Drifting ghost nets crushes and scrapes coral reefs, which ruined hundred years worth of coral growth. Animals that gets tangled in the ghost nets would attract their predators and would end up getting tangled themselves. Ghost nets destroyed many organisms in the Ocean.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why the presence of “ghost nets” in the ocean is an important problem to solve (*Ghost nets drifts around in the ocean, destroying everything in its path*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*drifting ghost nets crushes and scrapes coral reefs and Animals that gets tangled in the ghost nets would attract their predators and would end up getting tangled themselves*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

48

Explain why the presence of “ghost nets” in the ocean is an important problem to solve. Use two or more details from the article to support your answer.

The presence of “ghost nets” in the ocean is an important problem to solve. This is because ghost nets harm the ecosystem, killing fish, turtles, whales, and more sea life. They also destroy coral reefs, destroying precious habitats for marine creatures, as well as ruin hundreds of years’ worth of growth. Finally, they can hurt the Earth’s health by spreading trash and pollution across the oceans.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why the presence of “ghost nets” in the ocean is an important problem to solve (*ghost nets harm the ecosystem, killing fish, turtles, whales, and more sea life*). This response provides a sufficient number of relevant facts and concrete details from the text for support as required by the prompt (*They destroy coral reefs, destroying precious habitats for marine creatures and by spreading trash and pollution across the oceans*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

48

Explain why the presence of “ghost nets” in the ocean is an important problem to solve. Use two or more details from the article to support your answer.

The presence of ghost nets in the ocean is an important problem to solve. According to the article, ghost nets can crush and scrape coral reefs, ruining the coral growth. Likewise ghost nets and net pieces is littering the Hawaiian Island environment. The presence of ghost nets is important problem to solve because they are destructive and contaminate environment.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why the presence of “ghost nets” in the ocean is an important problem to solve (*they are destructive and contaminate environment*). The response provides a sufficient number of relevant details from the text to develop the response according to the requirements of the prompt (*ghost nets can crush and scrape coral reefs, ruining the coral growth and ghost nets and net pieces is littering the Hawaiian Island environment*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

48

Explain why the presence of "ghost nets" in the ocean is an important problem to solve. Use two or more details from the article to support your answer.

The presence of ghost nets is an important problem to solve because it captures almost everything in the ocean, and they all get tangled up in the nets. When some animals get tangled, they attract predators who feed off their remains and they wind up getting tangled too. So a lot of animals are getting captured and dying.

Score Point 1 (out of 2 points)

This response provides an inference from the text to explain why the presence of "ghost nets" in the ocean is an important problem to solve (*they all get tangled up in the nets*); however, the response only provides one relevant detail from the text for support (*they attract predators who feed off their remains and they wind up getting tangled too*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

48

Explain why the presence of “ghost nets” in the ocean is an important problem to solve. Use two or more details from the article to support your answer.

The presence of ghost nets in the ocean is an important problem to solve. It is important because marine animals get caught in the nets, and die. It is also important to solve because it protects the environment.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain why the presence of “ghost nets” in the ocean is an important problem to solve (*get caught in the nets, and die* and *protects the environment*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

48

Explain why the presence of "ghost nets" in the ocean is an important problem to solve. Use two or more details from the article to support your answer.

"ghost net" is important to solve because
"ghost net" silently devour everything in their path:
fish, turtles, sharks, whales. Also these net had become
hopelessly tangled together at sea.

Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text (*silently devour everything in their path* and *these net had become hopelessly tangled together at sea*). While the response provides some information from the text, no valid inference is present. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

48

Explain why the presence of "ghost nets" in the ocean is an important problem to solve. Use two or more details from the article to support your answer.

It's important because you can monitor the Ghost Patch. So they can determine where the Ghost nets are.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*because you can monitor the Ghost Patch. So they can determine where the Ghost nets are*).

GUIDE PAPER 8

Additional

48

Explain why the presence of "ghost nets" in the ocean is an important problem to solve. Use two or more details from the article to support your answer.

the nets are
like ghosts,

Score Point 0 (out of 2 points)

This response is totally inaccurate (*The nets are like ghosts*).

EXEMPLARY RESPONSE

49

According to “Too Many Fishermen,” what is the main reason previously abundant marine environments have declined? Use two details from the article to support your answer.

Possible Exemplary Response:

According to “Too Many Fishermen,” the main reason previously abundant marine environments have declined is because people have overfished the coastline. For example, the text states, “Overfishing depletes fish stocks by taking fish at a rate faster than they can replace themselves. . . . As a result, marine species are disappearing at an alarming rate.” Overfishing has taken out a lot of sea creatures and it has been going on for centuries, but the good thing is “their numbers may increase if they are protected from fishing.”

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

49

According to "Too Many Fishermen," what is the main reason previously abundant marine environments have declined? Use two or more details from the article to support your answer.

According to "Too Many Fishermen" the main reason why previously abundant marine environments have declined is because of overfishing. Fishermen hunts fish now at a rate faster than they are able to reproduce. Many sea creatures are already extinct. Many centuries ago, millions of sea turtles lived in the Caribbean Sea. Now, only a percentage of those remain, because the fishermen hunted them when they lay their eggs. They even took the eggs to eat and sell, wiping out a whole new generation of sea turtles. In conclusion, overfishing has caused many marine animals to be endangered or even extinct.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why previously abundant marine environments have declined (*overfishing*). This response provides a sufficient number of relevant facts and concrete details from the text for support as required by the prompt (*hunts fish now at a rate faster than they are able to reproduce* and *They even took the eggs to eat and sell, wiping out a whole new generation of sea turtles*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

49

According to "Too Many Fishermen," what is the main reason previously abundant marine environments have declined? Use two or more details from the article to support your answer.

The main reason previously abundant marine environments have declined, according to "Too Many Fishermen", because of overfishing. Overfishing started in the Stone Age and ever since it has depleted fish stocks by taking fish faster than they could replace themselves. Many marine species are disappearing in an alarming rate, causing some to be on the verge of extinction. Also, some European settlers harvested on marine turtles and not only used for food but to make leather or jewelery as well.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why previously abundant marine environments have declined (*overfishing*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*depleted fish stocks by taking fish faster than they could replace themselves and some European settlers harvested on marine turtles and not only used for food but to make leather or jewelery as well*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

49

According to "Too Many Fishermen," what is the main reason previously abundant marine environments have declined? Use two or more details from the article to support your answer.

According to "Too Many Fishermen," the main reason that previously abundant marine environments have declined is over fishing. Over fishing depletes fish stocks by taking fish at a rate faster than they can replace themselves. Many fish are harvested before they are mature enough to reproduce.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why previously abundant marine environments have declined (*over fishing*). This response provides a sufficient number of relevant details from the text to develop response according to the requirements of the prompt (*depletes fish stocks by taking fish at a rate faster than they can replace themselves* and *Many fish are harvested before they are mature enough to reproduce*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

49

According to “Too Many Fishermen,” what is the main reason previously abundant marine environments have declined? Use two or more details from the article to support your answer.

The reason is that overfishing turned many of these lush marine havens into biological deserts. Overfishing depletes fish stocks by taking fish at a rate faster than they can replace themselves.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain why previously abundant marine environments have declined (*overfishing*); however, this response only provides one relevant detail from the text for support (*depletes fish stocks by taking fish at a rate faster than they can replace themselves*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

49

According to "Too Many Fishermen," what is the main reason previously abundant marine environments have declined? Use two or more details from the article to support your answer.

According to the passage, the main reason previously abundant marine environments have declined because of overfishing. Many of the marine animals have been hunted continuously therefore making their species extinct.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain why previously abundant marine environments have declined (*overfishing*); however, only one relevant detail is provided for support (*Many of the marine animals have been hunted continuously therefore making their species extinct*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

49

According to "Too Many Fishermen," what is the main reason previously abundant marine environments have declined? Use two or more details from the article to support your answer.

The main reason abundant marine environments have declined is overfishing.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain why previously abundant marine environments have declined (*overfishing*); however, the response does not provide two concrete details from the text for support as required by the prompt.

GUIDE PAPER 7

49

According to "Too Many Fishermen," what is the main reason previously abundant marine environments have declined? Use two or more details from the article to support your answer.

According to "Too many fishermen" the main reason previously abundant marine environments have declined because many people want the animals to stop disappearing at an alarming pace

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*many people want the animals to stop disappearing at an alarming pace*).

GUIDE PAPER 8

Additional

49

According to "Too Many Fishermen," what is the main reason previously abundant marine environments have declined? Use two or more details from the article to support your answer.

According to Too Many Fishermen, the main reason previously abundant marine environments have declined is that they show more details in the continent but not in water or the marine sea.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*they show more details in the continent but not in water or the marine sea*).

EXEMPLARY RESPONSE

50

The author of “Too Many Fishermen” describes certain place-names as “ghostly reminders.” What does the author mean by using the words “ghostly reminders”? Use two details from the article to support your answer.

Possible Exemplary Response:

The author uses the words “ghostly reminders” to describe place-names because there is nothing left but faint signs of marine life in these harbor towns. Place-names like Cape Cod and Oyster Bay still exist but no longer have lots of cod or oysters around for which they were named. So, their names don’t accurately describe them anymore, which is what is meant by “ghostly reminders”. The text supports this description, “Overfishing turned many of these lush marine havens into biological deserts.”

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

50

The author of "Too Many Fishermen" describes certain place names as "ghostly reminders." What does the author mean by using the words "ghostly reminders"? Use two or more details from the article to support your answer.

The author means that ghostly reminders are memories of certain places that used to have alot of species but are no longer known for being great ecosystems. In the text, the author says, "Overfishing turned many of these lush marine havens into biological deserts." Now oceans are deserted and there is barely any activity of wildlife. Moreover, places named like Seal Harbor have names that remind them of the past. This means that Seal Harbor used to have a large amount of seals thriving in the area but that's not the same anymore as the seal population declined. So, the name Seal Harbor stuck but it's just a name reminding people of the seals that were once present in the area.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text as to why certain place names serve as "ghostly reminders" (*memories of certain places that used to have alot of species but are no longer known for being great ecosystems*). This response provides a sufficient number of concrete details from the text for support as required by the prompt ("Overfishing turned many of these lush marine havens into biological deserts" and *Seal Harbor used to have a large amount of seals thriving in the area but that's not the same anymore as the seal population declined*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

50

The author of "Too Many Fishermen" describes certain place names as "ghostly reminders." What does the author mean by using the words "ghostly reminders"? Use two or more details from the article to support your answer.

The author of "Too Many Fishermen" describes certain town names as "ghostly reminders," because many of the marine life forms that once lived there, have been hunted down to the verge of extinction. For example, he said Oyster Bay was one of the "ghostly reminders" because once upon a time, oysters were probably plentiful in that region, but now, they are scarce. Overfishing has caused these lush marine environments to turn into biological deserts. Towns like Oyster Bay, Seal Harbor, Cape Cod, and Mering Bay are only a "ghostly reminder" of what they used to be.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text as to why certain place names serve as "ghostly reminders" (*many of the marine life forms that once lived there, have been hunted down to the verge of extinction*). This response provides a sufficient number of concrete details from the text for support as required by the prompt (*Oyster Bay was one of the "ghostly reminders" because once upon a time, oysters were probably plentiful in that region, but now, they are scarce and overfishing has caused these lush marine environments to turn into biological deserts*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

50

The author of "Too Many Fishermen" describes certain place names as "ghostly reminders." What does the author mean by using the words "ghostly reminders"? Use two or more details from the article to support your answer.

The words "ghostly reminders" indicates cities that were once abundant in marine life, but now have lost it. Place-names like Cape Cod and Oyster Bay are examples of places that once flourished. Due to the settlement of people and overfishing, the marine environments are going away. It's the ghostly reminders show the damage done to the marine environments.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text as to why certain place names serve as "ghostly reminders" (*indicates cities that were once abundant in marine life, but now have lost it*). This response provides a sufficient number of relevant details from the text for support as required by the prompt (*Place-names like Cape Cod and Oyster Bay are examples of places that once flourished and Due to the settlement of people and overfishing, the marine environments are going away*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

50

The author of "Too Many Fishermen" describes certain place names as "ghostly reminders." What does the author mean by using the words "ghostly reminders"? Use two or more details from the article to support your answer.

The author describes certain town names as "ghostly reminders". The author meant that the names of towns show what animals once lived in those locations. For example, the author described "Oyster Bay" and "Seal Harbor" as ghostly reminders. These places showed that oysters and seals were once plentiful in those areas. "Ghostly reminders" show what the past was like with all the animals.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text as to why certain place names serve as "ghostly reminders" (*names of towns show what animals once lived in those locations*); however, this response only provides one concrete detail from the text for support (*described "Oyster Bay" and "Seal Harbor" as ghostly reminders. These places showed that oysters and seals were once plentiful in those areas*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

50

The author of "Too Many Fishermen" describes certain place names as "ghostly reminders." What does the author mean by using the words "ghostly reminders"? Use two or more details from the article to support your answer.

The author of "Too many fisherman" describes certain towns as "ghostly reminders".

By using the words "ghostly reminders" he means those places have once been filled with sea life but they are all empty. They used to be filled but because of over fishing they have all disappeared. That is what the author of "Too Many Fishermen" means by ghostly reminders.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text as to why certain place names serve as "ghostly reminders" (*those places have once been filled with sea life but they are all empty*); however, this response only provides one relevant detail from the text for support (*because of over fishing they have all disappeared*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

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The author of "Too Many Fishermen" describes certain place names as "ghostly reminders." What does the author mean by using the words "ghostly reminders"? Use two or more details from the article to support your answer.

The author means that the once flourished and populated underwater "cities" is now either unpopulated or only have a very few amount of fishes left. Animals were once plentiful, until overfishing took many of the animals that populated the area; such as a ghost town. This is what the author means by "ghostly reminders."

Score Point 1 (out of 2 points)

This response provides a valid inference from the text as to why certain place names serve as "ghostly reminders" (*once flourished and populated underwater "cities" is now either unpopulated or only have a very few amount of fishes left*); however, the response only provides one relevant detail from the text for support (*overfishing took many of the animals that populated the area*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

50

The author of "Too Many Fishermen" describes certain place names as "ghostly reminders." What does the author mean by using the words "ghostly reminders"? Use two or more details from the article to support your answer.

There are gohsts in the ocean and they haunt fisherman.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*There are gohsts in the ocean and they haunt fisherman*).

GUIDE PAPER 8

Additional

50

The author of "Too Many Fishermen" describes certain place names as "ghostly reminders." What does the author mean by using the words "ghostly reminders"? Use two or more details from the article to support your answer.

In the story the author says ghostly reminders. He means scary thoughts.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*He means scary thoughts*).

EXEMPLARY RESPONSE

51

“Monster Debris” and “Too Many Fishermen” both indicate that human beings are having a negative impact on ocean life. How does each author support this claim? Describe the evidence each author uses and evaluate the relevance and strength of the evidence. Use details from both articles to support your response.

In your response, be sure to

- identify the support given in each article that shows the negative impact human beings have had on the ocean environment
- evaluate the effectiveness, strength, and relevance of the support
- use details from both articles to support your response

Possible Exemplary Response:

“Monster Debris” and “Too Many Fishermen” both indicate that human beings are having a negative impact on ocean life. The evidence each author gives strongly and effectively supports this argument. In “Monster Debris,” abandoned fishing nets are taking out all sorts of sea animals and ruining the coral reef. Much like the harm being done by “ghost nets,” overfishing is depleting marine life along the coast as described in “Too Many Fishermen.”

In the article, “Monster Debris,” the author gives strong evidence to support the claim that ghost nets are having a devastating effect on marine animals and the environment. According to the article, more than fourteen tons of nets are harming waters around the Hawaiian Islands. How can this huge amount of litter not be harmful to animals that live in the ocean! These nets were supposed to catch fish, but they get left behind and “silently devour everything in their path: fish, turtles, sharks, whales, seals, sea birds, and even trash.” The predators that go after these tangled animals also get caught up in the nets, so the problem grows. As the author points out, the devastating effects don’t end there, however. “Drifting ghost nets also crush and scrape coral reefs, ruining hundreds of years’ worth of coral growth in the crash of a single wave.” Just this piece of evidence alone is alarming, but the author goes on to describe a scientist’s firsthand account of the damage, which gives even more support for her claim. This mounting evidence creates a sense of concern in the reader, strengthening their belief in the claim. Finally, the author uses language that helps the reader understand how serious this problem is and the difficulty in solving it. One example in the text states, “The job would be like trying to find a needle in a haystack....unless you know something about Pacific Ocean currents and how floating objects drift in them.” The phrase, “needle in a haystack,” is familiar to most people and gives the reader a good sense of how hard these nets are to find.

The author of “Too Many Fishermen” also effectively supports the claim that humans are the main cause for declining marine animals, specifically overfishing is to blame. The author uses descriptive language and many examples to show support for the damage caused by overfishing. First, she states “Just three hundred years ago you would have found colossal underwater ‘cities’ packed with sea life along every coast. Overfishing turned many of these lush marine havens into biological deserts.” Using strong words, like “lush” and “biological deserts” gives the reader a real sense of the extreme environments before and after the fishing. Secondly, the reader also learns that fish are being caught too fast so they can’t multiply, and some animals, like whales, are becoming extinct. Describing what harbors used to be like is also an effective way to support her claim. This makes the reader want to help bring back these environments to the way they were a long time ago. Finally, the author uses a powerful example of marine animal depletion with green turtles being overfished since the Stone Age. There used to be millions and millions of them, and now there are barely any left. Selfishly, people not only ate them, but used them for leather and jewelry. This evidence shows how humans put themselves first, and don’t seem to care what happens to these animals, even if they disappear.

The articles “Monster Debris” and “Too Many Fishermen” both give strong support for their claims that human beings are harming the environment. Both authors use descriptive language and powerful examples to effectively communicate their arguments. Also, they both build concern for marine life, developing a desire for a solution in the reader.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 4-point holistic rubric.

GUIDE PAPER 1a

51

"Monster Debris" and "Too Many Fishermen" both indicate that human beings are having a negative impact on ocean life. How does each author support this claim? Describe the evidence each author uses and evaluate the relevance and strength of the evidence. Use details from both articles to support your response.

In your response, be sure to

- identify the support given in each article that shows the negative impact human beings have had on the ocean environment
- evaluate the effectiveness, strength, and relevance of the support
- use details from both articles to support your response

Both stories "Monster Debris" and "Too Many Fishermen" prove that humans have a negative impact on marine organisms. Either we accidentally cut fishing nets or purposely kill animals for amusement, the marine community suffers. As humans, we need more responsibility to take care of the beautiful sea life that won't come back when it's gone. Why kill off marine animals for food or entertainment? We will notice our mistakes when everything is gone, when it's too late. Humans have a horrible impact on ocean environments, the reasons are useless.

In "Monster Debris," the author writes how loose fishing nets are just cut and left in the ocean. These ghost nets drown animals and mutilate the beautiful coral reefs. Thousands of nets are stuck in water still doing their job of trapping animals. Cut nets are just as deadly as the nets people still use. In "Too Many Fisherman," the author explains how overfishing has posed a major problem for marine life. wherever humans settle, they usually bring destruction with them. Areas with abundant sea life is mostly now a city thriving with humans. Sea life in these regions is mostly

GUIDE PAPER 1b

scarce. Humans have been hurting marine environments for hundreds of years. It is now time that we must stop.

In "Monster Debris," the evidence they bring forth is extremely powerful. A four-thousand pound net debris entangling animals is just the beginning of the horrors. Even more nets wait everywhere in the sea, thousands by thousands of pounds of cut nets or trapping equipment in the open sea can be fatal to sea dwellers. This fact is extremely relevant for showing the dangers of cut debris and effective by showing how many animals only a single net can kill.

In "Too Many Fishermen," the effect of human involvement with oceans life and the horror of overfishing is extreme. Thousands of fish can be easily killed per day and many marine organisms can be wiped out. When humans move into areas with abundant sea-life, the outcome is never positive. Ocean animals face their ultimate end once humans move into an ocean environment. These dangers are just some of the many that ocean life has to face constantly.

Both passages make it quite clear that marine life is on the verge of extinction. Too many humans are killing too many animals, either by accident or on purpose. Cut nets entangle and drown marine animals while overfishing can easily decline marine population, killing these animals will only result in extinction. We have to stop this threat.

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 (*Both stories . . . prove that humans have a negative impact on marine organisms*). This response demonstrates insightful analysis of the texts (*Cut nets are just as deadly as the nets people still use and Wherever humans settle, they usually bring destruction with them*). The topic is developed with the sustained use of relevant well-chosen details from the text (*Thousands of nets are stuck in water still doing their job of trapping animals, overfishing has posed a major problem for marine life, Sea life in these regions is mostly scarce*). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*Both, Either, or, When*). A formal style is established and maintained through the use of grade-appropriate language and domain-specific vocabulary (*negative impact, amusement, marine community, thriving, extremely powerful, verge of extinction*). The concluding statement follows clearly from the topic and information presented and the response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 2a

Additional

51

"Monster Debris" and "Too Many Fishermen" both indicate that human beings are having a negative impact on ocean life. How does each author support this claim? Describe the evidence each author uses and evaluate the relevance and strength of the evidence. Use details from both articles to support your response.

In your response, be sure to

- identify the support given in each article that shows the negative impact human beings have had on the ocean environment
- evaluate the effectiveness, strength, and relevance of the support
- use details from both articles to support your response

In the article "Monster Debris," the author argues that abandoned fishing nets (called "ghost nets") are damaging to the marine environment. The first way this claim is supported is with the effect on marine animals. Animals like fish, turtles and whales are trapped in the nets and tangled. Another piece of evidence is that nets destroy the coral in the ocean, "ruining hundreds of years worth of coral growth." Also, the author gives statistics about the amount of trash in the ocean - 3.5 million tons in the Garbage Patch alone. This evidence is relevant to the subject of "ghost nets," and is very strong because it includes facts and statistics, and has multiple reasons for support.

In the article, "Too Many Fishermen," the author argues that overfishing is the main cause of the depletion of marine life around the world. The author supports this with historical evidence, claiming that

GUIDE PAPER 2b

Additional

the colonists who settled in America in the 1600s saw much more marine life than we have today. The author also supports it with scientific explanations. The evidence for this article is relevant, but not as strong as the evidence for the previous article, because it only has a few facts, and no statistics or data to support the claim.

In both articles, however, there is enough strong and relevant information to support the author that the reader is convinced that over-fishing and debris in the ocean are both important issues that concern the future of our oceans and marine life.

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 [*abandoned fishing nets (called "ghost nets") are damaging to the marine environment and overfishing is the main cause of the depletion of marine life around the world*]. This response demonstrates insightful analysis of the texts and the topic is developed with the sustained use of relevant well-chosen details from the texts (*Animals like fish, turtles and whales are trapped in the nets and tangled; nets destroy the coral in the ocean, "ruining hundreds of years worth of coral growth"; The author supports this with historical evidence, claiming that the colonists who settled in America in the 1600s saw much more marine life than we have today. The author also supports it with scientific explanations*). The response exhibits clear organization, with the skillful use of appropriate transitions to create a unified whole (*The first way, Another, Also, but not as*). A formal style is established and maintained through the use of grade-appropriate language and domain-specific vocabulary (*abandoned fishing nets, trapped, depletion of, historical evidence*). A concluding statement is presented and the response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 3a

51

"Monster Debris" and "Too Many Fishermen" both indicate that human beings are having a negative impact on ocean life. How does each author support this claim? Describe the evidence each author uses and evaluate the relevance and strength of the evidence. Use details from both articles to support your response.

In your response, be sure to

- identify the support given in each article that shows the negative impact human beings have had on the ocean environment
- evaluate the effectiveness, strength, and relevance of the support
- use details from both articles to support your response

The articles "Monster Debris" and "Too Many Fishermen" both indicate that humans have a negative impact on ocean life. Each author supports their claims using evidence of the impact humans are having on marine life.

In "Monster Debris", the author focuses on abandoned nets, or ghost nets. These nets entangle ocean life and collect trash. They also scrape and crush coral reefs, leaving coral reefs as if a bulldozer had come over them. This is due to the fact that many fishing nets have been lost, raped, or thrown from fishing vessels. The support coming from this article is relatively strong, as it highlights the destruction abandoned nets can cause. It is very relevant to humans having a negative impact on the ocean environment as well since these ghost nets have been abandoned by us and ^{the} destruction of coral reefs

GUIDE PAPER 3b

and the accumulation of garbage - creating 'the Garbage Patch' in the ocean.

The article "Too Many Fishermen" focuses on overfishing. It argues that due to human overfishing, many places where marine life was abundant are now biological deserts. The author lists some examples of places such as Cape Cod and Herring Bay. The author also gives an example of a time when New York Harbor used to teem with lobster 6-feet long and other aquatic life - but no longer. This author's support is very strong and relevant, as the impact humans had on marine environments was so huge it put entire species in danger. It reduced areas where marine life used to be abundant into biological deserts. Overfishing is one of the most negative impacts humans left on marine environments.

The articles "Monster Debris" and "Too Many Fisherman" both deal with the negative impact human beings have left on the ocean environment and life. Both articles provide valid supports and arguments supporting their claim that humans were causing significant damage on the ocean.

GUIDE PAPER 3c

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*both indicate that humans have a negative impact on ocean life*). This response demonstrates insightful analysis of the texts and the topic is developed with the sustained use of relevant well-chosen details from the texts (*nets entangle ocean life and collect trash; scrape and crush coral reefs; many fishing nets have been lost, ripped, or thrown from fishing vessels; due to human overfishing, many places where marine life was abundant are now biological deserts. The author lists some examples of places such as Cape Cod and Herring Bay*). The response exhibits clear organization, with the skillful use of appropriate transitions to create a unified whole (*both indicate, Each, They also*). A formal style is established and maintained through the use of grade-appropriate language and domain-specific vocabulary (*negative impact, evidence, focuses on, due to the fact*). A concluding statement is presented and the response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 4a

51

"Monster Debris" and "Too Many Fishermen" both indicate that human beings are having a negative impact on ocean life. How does each author support this claim? Describe the evidence each author uses and evaluate the relevance and strength of the evidence. Use details from both articles to support your response.

In your response, be sure to

- identify the support given in each article that shows the negative impact human beings have had on the ocean environment
- evaluate the effectiveness, strength, and relevance of the support
- use details from both articles to support your response

These stories both indicate that humans beings are having a negative impact on ocean life. This essay will discuss how each author supports this claim. It will also discuss the effectiveness we have on this.

In "Monster Debris" the author discusses litter. This is one way human beings have a negative impact. Most people throw things in the water. This causes a "garbage patch" which harms ocean animals and environments like a coral reef. In "Monster Debris" it also tells how there are organization that are helping

GUIDE PAPER 4b

to pick up "ghost nets". This positive effect can help marine animals survive and help protect environments in the ocean.

"Too many fishermen" discuss how we are killing ocean animals for our own personal needs. People are killing marine animals for food and other material. This is happening before they can even reproduce. This is another negative way human beings affect ocean life. Many towns that once contained many ocean animals are now "ghostly reminders" of what was once there. Animals such as turtles are being hunted for food including their new born eggs. They are also killed for their shells. This is also another negative impact.

In this exam there were two stories that supported the authors on how we have a negative impact on ocean animals. Each author is supported by their evidence. Humans do have a negative impact.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*both indicate that humans beings are having a negative impact on ocean life*). This response demonstrates grade-appropriate analysis of the texts (*cause a "garbage patch" which harms ocean animals and environments like a coral reef and happening before they can even reproduce*). The topic is developed with the sustained use of relevant facts and details from the texts (*how their are organization that are helping to pick up "ghost nets" and killing marine animals for food and other material*). The response exhibits clear organization. This response establishes and maintains domain specific vocabulary and a concluding statement is provided that follows from the topic and information presented (*In this exam their were two stories that supported the authors on how we have a negative impact on ocean animals*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*humans beings, environments, evedence*).

GUIDE PAPER 5a

Additional

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"Monster Debris" and "Too Many Fishermen" both indicate that human beings are having a negative impact on ocean life. How does each author support this claim? Describe the evidence each author uses and evaluate the relevance and strength of the evidence. Use details from both articles to support your response.

In your response, be sure to

- identify the support given in each article that shows the negative impact human beings have had on the ocean environment
- evaluate the effectiveness, strength, and relevance of the support
- use details from both articles to support your response

Moving wildlife has begun to decline as shown in both articles, "Monster Debris" and "Too many Fisherman". Humans have had a negative impact on ocean life for many years dating back to 800 A.D.

In the article "Monster Debris", people have supported the fact that humans are carefree about the oceans and the wildlife living in it. We have been polluting the oceans with all types of garbage but mostly in the Hawlan Islands with tons of fishing nets. The harm that these nets cause is deadly to the wildlife. They could be caught and killed if they are trapped in

GUIDE PAPER 5b

Additional

those nets.

In the Article "Too Many Fisherman," the way humans have a negative impact is that there are too many fish getting caught and killed. The problem has increased so much that some animals are becoming ecologically extinct and some towns such as Oyster Bay, NY have become ghost towns for marine life.

All the negative actions humans are taking towards the marine wildlife can be stopped if humans are careful about the pollution they put in the oceans another way it could be stopped is if we cut back on the amount of fishing we do.

Both articles are trying to reach out to say stop killing the marine wildlife. If we don't stop polluting the waters and don't stop fishing all the wildlife in the ocean will die.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*Humans have had a negative impact on ocean life for many years*). This response demonstrates grade-appropriate analysis of the texts (*humans are carefree about the oceans and the wildlife living in it and some animals are becoming ecologically extinct*). The topic is developed with the sustained use of relevant facts and details from the text (*mostly in the Hawian Islands with tons of Fishing Nets, The harm these nets cause is deadly to the wildlife, some towns such as Oyster Bay, NY have become ghost towns for marine life*). The response exhibits clear organization, with the use of appropriate transitions. This response establishes and maintains domain specific vocabulary (*decline, negative impact, carefree, polluting, trapped*). A concluding statement is provided that follows from the topic and information presented (*Both articles are trying to reach out to say stop killing the marine wildlife*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension.

GUIDE PAPER 6a

51

"Monster Debris" and "Too Many Fishermen" both indicate that human beings are having a negative impact on ocean life. How does each author support this claim? Describe the evidence each author uses and evaluate the relevance and strength of the evidence. Use details from both articles to support your response.

In your response, be sure to

- identify the support given in each article that shows the negative impact human beings have had on the ocean environment
- evaluate the effectiveness, strength, and relevance of the support
- use details from both articles to support your response

"Monster Debris" and "Too Many Fisherman" both indicate that human beings are having a negative impact on ocean life. Both authors of these stories explain how we have done, and what has happened because of us.

"Monster Debris" is a story about how ghost nets are ruining ocean life. Humans threw the nets into the water to discard them. This turned into a problem because the nets gather up anything that gets in its path. Dr. Mary Donohue gathered up a team in attempt to fix the problem, by getting some cranes to fish out the nets, as well as people. Her and

GUIDE PAPER 6b

her team worked hard to try and change this problem.

"Too Many Fisherman" is a story about how ocean life all around the world is being hunted to extinction. Certain towns referred to as "ghostly reminders" used to have a big population of certain creatures, until they were hunted down to a very small population. Another reason these animals are being hunted down is because some fishers want to use the animals to make things such as leather, and jewelry. They are also used for food. The article is trying to prove a point that there are too many fishermen and these animals may become extinct because of it.

Both of these stories are trying to get points across to humans that we need to start helping and caring more about the ocean life and the world.

GUIDE PAPER 6c

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*both indicate that human beings are having a negative impact on ocean life*). This response demonstrates grade-appropriate analysis of the texts (*ghost nets are ruining ocean life* and *ocean life all around the world is being hunted to extinction*). The topic is developed with the sustained use of relevant facts and other information from the text (*the nets gather up anything that gets in its path; Certain towns referred to as "ghostly reminders" used to have a big population of certain creatures; some fishers want to use the animals to make things such as leather, and jewelry*). The response exhibits clear organization (*as well as, Another reason, also, Both*). This response establishes and maintains domain-specific vocabulary and a concluding statement follows from the topic and information presented. The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 7a

51

"Monster Debris" and "Too Many Fishermen" both indicate that human beings are having a negative impact on ocean life. How does each author support this claim? Describe the evidence each author uses and evaluate the relevance and strength of the evidence. Use details from both articles to support your response.

In your response, be sure to

- identify the support given in each article that shows the negative impact human beings have had on the ocean environment
- evaluate the effectiveness, strength, and relevance of the support
- use details from both articles to support your response

"Monster Debris" and "Too Many Fishermen" shows that human beings have a negative affect on ocean life.

There are human beings that cause pollution to destroy the environment. Both articles mention that too many fishermen and too much debris destroys the environment. The fishing nets that are let loose from fishing vessels can destroy the habitats. Too many fishermen also fish too many sea life to deplete the population of sealife.

In conclusion, we can work

GUIDE PAPER 7b

better to save the environment. we need to prevent more of this pollution in the future for the whole Earth.

Score Point 2 (out of 4 points)

This response demonstrates a literal comprehension of the texts (*shows that human beings have a negative affect on ocean life*). The topic is partially developed with the use of some textual evidence (*The fishing nets that are let loose from fishing vessels can destroy the habitats and Too many fishermen also fish too many sea life to deplete the population of sea life*). This response exhibits some attempt at organization but lacks a formal style, using language that is imprecise (*too many fisherman and too much debris destroys the environment*). The response demonstrates emerging command of conventions, with some errors.

GUIDE PAPER 8a

Additional

51

"Monster Debris" and "Too Many Fishermen" both indicate that human beings are having a negative impact on ocean life. How does each author support this claim? Describe the evidence each author uses and evaluate the relevance and strength of the evidence. Use details from both articles to support your response.

In your response, be sure to

- identify the support given in each article that shows the negative impact human beings have had on the ocean environment
- evaluate the effectiveness, strength, and relevance of the support
- use details from both articles to support your response

The passages "Monster Debris" and "Too many Fisherman" both indicate that humans are having a negative impact on ocean life. Each author supports this claim, however, differently.

In "Monster Debris", the author tells how the "ghost nets" cause a lot of damage in the marine environment. These "ghost nets" are just regular fishing nets, abandoned by human beings, which led to such damage in the marine environment.

In "Too many Fisherman", the author tells about how places where there are barely any sea animals, once used to

have thousands of sea animals. The author~~s~~ explains how this is caused by overfishing of human beings which tells that humans have a negative impact on the sea environment.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*both indicate that humans are having a negative impact on ocean life*). The topic is partially developed with the use of some textual evidence ("ghost nets" are just regular fishing nets, abandoned by human beings, which led to such damage in the marine environment; places where there are barely any sea animals, once used to have thousands of sea animals; this is caused by overfishing of human beings). This response exhibits some attempt at organization but lacks a formal style, using language that is imprecise (just regular fishing nets, tells about how places where there are barely any sea animals). The response demonstrates emerging command of conventions, with some errors.

GUIDE PAPER 9a

51

"Monster Debris" and "Too Many Fishermen" both indicate that human beings are having a negative impact on ocean life. How does each author support this claim? Describe the evidence each author uses and evaluate the relevance and strength of the evidence. Use details from both articles to support your response.

In your response, be sure to

- identify the support given in each article that shows the negative impact human beings have had on the ocean environment
- evaluate the effectiveness, strength, and relevance of the support
- use details from both articles to support your response

Monster Debris and Too Many Fishermen both indicate that human beings are having a negative impact on ocean life. In the story Monster Debris, the presence of ghost nets was a very big problem. In the story Too Many Fishermen, a lot of fish and animals were being captured before they could be replaced. In the story Monster Debris too many animals were getting tangled in the nets.

GUIDE PAPER 9b

They then attracted predators who also got tangled in the nets. Dr. Mary Donohue and some of her colleagues set up a great program to find count and remove the nets. In the story Too Many Fisherman marine environments were declined because too many people were overfishing.

Score Point 2 (out of 4 points)

This response demonstrates a literal comprehension of the texts, and the topic is partially developed with the use of some textual evidence (*They then attracted predators who also got tangled in the nets* and *marine environments were declined because too many people were overfishing*). This response exhibits some attempt at organization with inconsistent use of transitions (*In the story*). The response established but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*was a very big problem* and *set up a great program to find count and remove the nets*). The response demonstrates emerging command of conventions, with some errors.

GUIDE PAPER 10

51

"Monster Debris" and "Too Many Fishermen" both indicate that human beings are having a negative impact on ocean life. How does each author support this claim? Describe the evidence each author uses and evaluate the relevance and strength of the evidence. Use details from both articles to support your response.

In your response, be sure to

- 1 • identify the support given in each article that shows the negative impact human beings have had on the ocean environment
- 2 • evaluate the effectiveness, strength, and relevance of the support
 - use details from both articles to support your response

The authors of "Monster Debris" and "Too Many Fishermen" both support the claim that humans have a negative impact on marine life. Both articles use examples of damage humans have done as evidence.

"Monster Debris" describes how drifting fishing nets cause a large amount of damage. They capture sea creatures, entangling and drowning them.

Score Point 1 (out of 4 points)

This response demonstrates little understanding of the texts and task (*Both articles use examples of damage humans have done as evidence*). This response demonstrates an attempt to use evidence, but only develops ideas with minimal evidence (*describes how drifting fishing nets cause a large amount of damage and capture sea creatures, entangling and drowning them*). This response exhibits little attempt at organization and no concluding statement is provided. The response demonstrates emerging command of conventions, with some errors.

GUIDE PAPER 11

Additional

51

"Monster Debris" and "Too Many Fishermen" both indicate that human beings are having a negative impact on ocean life. How does each author support this claim? Describe the evidence each author uses and evaluate the relevance and strength of the evidence. Use details from both articles to support your response.

In your response, be sure to

- identify the support given in each article that shows the negative impact human beings have had on the ocean environment
- evaluate the effectiveness, strength, and relevance of the support
- use details from both articles to support your response

"Monster Debris" and "Too Many Fishermen" both indicate that human beings are having a negative impact on ocean life. The author of "Monster Debris" indicate this because he showed that abandoned fishing nets have killed many marine life forms and destroyed coral reefs.

Score Point 1 (out of 4 points)

This response demonstrates little understanding of the texts and task although it demonstrates an attempt to use minimal evidence (*showed that abandoned fishing nets have killed many marine life forms and destroyed coral reefs*). The response exhibits little attempt at organization and no concluding statement is provided. This response also demonstrates a lack of command of conventions.

GUIDE PAPER 12

51

"Monster Debris" and "Too Many Fishermen" both indicate that human beings are having a negative impact on ocean life. How does each author support this claim? Describe the evidence each author uses and evaluate the relevance and strength of the evidence. Use details from both articles to support your response.

In your response, be sure to

- identify the support given in each article that shows the negative impact human beings have had on the ocean environment
- evaluate the effectiveness, strength, and relevance of the support
- use details from both articles to support your response

Well in the story too many
fisherman the evidence is
that the fisherman are
takeing all the fish and
all the animals dont have
a fish to eat if they eat fish
and they all are gunna
start to die if they
dont start haveing their
fish to eat,

Score Point 1 (out of 4 points)

This response demonstrates little understanding of the texts and task although it demonstrates an attempt to use minimal evidence (*the fisherman are takeing all the fish and all the animals dont have a fish to eat if they eat fish and they all are gunna start to die*). The response exhibits no evidence of organization and no concluding statement is provided. This response demonstrates a lack of command of conventions (*gunna, takeing, dont*, and is lacking punctuation).

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51

"Monster Debris" and "Too Many Fishermen" both indicate that human beings are having a negative impact on ocean life. How does each author support this claim? Describe the evidence each author uses and evaluate the relevance and strength of the evidence. Use details from both articles to support your response.

In your response, be sure to

- identify the support given in each article that shows the negative impact human beings have had on the ocean environment
- evaluate the effectiveness, strength, and relevance of the support
- use details from both articles to support your response

Both storys talk about Ghosts while they are supposed to be talking about fish, yolo

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the texts and provides evidence that is completely irrelevant to the task (*Both storys talk about Ghosts while they are supposed to be talking about fish*). This response exhibits no evidence of organization. No concluding statement is provided. This response is minimal, making assessment of conventions unreliable.

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Additional

51

"Monster Debris" and "Too Many Fishermen" both indicate that human beings are having a negative impact on ocean life. How does each author support this claim? Describe the evidence each author uses and evaluate the relevance and strength of the evidence. Use details from both articles to support your response.

In your response, be sure to

- identify the support given in each article that shows the negative impact human beings have had on the ocean environment
- evaluate the effectiveness, strength, and relevance of the support
- use details from both articles to support your response

"Monsters Debris" and "Too many Fishermen" both indicate that human beings are having a negative impact on ocean life. Also, both articles evaluate the relevance and strength.

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the texts or task and provides no evidence (*both articles evaluate the relevance and strength*). This response exhibits no evidence of organization and no concluding statement is provided. This response also demonstrates a lack of command of conventions.