

# New York NYSTP 2016 Grade 5 English Language Arts

Exam Materials  
Pages 2 - 42

Answer Key Materials  
Pages 43 - 44

Rubric Materials  
Pages 45 - 160

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# **New York State Testing Program**

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# **2016 Common Core English Language Arts Test Book 1**

**Grade 5**

**April 5–7, 2016**

**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.

# **D**irections

Read this passage. Then answer questions 1 through 7.

## Talking with Artists: David Wiesner

*compiled and edited by Pat Cummings*

### MY STORY

- 1 I think that I always knew I wanted to become an artist. I can't remember a time when I wasn't drawing and painting pictures. My oldest sister and my brother were artistic, and watching them draw fascinated me. They had many different art supplies around the house. There was, and still is, something very appealing about art materials: Boxes of pastels, with incredibly colored, thin, square sticks, fitting snugly into the slots in their trays. Little ink bottles with rubber stoppers and pens with interchangeable metal tips. The look, smell, and feel of rich black ink going onto bright white paper in broad, flat strokes or thin, sharp lines. I found this captivating.
- 2 In our town, the housepaint and wallpaper store also sold art supplies. I loved looking at all the exotic things they had for sale. Sandpaper blocks to sharpen pencils. Rows of numbered pencils, and erasers that could be pulled like taffy. Thin drawers full of tubes of paint that seemed so much more grown up than the kind we used at school. Complicated easels and wooden boxes to hold everything.
- 3 My parents and friends soon saw that I had more than a passing interest in art. It came to define much of my image. Relatives gave me art-related birthday gifts. At school I became "the kid who could draw," a unique distinction, like "brainiest" or "best athlete"—but somehow different. A little weird, actually. I like that.
- 4 In my kindergarten class, we had an "art corner." There was an easel with a large pad of paper and poster paints. One day I was painting a picture of a red house. I can vividly recall my intense frustration because this picture just didn't look like I wanted it to.
- 5 As I got a little older, I began copying pictures: cartoons, comic books, and magazine illustrations. But mostly dinosaurs. I loved them. The *World Book Encyclopedia* published a book about the history of the earth, full of very realistic dinosaur pictures that I drew over and over again. They were in black and white and had a hazy quality to them (bad printing, I think). For a long time, even after I should have known better, I thought they were photographs of dinosaurs.
- 6 I found out a few years ago that these particular paintings are murals in the Chicago Field Museum. I've since seen them in person. They were painted by Charles Knight, the first and most famous painter of dinosaurs. They are still impressive, and they are in color!

**GO ON**

- 7     My third-grade class wrote essays on what we wanted to be when we grew up. To me it was obvious. We read them aloud, and I told about the types of paintings I would some day try. I'd have turtles with paintbrushes tied to their backs walking around on a big sheet of paper (I got chuckles from the class and the teacher). Or I'd fill squirt guns with different colored paints and shoot at the canvas. I actually tried this with friends! Well, it *sounded* like a good idea.
- 8     One of the only discouraging childhood experiences about my artwork happened in the fourth grade. During study time I was drawing a picture. My teacher took it away and wrote an angry note home to my mother. "David would rather be drawing pictures than doing his work!!!" I couldn't believe it, *three* exclamation points. We didn't get along well for the rest of the year. School "art classes" were pretty uninspiring. I did my best work on textbook covers I made. Art never seemed to be taken as seriously as other subjects.
- 9     In the eighth grade, a big career day was held. Months before, we wrote suggestions for careers we wanted to hear about. On the big day, guest speakers from many fields came to talk. We each chose two sessions to attend, but there wasn't one that came close to an art-related field. I saw some guy talk about oceanography.
- 10    In high school it actually sank in that I was going to be an artist. My friends read catalogs and saw guidance counselors to pick what they'd study in college. I felt something was wrong. I already knew. I'd always known. I half expected to hear, "No, put away those paints and choose a *real* career." My parents were excited about my choice, too. As I looked into art schools, I felt like doors were being thrown wide open. Until then my art was a private thing, but at art school I found a place where everyone was "the kid who could draw."

**GO ON**

**1** Why did Wiesner become interested in art?

- A** He enjoyed watching family members draw.
- B** He experimented with the birthday gifts he received.
- C** He found fun pictures in comic books and magazines.
- D** He browsed the supplies at the housepaint and wallpaper store.

**2** Which quote **best** expresses the main idea of paragraphs 1 and 2?

- A** “They had many different art supplies around the house.” (paragraph 1)
- B** “There was, and still is, something very appealing about art materials . . .” (paragraph 1)
- C** “I loved looking at all the exotic things they had for sale.” (paragraph 2)
- D** “. . . paint that seemed so much more grown up than the kind we used at school.” (paragraph 2)

**3** Read this sentence from paragraph 7.

Well, it *sounded* like a good idea.

What does the sentence suggest?

- A** The teacher did not approve of Wiesner’s future painting plans.
- B** The class was curious about the paintings Wiesner hoped to create.
- C** Wiesner and his friends liked painting a canvas with squirt guns.
- D** Painting with squirt guns did not turn out the way Wiesner expected.

**GO ON**

**4** Which statement describes how Wiesner’s parents felt about his college and career plans?

- A** His parents encouraged him to go to art school, yet they worried about his future career choices.
- B** His parents allowed him to choose his career, and they were glad he decided to go to art school.
- C** His parents knew he would rather do art than school work, and they accepted his choices.
- D** His parents raised him to be an artist, so they expected him to choose the right school.

**5** Read this sentence from paragraph 10.

As I looked into art schools, I felt like doors were being thrown wide open.

What does the phrase “doors were being thrown wide open” suggest?

- A** Wiesner had always known that he would go to art school.
- B** Wiesner’s parents decided to allow him to attend art school.
- C** Wiesner found that art school offered many possibilities.
- D** Wiesner was invited by a large number of art schools.

**6** Paragraphs 10 and 3 are connected because

- A** paragraph 10 confirms how surprised Wiesner felt about the label he was given as a child
- B** paragraph 10 shows how Wiesner’s friends responded to his childhood interest
- C** paragraph 10 tells how Wiesner finally found others who shared his creativity
- D** paragraph 10 describes how Wiesner’s image had changed

**7** Which statement is **most** important to include in a summary of the passage?

- A** Wiesner was always interested in drawing and painting pictures.
- B** Wiesner was entertained by the process of drawing with black ink on white paper.
- C** Wiesner was always pleased to receive art-related gifts for his birthday.
- D** Wiesner was disappointed because no speaker came to talk about art-related fields.

**GO ON**

# **D**irections

Read this story. Then answer questions 8 through 14.

## **Yasmeen's Turn**

by Carol Fraser Hagen

- 1 Yasmeen squirmed at her desk. She felt sweat beads forming along her neck.
- 2 Mrs. Cross, Yasmeen's third grade teacher, announced, "Boys and girls, you have been learning about world customs. Be ready to share one of your family's customs, tomorrow."
- 3 After school, Yasmeen dragged her backpack along, thinking about the day's assignment. "*I'm the only Indian student in my class,*" she thought, "*what will everyone think about my family's customs?*"
- 4 At home, Yasmeen moped through the kitchen door. Her heart fluttered when she saw her *amma*, her mother, busily crushing henna leaves.
- 5 "How was school today?" her *amma* asked, in her soft Indian accent.
- 6 "Fine," Yasmeen said. She dropped her backpack and slid into a kitchen chair.
- 7 "Ready for *Eid-ul-Fitr* tonight?" *Amma* smiled.
- 8 Yasmeen shrugged. Normally, she'd be tickled with excitement inside when her aunts, uncles and cousins came to celebrate the end of Ramadan, the ninth month of the Islamic year. This holy month is observed with prayers and fasting during daylight hours.
- 9 Yasmeen slid down further in her seat. She twirled a strand of her long hair around her finger, while *Amma* crushed more leaves into a powder. "*What am I going to share tomorrow?*" Yasmeen wondered.
- 10 Later, Yasmeen explored the house, trying to find an idea for her assignment. She found her *abba's* Koran. She flipped through the worn pages of her father's leather-bound book. Maybe I'll take this to school, she thought.
- 11 But then she shook her head. The Koran isn't a custom. She carefully laid down the holy book. Anyway, *Abba* would never let me take it to school.
- 12 A beautiful *salwar kameez* hung on *Amma's* bedroom door. *Salwar kameez* is a long-sleeved shirt and baggy pants, with a thin, silky shawl. All three are ornately decorated with sparkling beads, sequins and colorful embroidery, in a variety of colors. The colorful sequins and beads on *Amma's* dress and shawl glistened. Tonight, *Amma* would wear her new dress to the party.
- 13 *Maybe I'll wear my salwar kameez to school. Wrong! Everybody might laugh at me.* Tears filled Yasmeen's deep brown eyes as she tried to figure out what to share.
- 14 Yasmeen walked into the kitchen. Leaning in the doorway, she wiped a tear from her cheek.

**GO ON**

She watched *Amma* stir henna powder into a smooth paste, adding lemon juice and tamarind water. *Amma* then filled cones with the henna paste, to be used at the party.

15 Yasmeen coiled her hair around her pinkie. *I'll ask Tahira. She'll know what I can share,* she thought.

16 "I have to share a family custom tomorrow," Yasmeen said, peeking into her older sister's bedroom. Her eyes explored the top of Tahira's dresser. It overflowed with sparkling earrings and necklaces. Mixed among the other jewelry, golden bangles shimmered.

17 "Show some jewelry," Tahira suggested, jangling several shiny bangles on her wrist.

18 "I guess," Yasmeen said, tugging at strands of her hair. "Except, everybody wears jewelry."

19 That night at the party the aroma of herbs from the henna filled the living room. All the girls and ladies in their glittering dresses gathered around the sofa to visit and have their hands painted with *mehndi* (henna paste).

20 It was Yasmeen's turn. With a cone of henna paste, Amma painted tiny flowers, paisley designs, and intricate patterns on Yasmeen's hands.

21 Seconds later, Yasmeen sat straight up.  
"That's it," she blurted out, "*Mehndi!*"

22 At school the next day, Yasmeen waited for her turn to share. Her face didn't blush. She didn't even feel hot. *I'm not nervous anymore*, she thought. With a wide smile, Yasmeen stood before the class.

23 "On special Muslim holidays," Yasmeen explained, "it's an Indian tradition to paint women's hands with intricate *mehndi* designs. Last night, my mother painted my hands." Yasmeen proudly displayed the delicate curly cues, tiny flowers, and paisley patterns on her hands. Yasmeen also held up a bowl of crushed henna leaves and a henna-filled cone, for the class to see. Yasmeen then described how her mother prepared henna paste.

24 "Could you paint a *mehndi* design on my hand?" Mrs. Cross asked.

25 Yasmeen felt herself gasp at Mrs. Cross's question. Her mouth opened and stayed open as classmates held out their hands. "Me, too! Will you draw on my hands, too?"

26 "And mine!"

27 "Mine, too!"

28 Yasmeen's feet danced her home, her hands waving in the air to lead the way. The spicy scent of tamarind and henna filled her nose. "*Amma! Amma!* You will never believe what happened today."



**8**

In paragraph 3, what does the phrase “dragged her backpack along” suggest about Yasmeen?

- A** She is nervous about the upcoming holiday.
- B** She treats her possessions carelessly.
- C** She is in an unhappy mood.
- D** She carries heavy books.

**9**

As her family prepares for the holiday *Eid-ul-Fitr*, how is Yasmeen’s experience this year different from other years?

- A** She feels proud of her family this year.
- B** She feels worried about school this year.
- C** She thinks about getting dressed up this year.
- D** She wants to spend time with the other ladies this year.

**10**

Based on paragraphs 10 and 11, what does Yasmeen understand about her father?

- A** He prefers old books over new books.
- B** The Koran is very precious to him.
- C** Reading is one of his favorite activities.
- D** He thinks the Koran is too delicate to take to school.

**11**

What is the **most** important way that paragraphs 13 and 14 develop the story?

- A** They show the process of making henna paste.
- B** They provide additional details about the setting.
- C** They present a hint about how the problem will be solved.
- D** They provide information about the characters’ appearance.

**GO ON**

**12**

In paragraphs 12 and 19, what does the reader learn about how Yasmeen's family celebrates *Eid-ul-Fitr*?

- A** Jewelry is exchanged at the celebration.
- B** Hand painting is done first at the celebration.
- C** Herbs are used for cooking during the celebration.
- D** Dressing in fine clothing is part of the celebration.

**13**

In paragraph 25, the narrator explains that Yasmeen "felt herself gasp" to show that Yasmeen feels

- A** surprised by the teacher's response
- B** nervous about what will happen next
- C** confused by her classmates' requests
- D** afraid to tell her parents about what happened

**14**

What is the **most** important lesson that Yasmeen learns in the story?

- A** Family belongings should be treated with respect.
- B** Sharing family traditions can be rewarding.
- C** Sharing holidays with family is important.
- D** Family traditions change over time.

**GO ON**

# **D**irections

Read this story. Then answer questions 15 through 21.

*Tom is spending the summer on his aunt and uncle's farm. He misses his friend Petie, so he writes letters to Petie describing events on the farm.*

## **Excerpt from *The Midnight Fox***

*by Betsy Byars*

- 1 I had just finished writing this letter and was waiting for a minute to see if I would think of anything to add when I looked up and saw the black fox.
- 2 I did not believe it for a minute. It was like my eyes were playing a trick or something, because I was just sort of staring across this field, thinking about my letter, and then in the distance, where the grass was very green, I saw a fox leaping over the crest of the field. The grass moved and the fox sprang toward the movement, and then, seeing that it was just the wind that had caused the grass to move, she ran straight for the grove of trees where I was sitting.
- 3 It was so great that I wanted it to start over again, like you can turn movie film back and see yourself repeat some fine thing you have done, and I wanted to see the fox leaping over the grass again. In all my life I have never been so excited.
- 4 I did not move at all, but I could hear the paper in my hand shaking, and my heart seemed to have moved up in my body and got stuck in my throat.
- 5 The fox came straight toward the grove of trees. She wasn't afraid, and I knew she had not seen me against the tree. I stayed absolutely still even though I felt like jumping up and screaming, "Aunt Millie! Uncle Fred! Come see this. It's a fox, a fox!"
- 6 Her steps as she crossed the field were lighter and quicker than a cat's. As she came closer I could see that her black fur was tipped with white. It was as if it were midnight and the moon were shining on her fur, frosting it. The wind parted her fur as it changed directions. Suddenly she stopped. She was ten feet away now, and with the changing of the wind she had got my scent. She looked right at me.
- 7 I did not move for a moment and neither did she. Her head was cocked to one side, her tail curled up, her front left foot raised. In all my life I never saw anything like that fox standing there with her pale golden eyes on me and this great black fur being blown by the wind.
- 8 Suddenly her nose quivered. It was such a slight movement I almost didn't see it, and then her mouth opened and I could see the pink tip of her tongue. She turned. She still was not afraid, but with a bound that was lighter than the wind—it was as if she was being blown away over the field—she was gone.

**GO ON**

- 9        Still I didn't move. I couldn't. I couldn't believe that I had really seen the fox.
- 10      I had seen foxes before in zoos, but I was always in such a great hurry to get on to the good stuff that I was saying stupid things like, "I want to see the go-rilllllas," and not once had I ever really looked at a fox. Still, I could never remember seeing a black fox, not even in a zoo.
- 11      Also, there was a great deal of difference between seeing an animal in the zoo in front of painted fake rocks and trees and seeing one natural and free in the woods. It was like seeing a kite on the floor and then, later, seeing one up in the sky where it was supposed to be, pulling at the wind.
- 12      I started to pick up my pencil and write as quickly as I could, "P.S. Today I saw a black fox." But I didn't. This was the most exciting thing that had happened to me, and "P.S. Today I saw a black fox" made it nothing. "So what else is happening?" Petie Burkis would probably write back. I folded my letter, put it in an envelope, and sat there.
- 13      I thought about this old newspaper that my dad had had in his desk drawer for years. It was orange and the headline was just one word, very big, the letters about twelve inches high. WAR! And I mean it was awesome to see that word like that, because you knew it was a word that was going to change your whole life, the whole world even. And every time I would see that newspaper, even though I wasn't even born when it was printed, I couldn't say anything for a minute or two.
- 14      Well, this was the way I felt right then about the black fox. I thought about a newspaper with just one word for a headline, very big, very black letters, twelve inches high. FOX! And even that did not show how awesome it had really been to me.

**15**

How are paragraphs 2 through 6 important to the structure of the story?

- A** They describe the setting and the main characters.
- B** They describe an event that is later repeated.
- C** They explain why the fox is in the field.
- D** They introduce a problem into the plot.

**16**

Read this phrase from paragraph 4.

. . . my heart seemed to have moved up in my body and got stuck in my throat.

What does this phrase suggest about Tom?

- A** He is having trouble standing still.
- B** He is having difficulty speaking.
- C** He is experiencing a thrill.
- D** He is feeling affection.

**17**

How are the events described in paragraphs 6 and 7 different from earlier events?

- A** The fox is moving through an open area.
- B** The fox is acting with less certainty.
- C** The fox is moving at a faster pace.
- D** The fox is aware of Tom.

**18**

How is Tom's experience in the field different from his experience in zoos?

- A** He is able to observe a black fox in the wild.
- B** He is able to observe the way a black fox moves at the zoo.
- C** He spends time observing a black fox at the zoo.
- D** He is frightened to see a black fox in the wild.

**GO ON**

**19** In paragraph 12, why does Tom hesitate over his letter?

- A** He does not want other people finding out about the fox.
- B** He is not sure his friend will believe him about the fox.
- C** He is not sure how to capture his experience in words.
- D** He does not have time to explain what he witnessed.

**20** Based on paragraphs 13 and 14, how are the words “WAR!” and “FOX!” similar?

- A** They inspire a powerful response in Tom.
- B** They provide Tom with a physical reminder.
- C** They help promote Tom’s interest in writing.
- D** They create connections within Tom’s family.

**21** Which statement **best** summarizes how the fox affects Tom?

- A** Tom regrets not being able to share his experience.
- B** Tom feels as though he is in a movie.
- C** Tom is deeply moved by the event.
- D** Tom can no longer concentrate.

# 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.

# **D**irections

Read this article. Then answer questions 36 through 42.

## **Two Days With No Phone**

by Sarah Jane Brian

Experts worry that teen texting is out of control. Could *you* give up your phone for 48 hours? Our brave volunteers did.

- 1 Instead of sleeping, Kenny Alarcon, 16, often texts with his friends through the night. "You get an urge," explains the teen, who lives in the Bronx in New York City. "When I get a text, I'm itching to respond to it even if I want to sleep."
- 2 Francesca Garcia, a high school senior from Providence, Rhode Island, has also felt the need to stay constantly connected. We asked how many texts she sent and received each day. "I don't know . . . maybe 1,000?" she answered. "It's too many to count."
- 3 It probably won't surprise you that teens are texting more than ever before. Some experts are worried about how all that texting is affecting teenagers' lives.

### **Teens in Trouble?**

- 4 One concern is that students might not learn correct grammar and spelling if most of the writing they do is made up of text messages. Some people also worry that because teens text so much, they don't spend enough time talking with others face-to-face. That could be hurting their relationships with friends and family.
- 5 Plus, all that texting (and time on social media) takes away from hours that could be spent studying, exercising, pursuing a hobby, or just relaxing.
- 6 Dr. Elizabeth Dowdell is a professor at Villanova University in Pennsylvania. She says that many people expect to be able to access anyone or to be accessed by anyone at any time. "It's very appealing, especially to a middle or high school student," she explains. "The problem is, there's no downtime." And people need downtime—especially when it comes to sleep.

### **Sleep Texting**

- 7 Both Francesca and Kenny told us that they wake up several times during the night to text. Kenny even sleeps with his phone beneath his pillow.
- 8 Dr. Dowdell says that it's common for teens' sleep to be interrupted by texts. Sometimes teens even send texts filled with nonsense words when they don't wake up all the way. She has been studying this trend, which she calls "sleep texting."

**GO ON**

9     Why is sleep texting a problem? “Adolescents need a solid 8, 10, even 11 hours of sleep to really function and to think clearly,” reports Dr. Dowdell. If they regularly lose sleep, she adds, teens may start having trouble in school. They may become grumpy, angry, or depressed. A lack of sleep can lead to weight gain and even obesity. That’s because many people turn to junk food for quick energy when they are tired.

### The 48-Hour Challenge

10    According to Dr. Dowdell, teens need to learn that they can—and should—turn off their phones sometimes. So we decided to have Kenny and Franchesca do an experiment.

11    These were the rules: No phone for 48 hours. No computer or Internet either, unless it was for schoolwork. No Twitter, no Instagram.

12    Would these two teenagers be able to do it?

13    “I think I’m going to feel really isolated,” Kenny worried. Franchesca was nervous but brave. “I’m excited for the challenge,” she said. “I don’t know what’s going to happen.”

14    Kenny and Franchesca handed their phones to their mothers for safekeeping. The challenge was on.

### The Results

15    We caught up with Kenny and Franchesca after 48 phone-free hours. “Wow, it was pure torture,” Kenny joked. But though life with no phone wasn’t easy, he admitted “it had benefits.”

16    Sure, Kenny missed his friends, and he was sad at times. But he also felt relief from the constant texting. “Sometimes it’s teenager drama, people gossiping” he explained. “I felt less stressed because I didn’t have to be involved.”

17    Instead of texting, Kenny went to the gym and caught up on schoolwork. The first night, he told us, “I slept for 18 hours!” He also spent time sitting with his family and talking. Kenny’s mom helped him with homework for the first time in two years. Said Kenny, “I felt closer to my parents.”

18    Franchesca had an even happier result when she put away her phone. “I loved it!” she said. “I was going to the gym and hanging out with friends and playing basketball. I had a wonderful experience.” She slept better too.

19    Franchesca decided to continue the experiment for a while. “I think I’ll be so much smarter and healthier,” she explained. “Everybody in the world should try it.”

20    Kenny doesn’t plan to give up his phone again. But he now knows that he *can* live without it. Said the teen, “It was a reality check.”

**36** Which evidence **best** supports the claims the author makes in paragraph 4?

- A** “They may become grumpy, angry, or depressed.” (paragraph 9)
- B** “Sure, Kenny missed his friends, and he was sad at times.” (paragraph 16)
- C** “Kenny’s mom helped him with homework for the first time in two years.” (paragraph 17)
- D** “I had a wonderful experience.” (paragraph 18)

**37** What does Dr. Elizabeth Dowdell suggest when she says “people expect to be able to access anyone or to *be* accessed by anyone at any time”? (paragraph 6)

- A** Teens need to stay available by phone at all times.
- B** Many teens want to own a phone that receives texts.
- C** Constant phone use is a behavior of teens that cannot be changed.
- D** Teens are so used to having phones that nonstop texting has become a habit.

**38** How does the author organize paragraphs 15 through 20?

- A** by describing the events of the experiment in the order that they happened
- B** by explaining the goals and directions of the experiment
- C** by showing the reasons for doing the experiment with the two teens
- D** by comparing the effects that the experiment had on the two teens

**39** What can the reader infer from paragraphs 17 through 20?

- A** Asking teens to live without their phones will help them become smarter.
- B** Teens may not realize how different their lives can be without their phones.
- C** Teens around the world will enjoy experimenting with their phone use.
- D** Expecting teens to give up their phones is not realistic.

**GO ON**

**40**

How were Kenny's and Franchesca's reactions to the 48-hour challenge different?

- A Only Franchesca benefitted from better sleep with no texting interruptions.
- B Only Franchesca fully appreciated the freedom of having no phone.
- C Only Kenny participated in physical activities instead of constant texting.
- D Only Kenny spent time talking with people after giving up the phone.

**41**

Which statement **best** expresses a main idea of the article?

- A "Some experts are worried about how all that texting is affecting teenagers' lives." (paragraph 3)
- B "If they regularly lose sleep, she adds, teens may start having trouble in school." (paragraph 9)
- C "Kenny and Franchesca handed their phones to their mothers for safekeeping." (paragraph 14)
- D "Franchesca decided to continue the experiment for a while." (paragraph 19)

**42**

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

- A Kenny admits to sleeping with his phone under his pillow.
- B Franchesca claims to exchange a thousand texts per day.
- C The teens engage in gossip and drama without their phones.
- D The teens have more free time when they give up texting.

**GO ON**

# **D**irections

Read this article. Then answer questions 43 and 44.

## The Fejee Mermaid

by Elaine Pascoe

- 1 In the summer of 1842, New York City newspapers received a series of curious reports from the South. Writers from several cities wrote that Dr. J. Griffin, a British naturalist, had in his possession something truly amazing—an actual mermaid “taken among the Fejee Islands” in the Pacific Ocean. He was bringing the preserved specimen to New York on his way home to London from China, where he had bought it for the Lyceum of Natural History.
- 2 The newspapers jumped on the story, and curiosity began to build. Could the naturalist really have found a mermaid? The city would soon find out. Ads and flyers appeared, announcing an exhibition. For “one week only,” the public would have a chance to see a creature that had been known only through stories.
- 3 The mermaid was the talk of New York. People lined up to see it and to hear the scholarly Dr. Griffin speak about it. Most people had a bit of a shock when they actually laid eyes on the specimen, though. The Fejee Mermaid was not like the mermaids of fairy tales. Nor was it anything like the beautiful creatures pictured in the flyers advertising the exhibit. It was a small, dried, ugly thing—“the most odd of all oddities earth or the sea had ever produced,” one newspaper wrote. Its upper body looked more like that of a monkey than a maiden.
- 4 Some people said it *was* a monkey’s torso, joined to a fish’s tail. But other people were sure it was real. There was no telltale seam between the body parts. And on display alongside the mermaid were specimens of other unlikely animals. There was a flying fish, for example, and a platypus—a mammal with a duck’s bill and poisonous spurs on its rear legs. Naturalists had once thought the platypus was a hoax, but it turned out to be real. Perhaps the mermaid and the platypus were both what the announcements for the exhibit claimed: “links in the great chain which connects the whole animal kingdom.” After the weeklong exhibition, the Fejee Mermaid moved to the American Museum on Broadway. It drew crowds there for a month and went on tour to other cities. Everywhere the mermaid went, people paid to see it—whether they believed it was real or not. That was just what P. T. Barnum, the proprietor of the American Museum, had planned.

**telltale:** something that indicates or reveals information

### “People Love to Be Humbled”

- 5 Phineas T. Barnum was probably the greatest showman in American history. In 1842 he had just bought the American Museum, which housed a dusty collection of oddities. He was determined to make it New York’s leading attraction. And when he saw the Fejee Mermaid, he knew he had found a way to bring people through the museum’s door.

**GO ON**

- 6      The “mermaid” was just what it looked like—a dried monkey’s body stitched to a dried fish’s tail. Fake mermaids like this were nothing new. Sailors had been bringing similar curiosities back to America and Europe for many years. This one had been around since 1817, when a sea captain bought it in the Pacific. Believing that it was real, the captain paid a small fortune for it. He never made money from his investment. After he died, his family sold the mermaid to Moses Kimball, a Boston showman. Kimball leased it to Barnum for \$12.50 a week.
- 7      How was Barnum able to turn this crude fake into an overnight sensation? With shameless hype. Barnum was a master at promotion. He didn’t care whether people believed the mermaid was real or not. He knew that if he could create enough buzz about it, people would pay to see it.
- 8      The reports that appeared in New York newspapers were actually written by Barnum. He sent them to friends in Southern towns. The friends then mailed them to the New York papers over a period of weeks, in time with Dr. Griffin’s supposed journey toward the city.
- 9      Griffin was no more real than the mermaid. The scholarly naturalist was actually Levi Lyman, a friend of Barnum’s. He first took on the role in Philadelphia, where he allowed a small group of newspaper editors to have a peek at the mermaid. The stories they wrote helped build “mermaid fever” in New York. So did the flyers showing beautiful mermaids, which Barnum had printed.
- 10     Trumped-up science was part of the promotion, too. The first half of the 1800s saw a flowering of new theories and research in natural history. Barnum made his hoax more believable by having a “scientist” present it and by including actual animals such as the platypus in the exhibit. Of course, real scientists were quick to spot the fake. But that didn’t stop Barnum. New ads urged people to see the mermaid and draw their own conclusions. “Who is to decide when doctors disagree?” the ads declared.
- 11     The Fejee Mermaid helped make Barnum’s museum a huge success. It was just one of countless curiosities that filled the museum’s five floors. Like the mermaid, many of the exhibits were fake. No one seemed to mind. As Barnum said, “People love to be humbugged.”

**43**

Why did one newspaper say the mermaid was “the most odd of all oddities earth or the sea had ever produced” (paragraph 3)? Use **two** details from the article to support your response.

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**GO ON**

**44**

What main idea of “The Fejee Mermaid” is supported by paragraphs 8 through 10? Use two details from the article to support your response.

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**GO ON**

# **D**irections

Read this article. Then answer question 45.

## Planes on the Brain

by Elisabeth Deffner

- 1 Kimberly Anyadike and her older sister, Kelly, have taken sibling rivalry to new heights. Sky-high, in fact.
- 2 On her 16th birthday, Kelly set a world record. She became the youngest African American female to fly four different fixed-wing aircraft in one day. Naturally, that inspired Kimberly to brainstorm ways to top her sister's achievement.
- 3 At age 15, Kimberly became the youngest African American female to pilot a plane from coast to coast. "It was something that had never been done before by someone as young as me," she explains.
- 4 Don't let their friendly rivalry fool you. The Anyadike (pronounced on-yah-DEE-kay) sisters learned to fly together at Tomorrow's Aeronautical Museum (TAM) in Compton, California. They took lessons in the same plane at the same time.
- 5 Their flight achievements earned them each a place in the record books—but at TAM, setting records is nothing new. In fact, the sisters first heard about TAM when they read about another record-breaker who'd learned to fly there. At age 14, Jonathan Strickland became the youngest African American male to pilot a plane and a helicopter on the same day.
- 6 Jonathan's story inspired Kimberly to make one of her biggest dreams come true. She'd always wanted to fly. Ever since she learned to write, she's included "jet pack" on her Christmas list! So she asked her mom if they could check out TAM, where Jonathan had gotten his aviation start. She and her sister took a demo flight—and the rest is history. (Literally!)
- 7 "We've been hooked on flying ever since," says Kimberly, now 17, with a giggle. "We got bit by the flight bug!"
- 8 Movie stunt pilot Robin Petgrave founded TAM in 1998. Kids in the program learn more than just how to fly. They also learn how to set goals and make a plan to achieve them. For example, flight lessons cost money. Future pilots earn "museum dollars" by doing tasks around the museum, going through the flight simulator program, and doing community service. Kids even earn museum dollars when they get tutoring help with their schoolwork! After they've earned enough, they can use those dollars to pay for a flight lesson.
- 9 While they're learning to fly, they're also learning about aviation history.
- 10 They learn about the Tuskegee Airmen, the first African American military airmen in the United States. Kids at TAM have even been able to meet some of them.

**GO ON**

- 11 These pilots trained and fought during World War II, but the dangers of wartime weren't the only challenges they faced. They also encountered racism. In fact, the Army Air Corps called the African American pilot training program "the Tuskegee Experiment" because they weren't sure the trainees could be successful pilots.
- 12 But "they were amazing," says Kimberly. "They beat all odds."
- 13 That's why she dedicated her record-breaking flight to the Tuskegee Airmen: "to show them their legacy still lives on," she explains.
- 14 And they wanted to show her that they supported her as she tried to set an aviation record. Each time Kimberly landed on her flight from California to Virginia, Tuskegee Airmen met her plane.
- 15 The Anyadike sisters didn't set their aviation records at the same time, but two other TAM alumni did. Jimmy Haywood, then 12, and Kenny Roy, then 14, flew together to Canada. There, Roy became the youngest African American in the United States to earn his solo pilot's license. Haywood piloted the plane that flew Roy to Canada and back, making him the youngest African American to pilot a plane on a round-trip international flight.
- 16 "It challenges you, being here [at TAM]," says Roy. Kids at TAM know that if they want to fly, they can—they just have to work for it. They can earn the museum dollars to pay for lessons. They can come up with a plan and break an aviation record. Once they do that, they know they can do anything if they set their minds to it.
- 17 For instance, Kimberly Anyadike plans to become a heart surgeon. Kenny Roy, now 21, is a college student in the Air Force Reserve. He plans to become an Air Force officer and, later, a commercial pilot. (And maybe his little brother, Jeremiah Esters, 7, will follow in his footsteps. He's studying aviation at TAM now.)
- 18 Flying has changed these kids' lives—and setting records was just the icing on the cake.
- 19 That's exactly how it ought to be, says Petgrave. "We're not really all about the records," he explains. "These kids have been exposed to aviation at such a young age, they look at things differently."
- 20 And from their point of view, the sky is no longer the limit.

45

In paragraph 16, Kenny Roy says, "It challenges you, being here [at TAM]." What are some of the ways kids are challenged in the TAM program? What effects do these challenges have on the kids? Use details from the article to support your response.

In your response, be sure to

- identify ways that kids are challenged in the TAM program
  - explain the effects of these challenges on the kids
  - use details from the article 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.

# **D**irections

Read this story. Then answer questions 46 and 47.

*It is the first day of school for Pearl, her friend JBIII (or JBThree), and her older sister, Lexie.*

## **Excerpt from *Ten Good and Bad Things About My Life (So Far)***

*by Ann M. Martin*

- 1 We stepped outside and I looked across Twelfth Street, and there was JBIII coming out of his building with his mother who wanted to take a first-day-of-school picture. JBIII posed for one half of one second, and then joined Dad and me for the walk to Emily Dickinson Elementary.
- 2 “Remember the first day of school last year?” I said to my father. “You walked Justine and me to Emily Dickinson. This year you’re walking JBThree and me.”
- 3 “Things certainly do change,” replied Dad, and I thought he looked a little sad. That was because there had been a lot of changes in our lives besides who I walked to school with.
- 4 We turned the corner onto Sixth Avenue and passed by all the familiar places in our neighborhood: New World, which is a coffee shop, and Steve-Dan’s, which is my all-time favorite store because it sells art supplies, and Cuppa Joe, which is a new coffee shop, and Universal, which is a dry cleaner, and the Daily Grind, which is *another* new coffee shop. Over the summer Lexie and her friends started going to the Daily Grind to order Mocha Moxies, which they say are coffee drinks but which really look like giant milk shakes. Whenever Lexie starts talking about how she’s grown-up enough to drink coffee what I want to say back to her is, “Mom and Dad don’t squirt a tower of whipped cream on top of their coffee,” but one thing I have learned lately is when not to say something.
- 5 When Dad and JBIII and I passed Monk’s, which is a gift store, I could feel JBIII’s eyes on me. Well, not actually on me, which would be gross, but suddenly I could tell he was looking at me and I knew why. We were now one half of a block away from Emily Dickinson, and JBIII and I had decided that no matter what anyone thought, we were simply too old to be walked right up to the door of our school by a parent.
- 6 “Dad,” I said, “JBIII and I are ten years old now.” (JBIII was actually a lot closer to eleven, while I was just barely ten.)
- 7 “Yes, you are,” agreed Dad.

**GO ON**

8        “And we think that—” JBIII frowned fiercely at me and I tried to remember the exact speech he had made me memorize the day before. “I mean,” I said, backing up, “and we feel strongly that we should be allowed”—JBIII poked my arm—“that, um, we’re responsible enough to walk the rest of the way to school by ourselves. Every day.”

9        “You can stand here and watch us,” said JBIII. And then he added quickly, “Sir.”

10      “Well . . . ,” said my father.

11      Dad has let me do this 2x before, but now JBIII and I were asking to do it regularly, and my father has a teensy problem with change, whether it’s good or bad.

12      “*Please?*” I said, and now JBIII glared at me. He had also warned me not to whine. “Please, Father?” I said calmly.

13      “I suppose so.”

14      “Yes!” I exclaimed.

15      “Thank you, sir,” said JBIII.

16      “But remember—I’ll be watching you.”

17      “I know,” I said. “Don’t kiss me,” I added, and JBIII and I ran down the block. Just before we reached Emily Dickinson I waved backward over my shoulder to Dad.

18      JBIII and I wound our way through the halls of Emily Dickinson. We passed by the first-grade room that Justine Lebarro had been in the year before, and then we passed our old fourth-grade room. There was Mr. Potter, our teacher from last year, talking to his new students.

19      We kept on walking until we came to room 5A. I peeked through the doorway, then stepped back and flattened myself against the wall like a spy. “She’s in there,” I whispered to JBIII. “Ms. Brody.”

20      Our teacher was new to Emily Dickinson. All we knew about her was her name.

21      JBIII peeked in, too. “She looks all right,” he whispered to me.

22      The truth was that she looked very, very young, like if you switched her pants and her shirt for a white dress and a veil she could be a bride. I kept that thought to myself, though, because I could just hear Lexie clucking her tongue and saying to me, “A person can get married at any age, Pearl.” But still in my head all brides were young.

23      “Afraid to go in?” said a voice from behind JBIII and me, and we both jumped.

24      I turned around to see Jill DiNunzio, who is a person I could live without.

25      “No,” I said, doing an eye roll.

26      “So what are you waiting for?” she asked.

27      “Well, not you. Come on, JBThree.”

28      JBIII and I marched into our new classroom, leaving Jill behind.

29      Fifth grade had officially begun.

**GO ON**

**46**

How does Pearl's father feel about Pearl and JBIII walking to school by themselves? Use two details from the story to support your response.

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**GO ON**

**47**

How does paragraph 28 relate to paragraphs 23 and 24? Use two details from “Excerpt from *Ten Good and Bad Things About My Life (So Far)*” to support your response.

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**GO ON**

# **D**irections

Read this story. Then answer questions 48 and 49.

*Seven-year-old Juan lives in San Pablo, Guatemala, with his grandmother. Many children in the region do not attend school, but Juan has started first grade.*

## **Excerpt from *The Most Beautiful Place in the World***

*by Ann Cameron*

- 1 When I'd been in school two months, Doña Irene sent me home with a note to my grandmother. I showed it to her after supper, and she got my aunt Tina to read it to her, even though I told her I could read it myself.
- 2 "No, Juan," my grandmother said. "It's about you, so you're not the one to read it."
- 3 The note said that, with my grandmother's permission, the teachers wanted to move me into the second grade. Doña Irene said that they had never had a student who had learned to read like I did, by myself, before ever starting school. She said that it would be a tragedy if such a good student had to leave school, and that if my grandmother ever could not keep me in school, the teachers would help to keep me there.
- 4 When Aunt Tina stopped reading, she looked at me as if she had never really seen me before, and was looking to see what was so special about me, and still couldn't see it, and gave up.
- 5 "Well, congratulations!" she said.
- 6 And I thought my grandmother would congratulate me too. But she didn't, she started to cry, and threw her arms around me.
- 7 She said, "When I was seven, the teachers went from house to house, looking for children to enroll in school, but when they got to my house, my parents hid me in the woodshed. I watched between cracks in the boards, and listened. They told the teachers that they didn't have any school-age children, not one. They did it because they were afraid if I went to school, I wouldn't learn to work. They did it for my good, and I didn't say anything or complain, but I always knew it was a mistake."
- 8 She dried her eyes, and she told me she would help me study even all the way to university in the capital. As long as she lived she would help me, she said, if I did my best.
- 9 And she looked at me as if I were a man already, and said that maybe by studying I could find out why some people were rich, and some were poor, and some countries were rich, and some were poor, because she had thought about it a lot, but she could never figure it out.

**GO ON**

10        And I felt very proud, but also scared, because just more or less by accident I had taught myself to read, but that didn't mean I was so smart.

11        I said to my grandmother, "I might not always do everything special."

12        "You don't have to do everything special," my grandmother said. "Just your best. That's all."

13        I was proud, but I wasn't so sure I wanted to do my best all the time. I thought it could get pretty inconvenient. If people started expecting a lot of me, I would have to do more and more.

14        "You ask more from me than Doña Irene and all the teachers," I said. "They don't expect so much."

15        My grandmother glared at me. "They don't love you the way I do either," she said.

16        Then she said, "Come on, let's go for a walk."

17        She put on her best shawl, and she and I went down the street together, and she walked the way she always walks, taller and straighter than anybody else. And I walked with my arm around her.

18        We walked all the way to the Tourist Office. Then we stopped a minute and looked at the photo of San Pablo with all the houses of our town, pink and turquoise and pale green, and behind them the blue lake and volcanoes and the high, rocky cliffs.

19        My grandmother looked at the writing under the picture. She touched it with her hand.

20        "What does it say?" she asked.

21        I read it to her. "'The Most Beautiful Place in the World.'"

22        My grandmother looked surprised.

23        I started to wonder if San Pablo really was the most beautiful place in the world. I wasn't sure my grandmother had ever been anyplace else, but I still thought she'd know.

24        "Grandma," I said, "is it?"

25        "Is it what?" she said.

26        "Is San Pablo the most beautiful place in the world?"

27        My grandmother made a little face.

28        "The most beautiful place in the world," she said, "is anyplace."

29        "Anyplace?" I repeated.

30        "Anyplace you can hold your head up. Anyplace you can be proud of who you are."

31        "Yes," I said.

32        But I thought, where you love somebody a whole lot, and you know that person loves you, that's the most beautiful place in the world.

**48**

In “Excerpt from *The Most Beautiful Place in the World*,” why does Juan’s grandmother react differently than Aunt Tina to the note from Juan’s school? Use **two** details from the story to support your response.

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**GO ON**

**49**

Why is the title phrase “the most beautiful place in the world” important to the story? Use two details from the story to support your response.

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**GO ON**

# **D**irections

Read this story. Then answer questions 50 and 51.

*In this science-fiction excerpt, the Nom is a private community located on an island. The Noble Warriors who live there are called the Noma.*

## **Excerpt from Seeker**

by William Nicholson

- 1 Seeker woke earlier than usual, long before dawn, and lay in the darkness thinking about the day ahead. It was high summer, with less than a week to go before the longest day of the year. In school it was the day of the monthly test.
- 2 And it was his sixteenth birthday.
- 3 Unable to sleep, he rose and dressed quietly so as not to wake his parents, and went out into the silent street. By the light of the stars, he made his way to the steps that zigzagged up the steep hillside, and began to climb. As he did so he watched the eastern sky, and saw there the first pale silver gleams on the horizon that heralded the coming dawn.
- 4 He had decided to watch the sun rise.
- 5 At the top of the steps the path flattened out and led into the stone-flagged Nom square. To his right rose the great dark mass of the Nom, the castle-monastery that dominated the island; to his left, the avenue of old storm-blasted pine trees that led to the overlook. He knew these trees well; they were his friends. He came to this place often, to be alone and to look out over the boundless ocean to the very farthest edges of the world.
- 6 There was a wooden railing at the far end of the avenue, to warn those who walked here to go no further. Beyond the railing the land fell away, at first at a steep slope, and then in a sheer vertical cliff. Hundreds of feet below, past nesting falcons and the circling flight of gulls, the waves broke against dark rocks. This was the most southerly face of the island. From here there was nothing but sea and sky.
- 7 Seeker stood by the railing and watched the light trickle into the sky and shivered. The band of gold now glowing on the horizon seemed to promise change: a future in which everything would be different. With this dawn he was sixteen years old, a child no longer. His real life, the life for which he had been waiting so long, was about to begin.
- 8 The gold light was now turning red. All across the eastern sky the stars were fading into the light, and the feathery bands of cloud were rimmed with scarlet. Any moment now the sun itself would break the line of the horizon.
- 9 How can a new day begin like this, he thought, and nothing change?

**GO ON**

- 10 Then there it was, a blazing crimson ball bursting the band of sea and sky, hurling beams of brilliance across the water. He looked away, dazzled, and saw the red light on the trunks of the pine trees and on the high stone walls of the Nom. His own hand too, held up before him, was bathed in the rays of the rising sun, familiar but transformed. Moving slowly, he raised both his arms above his head and pointed his forefingers skyward, and touched them together. This was the Nomana salute.
- 11 Those who wished to become Noble Warriors entered the Nom at the age of sixteen.
- 12 He heard a soft sound behind him. Turning, startled, he saw a figure standing in the avenue. He flushed and lowered his arms. Then he gave a respectful bow of his head, because the watcher was a Noma.
- 13 "You're up early."
- 14 A woman. Her voice sounded warm and friendly.
- 15 "I wanted to see the dawn."
- 16 Seeker was embarrassed that she had seen him making the salute to which he was not entitled; but she did not reprimand him. He bowed again, and headed down the avenue, now flooded by the brilliant light of the rising sun. As he passed the Noma, she said, "It's not necessary to be unhappy."
- 17 He stopped and turned back to look at her. Like all the Nomana, she wore a badan over her head, which shadowed her face. But he sensed that she was half smiling as she met his gaze.
- 18 "I am unhappy."
- 19 The Noma went on gazing at him with her gentle smile.
- 20 "Who are you?"
- 21 He gave his full name, the name his father had chosen for him, the name he hated. "Seeker after Truth."
- 22 "Ah, yes. The schoolteacher's son."
- 23 His father was the headmaster of the island's only school. He was raising Seeker to be a teacher like him.
- 24 "Your life is your own," said the Noma. "If it's not the life you want, only you can change it."
- 25 Seeker made his way slowly back to the steps, and down the steps home, his mind filled by the Noma's words. All his life he had done what his father had asked of him. He had always been top of his class, and was now top of the school. He knew his father was proud of him. But he did not want to live his father's life.
- 26 Seeker wanted to be a Noble Warrior.

**GO ON**

**50**

In “Excerpt from *Seeker*,” what theme is supported by paragraphs 20 through 26? Use **two** details from the story to support your response.

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**GO ON**

51

In “Excerpt from *The Most Beautiful Place in the World*” and “Excerpt from *Seeker*,” what personality trait do Juan and Seeker share? How do both the characters show this personality trait? Use details from both stories to support your response.

In your response, be sure to

- identify a personality trait that Juan and Seeker share
  - explain how both characters show this personality trait
  - use details from both stories 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 5**

Question	Type	Key	Points	Standard	Subscore	Secondary Standard(s)	Multiple Choice Questions:		Constructed Response Questions:	
							Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)	
<b>Book 1</b>										
1	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.5.1	Reading		0.87			
2	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.5.2	Reading		0.62			
3	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.5.1	Reading		0.58			
4	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.5.3	Reading		0.70			
5	Multiple Choice	C	1	CCSS.ELA-Literacy.L.5.5b	Reading		0.51			
6	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.5.3	Reading		0.44			
7	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.5.2	Reading		0.85			
8	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.5.4	Reading		0.78			
9	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.5.3	Reading		0.74			
10	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.5.1	Reading		0.63			
11	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.5.5	Reading		0.42			
12	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.5.1	Reading		0.48			
13	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.5.6	Reading		0.82			
14	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.5.2	Reading		0.72			
15	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.5.5	Reading		0.52			
16	Multiple Choice	C	1	CCSS.ELA-Literacy.L.5.4a	Reading		0.59			
17	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.5.3	Reading		0.61			
18	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.5.3	Reading		0.74			
19	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.5.1	Reading		0.50			
20	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.5.3	Reading		0.68			
21	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.5.2	Reading		0.52			
<b>Book 2</b>										
36	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.5.8	Reading		0.37			
37	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.5.1	Reading		0.72			
38	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.5.5	Reading		0.57			
39	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.5.1	Reading		0.76			
40	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.5.3	Reading		0.66			
41	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.5.2	Reading		0.79			
42	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.5.2	Reading		0.82			
43	Constructed Response		2	CCSS ELA-Literacy.RI.5.2	Writing to Sources	CCSS.ELA-Literacy.W.5.2 CCSS.ELA-Literacy.W.5.9		1.50	0.75	
44	Constructed Response		2	CCSS.ELA-Literacy.RI.5.2	Writing to Sources	CCSS.ELA-Literacy.W.5.2 CCSS.ELA-Literacy.W.5.9		1.28	0.64	

Grade 5		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)
45	Constructed Response		4	CCSS.ELA-Literacy.W.5.2, CCSS.ELA-Literacy.W.5.9, CCSS.ELA-Literacy.RL.5.3	Writing to Sources	CCSS.ELA-Literacy.L.5.1 CCSS.ELA-Literacy.L.5.2 CCSS.ELA-Literacy.L.5.3 CCSS.ELA-Literacy.L.5.6		1.92	0.48
<b>Book 3</b>									
46	Constructed Response		2	CCSS.ELA-Literacy.RL.5.3	Writing to Sources	CCSS.ELA-Literacy.W.5.2 CCSS.ELA-Literacy.W.5.9		1.54	0.77
47	Constructed Response		2	CCSS.ELA-Literacy.RL.5.5	Writing to Sources	CCSS.ELA-Literacy.W.5.2 CCSS.ELA-Literacy.W.5.9		1.39	0.69
48	Constructed Response		2	CCSS.ELA-Literacy.RL.5.3	Writing to Sources	CCSS.ELA-Literacy.W.5.2 CCSS.ELA-Literacy.W.5.9		1.26	0.63
49	Constructed Response		2	CCSS.ELA-Literacy.RL.5.4	Writing to Sources	CCSS.ELA-Literacy.W.5.2 CCSS.ELA-Literacy.W.5.9		1.16	0.58
50	Constructed Response		2	CCSS.ELA-Literacy.RL.5.2	Writing to Sources	CCSS.ELA-Literacy.W.5.2 CCSS.ELA-Literacy.W.5.9		1.32	0.66
51	Constructed Response		4	CCSS.ELA-Literacy.W.5.2, CCSS.ELA-Literacy.W.5.9, CCSS.ELA-Literacy.RL.5.3	Writing to Sources	CCSS.ELA-Literacy.L.5.1 CCSS.ELA-Literacy.L.5.2 CCSS.ELA-Literacy.L.5.3 CCSS.ELA-Literacy.L.5.6		1.70	0.42

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

## 2-Point Rubric—Short Response

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

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

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

## New York State Grades 4-5 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:
<b>CONTENT AND ANALYSIS:</b> the extent to which the essay conveys ideas and information clearly and accurately in order to support an analysis of topics or texts	W.2 R.1-9	<ul style="list-style-type: none"> <li>— clearly introduce a topic in a manner that follows logically from the task and purpose</li> <li>—demonstrate insightful comprehension and analysis of the text(s)</li> </ul>	<ul style="list-style-type: none"> <li>— clearly introduce a topic in a manner that follows from the task and purpose</li> <li>—demonstrate grade-appropriate comprehension and analysis of the text(s)</li> </ul>	<ul style="list-style-type: none"> <li>—introduce a topic in a manner that follows generally from the task and purpose</li> <li>—demonstrate a literal comprehension of the text(s)</li> </ul>	<ul style="list-style-type: none"> <li>—introduce a topic in a manner that does not logically follow from the task and purpose</li> <li>—demonstrate little understanding of the text(s)</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate a lack of comprehension of the text(s) or task</li> </ul>
<b>COMMAND OF EVIDENCE:</b> the extent to which the essay presents evidence from the provided texts to support analysis and reflection	W.2 W.9 R.1-9	<ul style="list-style-type: none"> <li>—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)</li> <li>—sustain the use of varied, relevant evidence</li> </ul>	<ul style="list-style-type: none"> <li>—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s)</li> <li>—sustain the use of relevant evidence, with some lack of variety</li> </ul>	<ul style="list-style-type: none"> <li>—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant</li> <li>—use relevant evidence with inconsistency</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>—provide no evidence or provide evidence that is completely irrelevant</li> </ul>
<b>COHERENCE, ORGANIZATION, AND STYLE:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	<ul style="list-style-type: none"> <li>—exhibit clear, purposeful organization</li> <li>—skillfully link ideas using grade-appropriate words and phrases</li> <li>—use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary</li> <li>—provide a concluding statement that follows clearly from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>—exhibit clear organization</li> <li>—link ideas using grade-appropriate words and phrases</li> <li>—use grade-appropriate precise language and domain-specific vocabulary</li> <li>—provide a concluding statement that follows from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>—exhibit some attempt at organization</li> <li>—inconsistently link ideas using words and phrases</li> <li>—inconsistently use appropriate language and domain-specific vocabulary</li> <li>—provide a concluding statement that follows generally from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>—exhibit little attempt at organization, or attempts to organize are irrelevant to the task</li> <li>—lack the use of linking words and phrases</li> <li>—use language that is imprecise or inappropriate for the text(s) and task</li> <li>—provide a concluding statement that is illogical or unrelated to the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>—exhibit no evidence of organization</li> <li>—exhibit no use of linking words and phrases</li> <li>—use language that is predominantly incoherent or copied directly from the text(s)</li> <li>—do not provide a concluding statement</li> </ul>
<b>CONTROL OF CONVENTIONS:</b> the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	<ul style="list-style-type: none"> <li>—demonstrate grade-appropriate command of conventions, with few errors</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate emerging command of conventions, with some errors that may hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>—are minimal, making assessment of conventions unreliable</li> </ul>

- 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

Why did one newspaper say the mermaid was “the most odd of all oddities earth or the sea had ever produced” (paragraph 3)? Use two details from the article to support your response.

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### Possible Exemplary Response:

The newspaper says the mermaid was “the most odd of all oddities earth or the sea had ever produced” because it wasn’t what people expected and was very odd looking. According to the text, the mermaid wasn’t at all like the ones in fairy tales or like the ones in the flyer. It was actually a “small, dried, ugly thing.” It also looked more like a monkey than a beautiful maiden from the sea.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

43

Why did one newspaper say the mermaid was "the most odd of all oddities earth or the sea had ever produced" (paragraph 3)? Use two details from the article to support your response.

That newspaper said the mermaid was odd because no one expected the mermaid to look dried up. For example, in paragraph 3, it says, "Its upper body look more like that of a monkey than a maiden." Also, in paragraph 4, it says, "Some people said it was a monkey's torso, joined to a fish's tail." Therefore, no one expected it to look way uglier than a mermaid in fairy tales.

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

This response provides valid inferences from the text to explain why the mermaid was "the most odd of all oddities earth or the sea had ever produced" (*no one expected the mermaid to look dried up* and *no one expected it to look way uglier than a mermaid in fairy tales*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*Its upper body look more like that of a monkey than a maiden*" and "*Some people said it was a monkey's torso, joined to a fish's tail*"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

43

Why did one newspaper say the mermaid was “the most odd of all oddities earth or the sea had ever produced” (paragraph 3)? Use two details from the article to support your response.

The reason why one news paper said that was because it looked odd. And from my personal connection I've seen many fake ugly mermaids. According to Paragraph 3 It states It was a small, dried, ugly thing the most odd of all oddities earth or the sea had ever produced. Also the text states its upper body looked more like that of a monkey than a maiden. Thats why.

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

This response makes a valid inference from the text to explain why the mermaid was “the most odd of all oddities earth or the sea had ever produced” (*It looked odd*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*It was a small, dried, ugly thing* and *Its upper body looked more like that of a monkey than a maiden*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

43

Why did one newspaper say the mermaid was "the most odd of all oddities earth or the sea had ever produced" (paragraph 3)? Use two details from the article to support your response.

The one newspaper said the mermaid was "the most odd of all oddities earth or the sea had ever produced" because the mermaid was unusual.

The mermaid was not like the mermaid in a fairy tale. The mermaid was ugly, dry, and its upper body is like a monkey.

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

This response provides a valid inference from the text to explain why the mermaid was "the most odd of all oddities earth or the sea had ever produced" (*the mermaid was unusual*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*The mermaid was not like the mermaid in a fairy tale* and *The mermaid was ugly, dry, and its upper body is like a monkey*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

43

Why did one newspaper say the mermaid was "the most odd of all oddities earth or the sea had ever produced" (paragraph 3)? Use two details from the article to support your response.

The Newspaper said this because the torso looked more like a monkey then Maiden. Also, the people thought it was going to be beautiful but it was ugly.

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

This response provides valid inferences from the text to explain why the mermaid was "the most odd of all oddities earth or the sea had ever produced" (*the people thought it was going to be beautiful but it was ugly*); however, the response only provides one concrete detail from the text for support (*The torso looked more like a monkey then maiden*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

43

Why did one newspaper say the mermaid was “the most odd of all oddities earth or the sea had ever produced” (paragraph 3)? Use two details from the article to support your response.

The newspaper said this because they thought that the mermaid was gonna be pretty. They also thought it looked like a monkey.

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

This response provides valid inferences from the text to explain why the mermaid was “the most odd of all oddities earth or the sea had ever produced” (*they thought that the mermaid was gonna be pretty* and *They also thought it looked like a monkey*); 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

Why did one newspaper say the mermaid was "the most odd of all oddities earth or the sea had ever produced" (paragraph 3)? Use two details from the article to support your response.

Because the people thought it looked weird when they saw it.

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

This response provides a valid inference from the text to explain why the mermaid was "the most odd of all oddities earth or the sea had ever produced" (*the people thought it looked wierd when they saw it*); however, the response does not provide two concrete details from the text for support as required by the prompt.

## GUIDE PAPER 7

43

Why did one newspaper say the mermaid was "the most odd of all oddities earth or the sea had ever produced" (paragraph 3)? Use two details from the article to support your response.

One newspaper says the mermaid was the most odd of all oddities earth or sea had ever produced because back then Reporters have been finding things that aren't believeable to others.

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

This response does not address any of the requirements of the prompt (*One newspaper says the mermaid was the most odd of all oddities earth or sea had ever produced because back then Reporters have been finding things that aren't believeable to others*).

## GUIDE PAPER 8

Additional

43

Why did one newspaper say the mermaid was "the most odd of all oddities earth or the sea had ever produced" (paragraph 3)? Use two details from the article to support your response.

The new Paper Jumped on the story  
and the curiosity began to become  
a mermaid of the newspaper.

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

This response is unintelligible (*The new Paper Jumped on the story and the curiosity began to become a mermaid of the newspaper*).

## EXEMPLARY RESPONSE

44

What main idea of “The Fejee Mermaid” is supported by paragraphs 8 through 10? Use two details from the article to support your response.

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### Possible Exemplary Response:

These three paragraphs support the main idea that the Fejee Mermaid turned out to be a fake and Barnum was really tricking people. The naturalist that was bringing the mermaid to New York wasn't a doctor or scientist. He was really a friend of Barnum and was playing along with the made-up story. Another example of the hoax, is that the reports about the mermaid were all written by Barnum. It just helped build “mermaid fever.”

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

44

What main idea of "The Fejee Mermaid" is supported by paragraphs 8 through 10? Use two details from the article to support your response.

Paragraphs 8-10 support the main idea of how P.T Barnum tricked people into wanting to see the mermaid. Griffin was no more real than the mermaid. This states that Dr. Griffin was a fake, and wasn't a real naturalist. Also the text states "of course, real scientists were quick to spot the fake". This shows that the mermaid itself was fake. Finally, the text states "like the mermaid many of the exhibits were fake". This also showed that the mermaid was fake and that he used it to trick people.

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

This response provides a valid inference from the text to explain what main idea of the "The Fejee Mermaid" is supported by paragraphs 8 through 10 (*P.T Barnum tricked people into wanting to see the mermaid*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Griffin was no more real than the mermaid" and "of course, real scientists were quick to spot the fake" and "like the mermaid many of the exhibits were fake"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

44

What main idea of "The Feejee Mermaid" is supported by paragraphs 8 through 10? Use two details from the article to support your response.

The main idea supported by paragraph 8 through 10 is about The "mermaid" and all about how they got people to be interested in it. One example is when Barnum is trying to move everything he's trying to show real. According to the text, "Barnum made his hoax more believable by having a "scientist" present"... Another example is when they show ad's about it. According to the text, "New ad's urged people to see the mermaid and draw their own conclusions." This show the main idea that supported 8 - 10.

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

This response provides a valid inference from the text to explain what main idea of the "The Feejee Mermaid" is supported by paragraphs 8 through 10 (*how they got people interested in it*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Barnum made his hoax more believable by having a "scientist" present"... and "New ad's urged people to see the mermaid and draw their own conclusions"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

44

What main idea of "The Fejee Mermaid" is supported by paragraphs 8 through 10? Use two details from the article to support your response.

There is a main idea supported by paragraphs 8-10. The main idea is Levi Lyman's mermaid was only a hoax. He ~~is~~ only sciences with ~~Giff~~ Griffin Barnum. He thought it would look more authentic if a scientist presented the mermaid. He also added real animals like the platypus is it will look authentic.

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

This response makes a valid inference from the text to explain what main idea of the "The Fejee Mermaid" is supported by paragraphs 8 through 10 (*Levi Lyman's mermaid was only a hoax*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*He thought it would look more authentic if a scientist presented the mermaid and He also added real animals like the platypus is it will look authentic*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

44

What main idea of "The Fejee Mermaid" is supported by paragraphs 8 through 10? Use two details from the article to support your response.

The main idea of "Thefejee Mermaid" is as the owner of the mermaid can get money from it. For example the text it says that if he created enough buzz about it people would hear enough about the mermaid that they would be willing to pay to see it.

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

This response provides a valid inference from the text to explain what main idea of the "The Fejee Mermaid" is supported by paragraphs 8 through 10 (*the owner of the mermaid can get money from it*); however, the response does not provide any details from the text for support. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

44

What main idea of "The Fejee Mermaid" is supported by paragraphs 8 through 10? Use two details from the article to support your response.

The first half of the 1800s saw a flowering of new theories and research in natural history. Barnum made his hoax more belieable by having a "scientist" present it and by including actual animals such as the platypus in the exhibit.

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

This response is a mostly literal recounting of details from the text as required by the prompt (*Barnum made his hoax more belieable by having a "scientist" present it and by including actual animals such as the platypus in the exhibit*); however, the response does not provide a valid inference from the text as required by the prompt. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

44

What main idea of "The Fejee Mermaid" is supported by paragraphs 8 through 10? Use two details from the article to support your response.

The main idea of the Fejee mermaid is ~~trumped up science was part of~~ part of the promotion.

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

This response is a literal recounting of a detail from the text as required by the prompt (*trumped up science was part of the promotion*); however, the response does not provide a valid inference from the text as required by the prompt. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

44

What main idea of "The Fejee Mermaid" is supported by paragraphs 8 through 10? Use two details from the article to support your response.

News papers were sent  
to the south by Buname.  
Griffin was the real mermaid.

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

This response is totally inaccurate (*News papers were sent to the south by Buname. Griffin was the real mermaid*).

## GUIDE PAPER 8

Additional

44

What main idea of "The Fiji Mermaid" is supported by paragraphs 8 through 10? Use two details from the article to support your response.

They did not think the Platapus's features were real like its beak and its tale.

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

This response does not address any of the requirements of the prompt (*They did not think the Platapus's features were real like its beak and its tale*).

## EXEMPLARY RESPONSE

45

In paragraph 16, Kenny Roy says, “It challenges you, being here [at TAM].” What are some of the ways kids are challenged in the TAM program? What effects do these challenges have on the kids? Use details from the article to support your response.

In your response, be sure to

- identify ways that kids are challenged in the TAM program
- explain the effects of these challenges on the kids
- use details from the article to support your response

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## Possible Exemplary Response:

The TAM program challenges kids in many ways, helping them accomplish great things. It's not just a place where kids learn how to fly. They grow and improve themselves by learning about others that have come before them and how to set goals.

One way the program challenges kids is to have them set goals. To achieve this goal TAM helps them make a plan. For instance, flight lessons are expensive and TAM doesn't just say figure it out. Instead, the program helps kids earn museum dollars. They can help around the museum, do homework or volunteer in the community to earn these dollars. Then, they can use their earnings to help pay for their flight lessons. According to the text, "Kids at TAM know that if they want to fly, they can—they just have to work for it."

Breaking aviation records is another program challenge that kids achieve by setting goals. Even though TAM isn't all about breaking records, lots of kids have done this with TAM's help because they learn how to be successful when they make a plan. Kenny Roy was the youngest African American in the U.S to get a solo pilot's license. And, Kelly Anyadike was the youngest African American girl to "fly four different fixed-wing aircraft in one day." She was only 16! Her sister set a flying world record at 15.

All these challenges really change kids' lives. TAM teaches them about African American pilots that flew planes in World War II. They learn about their bravery in the war and in fighting racism. The kids are really inspired by these men and want to make them proud. So, the kids not only try to become great pilots, but do great things in their lives. One student is going to be a doctor and another plans to become an officer in the Air Force and then a commercial pilot. The text says, "they know they can do anything if they set their minds to it."

In conclusion, there are many challenges at the TAM program, like setting goals and breaking records. These challenges affect the kids by helping them believe they can do anything they want if they make a plan, even becoming a heart surgeon.

## Possible Details to Include:

- Other relevant text-based details

## Score Points:

Apply 4-point holistic rubric.

## GUIDE PAPER 1a

45

In paragraph 16, Kenny Roy says, "It challenges you, being here [at TAM]." What are some of the ways kids are challenged in the TAM program? What effects do these challenges have on the kids? Use details from the article to support your response.

In your response, be sure to

- identify ways that kids are challenged in the TAM program
- explain the effects of these challenges on the kids
- use details from the article to support your response

Kids at TAM are challenged in many ways, but it pays off. They are becoming great pilots!

It costs money to get aviation lessons, so how would they pay for it? They work around the museum to get money to pay for their aviation lessons. It's challenging but it's worth every penny. It is teaching children how to work hard and that everything in life isn't free.

Children at TAM aren't just going to sit in a seat and magically become a successful aviator; they need to learn, and learning isn't always easy, you need to work hard, and practice flying many times before

## GUIDE PAPER 1b

You are skilled. It shows kids that if they work hard enough, and become educated enough you can do anything you set your mind to.

A plan is just as important as anything else, when you get this achievement, what are you going to do? That's why you need a plan, and within the plan, a goal. It teaches children that a plan keeps things organized, so things don't get out of hand.

TAM is not easy, it's the exact opposite. If you want success, you have to earn it, through hard work and education, but if you really want to reach your goal, it's worth it.

## **GUIDE PAPER 1c**

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

This response clearly introduces a topic in a manner that follows from the task and purpose (*Kids at TAM are challenged in many ways, but it pays off. They are becoming great pilots*). The response demonstrates insightful comprehension and analysis of the text (*If you want success, you have to earn it, through hard work and education, but if you really want to reach your goal. its worth it*). The topic is developed with relevant, well-chosen facts and concrete details and other information from the text (*It costs money to get aviation lessons. So how would they pay for it? They work around the museum to get money to pay for their aviation lessons; Children at TAM aren't just going to sit in a seat and Magically become a successful aviator; you need to work hard and practice flying many times before you are skilled. It shows kids that if they work hard enough, and become educated enough you can do anything you set your mind to*). The response exhibits clear, purposeful organization, and the language used is stylistically sophisticated and uses domain-specific vocabulary (*worth every penny, everything in life isn't free, not just going to sit in a seat and Magically become an aviator, exact opposite*). The concluding statement follows clearly from the topic and information presented (*Tam is not easy, it's the exact opposite. If you want success, you have to earn it, through hard work and education, but if you really want to reach your goal. its worth it*). The response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 2a

Additional

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In paragraph 16, Kenny Roy says, "It challenges you, being here [at TAM]." What are some of the ways kids are challenged in the TAM program? What effects do these challenges have on the kids? Use details from the article to support your response.

In your response, be sure to

- identify ways that kids are challenged in the TAM program
- explain the effects of these challenges on the kids
- use details from the article to support your response

In the passage "Places on the Skies" it talks about 2 sisters that have taken rivals to the next level and how they got inspired.

At tomorrow's Aeronautical Museum Ron said it challenges you because kids the want to fly know they can they just have to work hard to get to their dream's. Some of the things that make the kids work hard is that they can earn museum dollars to pay for a flying lesson. Also it get's them thinking and planning how they can beat aviation record. Also going through the flying simulator and doing community service help you earn museum dollars. They also get dollars when they ask for tutoring on homework.

Some of the effects on these kids are that Kim went's to become a heart surgeon. Kenny Roy is a college student in the air force reserve, he plans to become a Air Force Officer then latter a

commercial pilot, Petgrave says "That's how it ought to be" "we are not about setting records. These kids have been exposed to aviation at such a young age now they look at things differently.

So in conclusion learning how to fly at TAM can change how you look at life to these kids the sky is no longer a limit.

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

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*In the passage "Planes on the Brains" it talks about 2 sisters that have taken rivals to the next level and got inspired*). The response demonstrates insightful comprehension and analysis of the text (*At tomorrow's Aeronautical Museum Ron said it challenges you because kids the want to fly know they can just have to work hard to get to their dream's*). The topic is developed with relevant, well-chosen facts and concrete details and other information from the text (*Some of the things that make the kids work hard is that they can earn museum dollars to pay for a flying lesson. Also it gets them thinking and planning how they can beat a aviation record. Also going through the flying simulator and doing community service help you earn museum dollars. They also get dollars when they ask for tutoring on homework and Some of the effects on these kids are that Kim went's to become a heart surgeon. Kenney Row is a college student in the air force reserve, he plans to become a Air Force Officer then latter a commercial pilot. Petgrave says "That's how it ought to be" we are not about setting records. These kids have been exposed to aviation at such a young age now they look at thing differenlty*). The response exhibits clear, purposeful organization, and links ideas using grade-appropriate words and phrases (*Some of the things, Also, So in conclusion*). The concluding statement follows clearly from the topic and information presented (*So in conclusion learning how to fly at TAM can change how you look at life to these kids the sky is no longer a limit*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*tommorow's, dream's, serivice, viation, differenlty*).

## GUIDE PAPER 3a

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In paragraph 16, Kenny Roy says, "It challenges you, being here [at TAM]." What are some of the ways kids are challenged in the TAM program? What effects do these challenges have on the kids? Use details from the article to support your response.

In your response, be sure to

- identify ways that kids are challenged in the TAM program
- explain the effects of these challenges on the kids
- use details from the article to support your response

As Kenny Roy states in paragraph 16, TAM challenges the kids in the program in many ways.

The kids in the TAM program are challenged in many ways, one being that they must work for their flight lessons. In paragraph 8, it states that "Future pilots earn 'museum dollars' by doing tasks around the museum, going through the flight simulator program, and doing community service. By working for their lessons, the kids are challenged and become hard-working and responsible.

These challenges also affect and benefit the kids in the program. As stated above, the kids can

## GUIDE PAPER 3b

become more mature and responsible, and "they know they can do anything if they set their minds to it," says paragraph 16.

All in all, the kids in the TAM program are challenged in many ways, and these challenges affect the kids' lives for the better. By being in the program, they learn that they can accomplish anything and benefit not only themselves, but everyone.

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

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*TAM challenges the kids in the program in many ways*). The response demonstrates insightful comprehension and analysis of the text (*By working for their lessons, the kids are challenged and become hardworking and responsible and they learn that they can accomplish anything and benefit not only themselves, but everyone*). The topic is developed with relevant, well-chosen facts and concrete details and other information from the text ("Future pilots earn 'museum dollars' by doing tasks around the museum, going through the flight simulator program, and doing community service" and "they know they can do anything if they set their minds to it"). The response exhibits clear, purposeful organization, and links ideas using grade-appropriate words and phrases (*also, As stated above, All in all*). The language used is stylistically sophisticated and uses domain-specific vocabulary (*mature, responsible, benefit*). The concluding statement follows clearly from the topic and information presented (*All in all, the kids in the TAM program are challenged in many ways, and these challenges affect the kids' lives for the better. By being in the program, they learn that they can accomplish anything and benefit not only themselves, but everyone*). The response demonstrates grade-appropriate command of conventions.

## GUIDE PAPER 4a

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In paragraph 16, Kenny Roy says, "It challenges you, being here [at TAM]." What are some of the ways kids are challenged in the TAM program? What effects do these challenges have on the kids? Use details from the article to support your response.

1 - Intro

2 -

- ✓ identify ways that kids are challenged in the TAM program
- ✓ explain the effects of these challenges on the kids
- ✓ use details from the article to support your response

In the following, I will identify the ways kids are challenged in the TAM program and the effects of those challenges toward them.

There are many ways kids are challenged in the TAM program. For example, one way they're challenged is when they're learning/exposed to aviation. The effect was that they would look at things differently and would be curious to reach new heights and learning about aviation will help them succeed in their flying career.

To demonstrate, Petgrave says, "These kids have been exposed to aviation at such a young age, they look at things differently," which shows how this challenge made them capable of this task.

In addition, another way they were challenged was to earn "museum dollars" to pay for a flight lesson which shows how they would have to work

## GUIDE PAPER 4b

hard during tuition to receive "museum dollars" to pay for a flight lesson. The effect of this challenge is that they've improved their skills in flying and are also capable of setting records. To demonstrate, in the text it says, "Flying has changed these kids' lives - and setting records was just icing on the cake." which further proves the effect of this challenge. These are the few ways in which kids are challenged in the TAM program.

As you can see, there are many ways kids are challenged in the TAM program and the great and satisfying effects toward kids who went through these challenges.

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

This response clearly introduces a topic in a manner that follows from the task and purpose (*one way they're challenged is when they're learning/exposed to aviation*). The response demonstrates grade-appropriate comprehension and analysis of the text (*they would look at things differently and would be curious to reach new heights and learning about aviation will help them succeed in their flying career and they've improved their skills in flying and are also capable of setting records*). The topic is developed with relevant facts and details from the texts ("These kids have been exposed to aviation at such a young age, they look at things differently" which shows how this challenge made them capable if this task and another way they were challenged was to earn "museum" dollars to pay for a flight lesson and "Flying has changed these kids' lives – and setting records was just icing on the cake"). The response exhibits clear organization, and links ideas with grade-appropriate words and phrases (*In the following, There are many ways, In addition, As you can see*). The response uses grade appropriate precise language and domain-specific vocabulary (*curious, capable, improved their skills*). The concluding statement follows from the topic and information presented (*As you can see, there are many ways kids are challenged in the TAM program and the great and satisfying effects toward kids who went through these challenges*). The response demonstrates grade-appropriate command of conventions.

## GUIDE PAPER 5a

Additional

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In paragraph 16, Kenny Roy says, "It challenges you, being here [at TAM]." What are some of the ways kids are challenged in the TAM program? What effects do these challenges have on the kids? Use details from the article to support your response.

In your response, be sure to

- identify ways that kids are challenged in the TAM program
- explain the effects of these challenges on the kids
- use details from the article to support your response

1 In Paragraph 1b Roy Said  
that "It challenges you, being here at Tam" and I agree but the challenges in Tam also effect the children.

2 Some of the challenges in Tam are getting tutoring help with school work, doing tasks around museums, going through the flight simulator program, and doing community service. They do this so they can earn museum money. Once they have enough they can pay for lessons.

3 Those challenges can effect the children by affecting what they want to be as a grown up.

for example Kimberly did all of those challenges and now she wants to be a heart surgeon also Kenny Roy wants to be an air force officer then a commeciel Pilot.

In Conclusion this is the Challenges in tam Program and how they effect the kids.

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

This response clearly introduces a topic in a manner that follows from the task and purpose (*Roy said that “it challenges you, being here at Tam” and I agree but the challenges in Tam also effect the children*). The response demonstrates grade-appropriate comprehension and analysis of the text (*Those challenges can effect the children by effecting what they want to be as a grown up*). The topic is developed with relevant facts and details from the text (*Some of the challenges are getting help with school work, doing task’s around museum’s, going through the Fight Simulator Program, and doing Community service they do this so they can earn museum money once they have enough they can pay for lessons and Kimberly did all of those challenges and now she wants to be a heart surgeon also Kenny roy wants to be an air force officer then a commeciel pilot*). The response exhibits clear organization, and links ideas with grade-appropriate words and phrases (*Some of the challenges, for example, also, In conclusion*). The concluding statement follows from the topic and information presented (*In conclusion, this is the challenges in tam program and how they effect the kids*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*Community, commeciel, effect, this is the challenges*).

## GUIDE PAPER 6a

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In paragraph 16, Kenny Roy says, "It challenges you, being here [at TAM]." What are some of the ways kids are challenged in the TAM program? What effects do these challenges have on the kids? Use details from the article to support your response.

In your response, be sure to

identify ways that kids are challenged in the TAM program

• explain the effects of these challenges on the kids

• use details from the article to support your response

Some of the challenges at TAM are hard and some aren't.

The challenges at TAM make you earn your fun. In paragraph 16, Elisabeth states that if you want to fly, you have to work for it. In paragraph 8, she states that when the kids work they get museum dollars. This means that they don't get everything handed to them.

The effects of some of these challenges are good. In paragraph 16, the kids use their museum dollars to pay for flight lessons. This means that if they do something helpful, they get rewarded.

In closing, making kids work for their fun is a good way to teach them about life.

## **GUIDE PAPER 6b**

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

This response introduces a topic in a manner that generally follows from the task and purpose (*Some of the challenges at TAM are hard and some aren't*). The response demonstrates grade-appropriate comprehension and analysis of the text (*The challenges at TAM make you earn your fun, they don't get everything handed to them, if they do something helpful, they get rewarded*). The topic is developed with relevant facts and details from the text (*when the kids work they get museum dollars and the kids use their museum dollars to pay for flight lessons*). The response exhibits clear organization, and links ideas with grade-appropriate words and phrases (*In paragraph 16, This means, In closing*). The concluding statement follows from the topic and information presented (*In closing, making kids work for their fun is a good way to teach them about life*). The response demonstrates grade-appropriate command of conventions.

## GUIDE PAPER 7a

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In paragraph 16, Kenny Roy says, "It challenges you, being here [at TAM]." What are some of the ways kids are challenged in the TAM program? What effects do these challenges have on the kids? Use details from the article to support your response.

In your response, be sure to

- Identify ways that kids are challenged in the TAM program
- Explain the effects of these challenges on the kids
- Use details from the article to support your response

Kids are challenged in the TAM program by trying to learn how to fly. For example, in the text it says that kids at TAM know that if they want to fly, they can't just have to work for it. The effects of these challenges on the kids are that they will be experienced and they will know to work hard. For example, in the text it says "For instance, Kimberly Anyadike plans to become a heart surgeon. Kenny Roy, now 21, is a college student in the Air Force Reserve. He plans to become an Air Force Officer and later, a commercial pilot. (And maybe his little brother, Jeremiah Esters, 7, will follow in his foot steps. He's studying aviation at TAM now.)"

## **GUIDE PAPER 7b**

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

This response introduces a topic in a manner that generally follows from the task and purpose (*Kids are challenged in the TAM program by trying to learn how to fly*). The response demonstrates a literal comprehension of the text (*the will be experienced and they will know to work hard*). The topic is developed with relevant facts and details from the text [*the kids at TAM know that if they want to fly, they can – they just have to work for it; “For instance, Kimberly Anyadike plans to become a heart surgeon; Kenny Roy, now 21, is a college student in the Air Force Reserve; and later, a commercial pilot (And maybe his little brother, Jeremiah Esters, 7, will follow in his foot steps. He’s studying aviation at TAM now.”*]. The response exhibits some attempt at organization and inconsistently links ideas using words and phrases (*For example*). No concluding statement is provided. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension.

## GUIDE PAPER 8

Additional

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In paragraph 16, Kenny Roy says, "It challenges you, being here [at TAM]." What are some of the ways kids are challenged in the TAM program? What effects do these challenges have on the kids? Use details from the article to support your response.

In your response, be sure to

- identify ways that kids are challenged in the TAM program
- explain the effects of these challenges on the kids
- use details from the article to support your response

The kids at TAM have to earn flight money to pay for there flight lessons. Kids have to help around the museum to earn these. They have to pick up and even guide people on tours! Thats a challenge!

The kids that want to fly also have to start training when there young. Around 13 and 14 to be exact! They also have to memorize what buttons are which. They have to learn latitude and longitude. They have to even know the aerodynamics of the plane before flying.

If they follow all of the steps, they are ready to take it to the skys. They should be very good from the years of training.

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

This response clearly introduces a topic in a manner that follows from the task and purpose (*The kids at TAM have to earn "Mueseum money" to pay for there flight lessons* *Kids have to help around the museum to earn these*. *They have to pick up and even guide people on tours! Thats a challenge*). The response demonstrates a literal comprehension of the text (*They also have to memorize what buttons are which*, *They have to learn latitude and longitude*, *They have to even know the aerodynamics of the plane before flying*). The response is partially developed with the use of some textual evidence (*Kids have to help around the museum to earn these* and *The kids that want to fly also have to start training when there young. Around 13 or 14 to be exact*). The concluding statement follows from the topic and information presented (*If they follow all of the steps, they are ready to take it to the skys*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*Mueseum*, *memerize*, *there* *flight lessons*, *Thats*).

## GUIDE PAPER 9a

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In paragraph 16, Kenny Roy says, "It challenges you, being here [at TAM]." What are some of the ways kids are challenged in the TAM program? What effects do these challenges have on the kids? Use details from the article to support your response.

In your response, be sure to

- 1 identify ways that kids are challenged in the TAM program
- 2 explain the effects of these challenges on the kids
- use details from the article to support your response

Someways kids are challenged in the TAM program and effects they have on the kids make it either challenging or easier for the kids. How the kids are challenged in the TAM program is they have to set certain goals which are hard to reach. When it comes to fly they can but they have to work for it. Also to do what you want to do you have to study a lot at TAM which is very challenging.

The effects of the challenges on the kids is they changed the kids lives by making the the kids have more goals in life. My next detail is that the kids change their minds about

doing things. My last detail is that they look at things very differently. In conclusion, the TAM program challenge the kids and give effects.

## **GUIDE PAPER 9b**

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

This response introduces a topic in a manner that generally follows from the task and purpose (*Someways kids are challanged in the TAM program and effects they have on the kids make it either challanging or easier for the kids*). The response demonstrates a literal comprehension of the text (*How the kids are challanged in the TAM program is they have to set certain goal which are hard to reach*). The response is partially developed with the use of some textual evidence (*When it comes to fly they can but they have to work for it* and *Also to do what you want to do you have to study alot*). The response exhibits clear organization, and provides a concluding statement that follows generally from the topic and information presented (*In conclusion, the TAM program challange the kids and give effects*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*challanged, have to set certain goal, alot*).

## GUIDE PAPER 10

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In paragraph 16, Kenny Roy says, "It challenges you, being here [at TAM]." What are some of the ways kids are challenged in the TAM program? What effects do these challenges have on the kids? Use details from the article to support your response.

In your response, be sure to

- identify ways that kids are challenged in the TAM program
- explain the effects of these challenges on the kids
- use details from the article to support your response

It is challenging at TAM because you have to work your hardest to fly also you have to make an aviation record. Roy says once you have that you know that what ever you put your mind up to somthing you can do it.

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

This response introduces a topic in a manner that generally follows from the task and purpose (*It is challenging at TAM because you have to work your hardest to fly*). The response demonstrates a literal comprehension of the text (*you have to make a aviation record*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal evidence (*Roy says that once you have that you know that what ever you put your mind up to somthing you can do it*). The response lacks the use of linking words and phrases and does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (a aviation, what ever, somthing).

## GUIDE PAPER 11

Additional

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In paragraph 16, Kenny Roy says, "It challenges you, being here [at TAM]." What are some of the ways kids are challenged in the TAM program? What effects do these challenges have on the kids? Use details from the article to support your response.

In your response, be sure to

- identify ways that kids are challenged in the TAM program
- explain the effects of these challenges on the kids
- use details from the article to support your response

Tam challenges you because  
you have to get Museum dollars  
and if yo get enough you get a free  
flight lesson and I am guessing  
you need a lot

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

This response demonstrates little understanding of the text (*Tam challenges you because you have to get Museum dollars*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal evidence (*Tam challenges you because you have to get Museum dollars and if yo get enough you get a free flight lesson and I am guessing you need a lot*). The response does not provide a concluding statement, and demonstrates an emerging command of conventions, with some errors that may hinder comprehension (*have* and *yo*).

## GUIDE PAPER 12

45

In paragraph 16, Kenny Roy says, "It challenges you, being here [at TAM]." What are some of the ways kids are challenged in the TAM program? What effects do these challenges have on the kids? Use details from the article to support your response.

In your response, be sure to

- identify ways that kids are challenged in the TAM program
- explain the effects of these challenges on the kids
- use details from the article to support your response

the kids have challenges because they dont know everything. he's talking about and it effects them because they dont know how to do everything so they have lots of challenges and effects on them that could hurt them relly bad and crash into something with out knowing how to contole it.

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

This response demonstrates little understanding of the text (*The kids have challenges because they don't know everything*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal evidence which is generally invalid (*they dont know how to do everything so they have lots of challenges and effects on them that could hurt them relly bad and crash into something with out knowing how to contole it*). The response exhibits little attempt at organization and does not provide a concluding statement. The response demonstrates an emerging command of conventions, with some errors that may hinder comprehension (*dont*, *relly*, *with out*, *contole*).

## GUIDE PAPER 13

45

In paragraph 16, Kenny Roy says, "It challenges you, being here [at TAM]." What are some of the ways kids are challenged in the TAM program? What effects do these challenges have on the kids? Use details from the article to support your response.

In your response, be sure to

- identify ways that kids are challenged in the TAM program
- explain the effects of these challenges on the kids
- use details from the article to support your response

while they're learning to fly, they're also learning about aviation history.

"but they were amazing," says kimberly.  
"they beat all odds."

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

This response demonstrates a lack of comprehension of the text and task since it is a direct copy from the passage (*while they're learning to fly, they're also learning about aviation history* and *but "they were amazing," says kimberly. "they beat all odds"*). The response demonstrates an attempt to use minimal evidence (*while they're learning to fly, they're also learning about aviation history* and *but "they were amazing," says kimberly. "they beat all odds"*). The response exhibits no evidence of organization. Conventions are minimal, making assessment of conventions unreliable.

## GUIDE PAPER 14

Additional

45

In paragraph 16, Kenny Roy says, "It challenges you, being here [at TAM]." What are some of the ways kids are challenged in the TAM program? What effects do these challenges have on the kids? Use details from the article to support your response.

In your response, be sure to

- identify ways that kids are challenged in the TAM program
- explain the effects of these challenges on the kids
- use details from the article to support your response

It is good to face challenges. To me challenges make you a better person. When you face hard challenges it makes you relise that life is about challenges.

To begin with some challenges kids face are money challenges. I

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

This response demonstrates a lack of comprehension of the text and task (*It is good to face challenges. To me challenges make you a better person. When you face hard challenges it makes you relise that life is about challenges. To begin with some challenges kids face are money challenges.*). The response provides no evidence and does not provide a concluding statement. This response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*relise*).

## EXEMPLARY RESPONSE

46

How does Pearl's father feel about Pearl and JBIII walking to school by themselves? Use two details from the story to support your response.

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### Possible Exemplary Response:

Pearl's father is worried about Pearl and JBIII walking to school by themselves. You can tell he is worried because he has only let Pearl walk by herself two other times, and she really doesn't think he is going to let her do it every day. Another example from the story that shows he is worried is when he insists on watching them until they get to school.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

46

How does Pearl's father feel about Pearl and JBIII walking to school by themselves? Use two details from the story to support your response.

Pearl's father feels nervous and unsure about Pearl and JBIII walking to school by themselves. One detail to support my answer is that the passage states "Well... said my father". This detail proves that Pearl's father feels nervous and unsure because when you say "Well...", you're trying to say "I don't know". Another detail to support my answer is that the passage also states "I suppose so". This detail indicates that Pearl's father feels nervous and unsure because if Pearl's father was 100% sure of letting Pearl and JBIII walk to school by themselves, he would say, "Of course you can". As you can see, Pearl's father feels nervous and unsure about Pearl and JBIII walking to school by themselves.

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

This response provides a valid inference from the text to explain how Pearl's father feels about Pearl and JBIII walking to school by themselves (*nervous and unsure*). This response provides a sufficient number of concrete details from the text for support as required by the prompt ("Well...said my father." and "I suppose so." When you say "Well..." you're trying to say "I don't know." If Pearl's father was 100% sure of letting Pearl and JBIII walk to school by themselves, he would say, "Of course you can."). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

46

How does Pearl's father feel about Pearl and JBIII walking to school by themselves? Use two details from the story to support your response.

In the story Pearl and JBIII asked Pearl's father to walk a half a block to Emily Dickinson's Elementary School. Pearl and JB III were going to school. Pearl's father was not very excited about this idea, but he was okay with it and replied with an answer that meant yes. My first detail is after Pearl and JBIII asked Pearl's father to walk half a block to school he replied with "I suppose so." My second detail to support my answer that Pearl's father was not excited with the idea is after Pearl's father replied "I suppose so," After that he said "But remember - I'll be watching you."

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

This response makes a valid inference from the text to explain how Pearl's father feels about Pearl and JBIII walking to school by themselves (*not very excited about this idea, but he was okay with it and replied with an answer that meant yes*). This response provides a sufficient number of concrete details from the text for support as required by the prompt ("I suppose so." and "But remember—I'll be watching you."). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

46

How does Pearl's father feel about Pearl and JBIII walking to school by themselves? Use two details from the story to support your response.

Pearl's father feels very protective about Pearl and JBIII walking to school by themselves. It says that they walked by themselves only 2x. It also says that Pearl's father says that he's watching them.

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

This response provides a valid inference from the text to explain how Pearl's father feels about Pearl and JBIII walking to school by themselves (*very protective*). This response provides a sufficient number of concrete details from the text for support as required by the prompt (*they walked by themselves only 2x* and *Pearl's father says that he's watching them*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

46

How does Pearl's father feel about Pearl and JBIII walking to school by themselves? Use two details from the story to support your response.

Pearl's father doesn't feel good about Pearl and JBIII walking to school by themselves because he doesn't like changes, and whether it was good or bad.

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

This response provides a valid inference from the text to explain how Pearl's father feels about Pearl and JBIII walking to school by themselves (*doesn't feel good*); however, the response only provides one concrete detail from the text for support (*he doesn't like changes whether it was good or bad*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

46

How does Pearl's father feel about Pearl and JBIII walking to school by themselves? Use two details from the story to support your response.

Pearl's father feel about pearl and JBIII walking school was he first walk them half way pearl said can me and JBIII walk we are 10 years old so he said yes but he said he was going to whatch you walk so be careful in conclusion that how pearl father feels.

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

This response provides a sufficient number of concrete details from the text for support as required by the prompt (*pearl said can me and JBIII walk we are 10 years old and he said he was going to whatch you walk*); however, the response does not provide a valid inference to explain how Pearl's father feels about Pearl and JBIII walking to school by themselves. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

46

How does Pearl's father feel about Pearl and JBIII walking to school by themselves? Use two details from the story to support your response.

The dad feels worried  
that his daughter is going  
by herself.

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

This response provides a valid inference from the text to explain how Pearl's father feels about Pearl and JBIII walking to school by themselves (*feels worried*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

46

How does Pearl's father feel about Pearl and JBIII walking to school by themselves? Use two details from the story to support your response.

They wanted to take a first day of school picture. In JBIII posed for one half of one second and then joined Dad and me for the walk to Emily Dickinson Elementary.

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

This response does not address any of the requirements of the prompt (*They wanted to take a first day of school picture. In JBIII posed for one half of one second and then joined Dad and me for the walk to Emily Dickinson Elementary*).

## GUIDE PAPER 8

Additional

46

How does Pearl's father feel about Pearl and JILL walking to school by themselves? Use two details from the story to support your response.

Pearl's is studying how to smile for puriter day there parents can not wiat to see the puriters I going to look so cool and a big happy face. So he feel's so cool with his new bowtie.

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

This response does not address any of the requirements of the prompt (*Pearl's is studying how to smile for puriter day there parents can not wiat to see the puriters I going to look so cool and a big happy face. So he feel's so cool with his new bowtie*).

## EXEMPLARY RESPONSE

47

How does paragraph 28 relate to paragraphs 23 and 24? Use two details from “Excerpt from *Ten Good and Bad Things About My Life (So Far)*” to support your response.

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### Possible Exemplary Response:

Paragraphs 23 and 24 show why Pearl and JBIII leave Jill behind in paragraph 28. When Jill asks if they are “Afraid to go in?” in paragraph 23, she doesn’t sound friendly. Then, in the next paragraph, Pearl tells you that Jill is someone she doesn’t like. So, in paragraph 28 it makes sense that they go into the classroom without Jill because they don’t like her.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

47

How does paragraph 28 relate to paragraphs 23 and 24? Use two details from "Excerpt from Ten Good and Bad Things About My Life (So Far)" to support your response.

Paragraph 28 relates to paragraphs 23 and 24 by showing how Jill affected JBIII and Pearl. I think this because in paragraph 23 and 24 it said that they "jumped" when they heard Jill and that Pearl said that she could "live without her". Also, in paragraph 28 it said they "marched off" leaving Jill behind. That's how they are related.

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

This response provides a valid inference from the text to explain how paragraph 28 relates to paragraphs 23 and 24 (by showing how Jill affected JBIII and Pearl). This response provides a sufficient number of concrete details from the text for support as required by the prompt (*in paragraph 23 and 24 it said that they "jumped" when they heard Jill and that Pearl said that she could "live without her" and Also, in paragraph 28 it said they "marched off" leaveing Jill behind*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

47

How does paragraph 28 relate to paragraphs 23 and 24? Use two details from "Excerpt from *Ten Good and Bad Things About My Life (So Far)*" to support your response.

Paragraph 28 shows how they are not scared to go in the classroom. Paragraph 23 and 24 show how Jill says that they are scared to go in the classroom. It's related because it shows that they are not scared to go in the classroom. Based on the text, "Afraid to go in? said a voice from behind JB III and me, and we both jumped. It also states, "JB III and I marched into our new classroom, leaving Jill behind."

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

This response provides a valid inference from the text to explain how paragraph 28 relates to paragraphs 23 and 24 (*show how Jill says that they are scared to go in the classroom*). This response provides a sufficient number of concrete details from the text for support as required by the prompt (*"Afraid to go in? said a voice from behind JB III and me, and we both jumped.* and *"JB III and I marched into our new classroom, leaving Jill behind"*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

47

How does paragraph 28 relate to paragraphs 23 and 24? Use two details from "Excerpt from *Ten Good and Bad Things About My Life (So Far)*" to support your response.

Paragraph 28 relates to paragraphs 23 and 24 by showing that JBIII and Pearl are not big fans of Jill DiNunzio. In paragraph 24, it says "...Jill DiNunzio, who is a person I (Pearl) could live without." In paragraph 28, it says "JBIII and I (Pearl) marched into our new classroom, leaving Jill behind."

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

This response provides a valid inference from the text to explain how paragraph 28 relates to paragraphs 23 and 24 (*by showing that JBIII and Pearl are not big fans of Jill Di Nunzio*). This response provides a sufficient number of concrete details from the text for support as required by the prompt (... "*Jill Di Nunzio, who is a person I (Pearl) could live without.*" and "*JBIII and I (Pearl) marched into our new classroom, leaving Jill behind*"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

47

How does paragraph 28 relate to paragraphs 23 and 24? Use two details from "Excerpt from *Ten Good and Bad Things About My Life (So Far)*" to support your response.

Paragraph 28 relate to paragraphs 23 and 24. They relate because the main characters peek in the classroom nervous to go in and in paragraph 28 they are not nervous and march in the classroom. The paragraphs describe the main characters and if they want to go in the room.

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

This response provides a valid inference from the text to explain how paragraph 28 relates to paragraphs 23 and 24 (*the main characters peek in the classroom nervous to go in*); however, the response only provides one concrete detail from the text for support (*march in the classroom*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

47

How does paragraph 28 relate to paragraphs 23 and 24? Use two details from "Excerpt from *Ten Good and Bad Things About My Life (So Far)*" to support your response.

It relates on the same charters and  
on the same place. Also some feeling  
in all porgrobs that are nerves to go  
in there new fith grad class.

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

This response provides a valid inference from the text to explain how paragraph 28 relates to paragraphs 23 and 24 (*thay are nurves to go in there new fith grad class*); however, the response does not provide two concrete details for support. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

47

How does paragraph 28 relate to paragraphs 23 and 24? Use two details from "Excerpt from *Ten Good and Bad Things About My Life (So Far)*" to support your response.

28 relates to 23 and 24 because JBIII and Pearl are trying to prove to Jill that they aren't afraid to go in.

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

This response provides a valid inference from the text to explain how paragraph 28 relates to paragraphs 23 and 24 (*JBIII and Pearl are trying to prove to Jill that they aren't afraid to go in*); however, the response does not provide two concrete details from the text as required by the prompt. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

47

How does paragraph 28 relate to paragraphs 23 and 24? Use two details from "Excerpt from *Ten Good and Bad Things About My Life (So Far)*" to support your response.

he stepped outside and I looked across Twelfth Street and There was JBIII coming out of his building with his mother who wanted to take a first day of school picture JBIII.

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

This response does not address any of the requirements of the prompt (*he stepped outside and I looked across twelfth street and There was JBIII coming out of his building with his mother who wanted to take a first day of school picture JBIII*).

## GUIDE PAPER 8

Additional

47

How does paragraph 28 relate to paragraphs 23 and 24? Use two details from "Excerpt from *Ten Good and Bad Things About My Life (So Far)*" to support your response.

Paragraph 28 relate to 23 and 24  
because it tell the same sentence  
and the same topic.

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

This response does not address any of the requirements of the prompt (*Paragraph 28 relate to 23 and 24 because it tell the same sentence and the same topic*).

## EXEMPLARY RESPONSE

48

In “Excerpt from *The Most Beautiful Place in the World*,” why does Juan’s grandmother react differently than Aunt Tina to the note from Juan’s school? Use two details from the story to support your response.

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**Possible Exemplary Response:**

Juan’s grandmother reacts differently because she never got the chance to go to school and is so proud of Juan. Aunt Tina “was looking to see what was so special about me, and still couldn’t see it” but his grandmother “started to cry, and threw her arms around me.”

**Possible Details to Include:**

- Other relevant text-based details

**Score Points:**

Apply 2-point holistic rubric.

## GUIDE PAPER 1

48

In "Excerpt from *The Most Beautiful Place in the World*," why does Juan's grandmother react differently than Aunt Tina to the note from Juan's school? Use two details from the story to support your response.

Juan's grandmother reacts very happily, meanwhile Aunt Tina is skeptical because Grandmother had experienced what Juan did. For instance, Grandma said, "My parents hid me in the woodshed," since they didn't want her to go to school. Another example is, "I didn't say anything or complain, but I always knew it was a mistake." This shows that Juan's grandmother wants him to go to school, since she has experienced this.

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

This response provides a valid inference from the text to explain why Juan's grandmother reacts differently than Aunt Tina to the note from Juan's school (*Juan's grandmother reacts very happily, meanwhile Aunt Tina is skeptical*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*This shows that Juan's grandmother wants him to go to school, since she has experienced this; "My parents hid me in the woodshed," since they didn't want her to go to school and "I didn't say anything or complain, but I always knew it was a mistake"*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

48

In "Excerpt from *The Most Beautiful Place in the World*," why does Juan's grandmother react differently than Aunt Tina to the note from Juan's school? Use two details from the story to support your response.

Juan's grandmother react differently than aunt Tina because she is proud of Juan for having a better outcome and chance for an education. In paragraph 5 and 6 it says "Well congratulations" this was aunt Tina's reaction, however in paragraph 6 "And I thought my grandmother would congratulate me too. But she didn't, she started to cry and threw her arms around me. Also in paragraph 7 it says "but I always knew it was a mistake" Meaning Juan's grandmother regrets not going to school and doesn't want that to happen to Juan.

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

This response provides a valid inference from the text to explain why Juan's grandmother reacts differently than Aunt Tina to the note from Juan's school (*she is proud of Juan for having a better outcome and chance for an education* and *Juan's grandmother regrets not going to school and doesn't want that to happen to Juan*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Well congratulations" this was aunt Tina's reaction "And I thought my grandmother would congratulate me too. But she didn't, she started to cry and threw her arms around me and "but I always knew it was a mistake"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

48

In "Excerpt from *The Most Beautiful Place in the World*," why does Juan's grandmother react differently than Aunt Tina to the note from Juan's school? Use two details from the story to support your response.

Juan's grandmother acts different because when she was a child her parents did not want her to go to school, so when they wanted Juan to go to second grade the grandmother was so proud and happy that she started to cry and gave Juan a big hug?

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

This response provides a valid inference from the text to explain why Juan's grandmother reacts differently than Aunt Tina to the note from Juan's school (*because when she was a child her parents did not want her to go to school*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*when they wanted Juan to go to second grade the grandmother was so proud and happy and that she started to cry and gave Juan a big hug*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

48

In "Excerpt from *The Most Beautiful Place in the World*," why does Juan's grandmother react differently than Aunt Tina to the note from Juan's school? Use two details from the story to support your response.

Juan's grandma reacts differently than Aunt Tina because Juan's grandma has never got the chance to go to school so she was proud that Juan got to skip a grade and that Juan's grandma threw her arms around Juan while she was crying.

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

This response provides a valid inference from the text to explain why Juan's grandmother reacts differently than Aunt Tina to the note from Juan's school (*because Juan's grandma has never got the chance to go to school*); 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 5

Additional

48

In "Excerpt from *The Most Beautiful Place in the World*," why does Juan's grandmother react differently than Aunt Tina to the note from Juan's school? Use two details from the story to support your response.

Juan's grandmother reacted differently than Aunt Tina to the note from Juan's school because Juan's grandmother was proud of Juan.

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

This response provides a valid inference from the text to explain why Juan's grandmother reacts differently than Aunt Tina to the note from Juan's school (*because Juan's grandmother was proud of Juan*); however, the response does not provide two concrete details from the text as required by the prompt. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

48

In "Excerpt from *The Most Beautiful Place in the World*," why does Juan's grandmother react differently than Aunt Tina to the note from Juan's school? Use two details from the story to support your response.

Juan's grandmother reacted differently to the note because Juans grandma wasn't allowed to go to school. Juan was allowed to go.

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

This response provides a valid inference from the text to explain why Juan's grandmother reacts differently than Aunt Tina to the note from Juan's school (*because Juans grandma wasn't allowed to go to school*); however, the response does not provide two concrete details from the text as required by the prompt. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

48

In "Excerpt from *The Most Beautiful Place in the World*," why does Juan's grandmother react differently than Aunt Tina to the note from Juan's school? Use two details from the story to support your response.

Her grandmother want her to go to another school and Aunt want her to stay in her old school because the other will be alot of money but the teacher said they will pay but she do not belive them.

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

This response does not address any of the requirements of the prompt (*Her grandmother want her to go to another school and Aunt want her to stay in her old school because the other will be alot of money but the teacher said they will pay but she do not belive them*).

## GUIDE PAPER 8

Additional

48

In "Excerpt from *The Most Beautiful Place in the World*," why does Juan's grandmother react differently than Aunt Tina to the note from Juan's school? Use two details from the story to support your response.

The grandmother Dose not want  
Juan to go to a diffrent school  
and aunt tina wants Juan to go  
to a diffrent school

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

This response does not address any of the requirements of the prompt (*The grandmother Dose not vant Juan to go to a Diffrent school and aunt tina wants Juan to go to a diffrent school*).

## EXEMPLARY RESPONSE

49

Why is the title phrase “the most beautiful place in the world” important to the story? Use two details from the story to support your response.

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### Possible Exemplary Response:

The title phrase “the most beautiful place in the world” is important to the story because you learn that it describes the love between Juan and his grandmother. One detail that supports this idea is when Juan thinks his grandmother would know if San Pablo really is the most beautiful place and asks her “Is San Pablo the most beautiful place in the world?” She’s never been anywhere else and can’t read, but he still looks up to her and wants her opinion. Then, at the end, you learn that Juan’s idea of the most beautiful place in the world is “where you love somebody a whole lot, and you know that person loves you.”

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

49

Why is the title phrase "the most beautiful place in the world" important to the story? Use two details from the story to support your response.

The phrase is important to the story because it symbolizes Grandma and Juan's close relationship. One example is that, "Where you love somebody a whole lot, and you know that person loves you, that's the most beautiful place in the world." Another example is that, "And I walked with my arm around her." This shows that Grandma and Juan have a really close bond.

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

This response provides a valid inference from the text to explain why the title phrase "the most beautiful place in the world" is important to the story (*it symbolizes Grandma and Juan's close relationship*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Where you love somebody a whole lot, and you know that person loves you, that's the most beautiful place in the world" and "And I walked with my arm around her"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

49

Why is the title phrase “the most beautiful place in the world” important to the story? Use two details from the story to support your response.

The title phrase “the most beautiful place in the world” is important because it explains that the most beautiful place in the world is anywhere. According to the text anywhere is where you can hold your head up high, where you can be proud of who you are. Also, it is where you love somebody a whole lot, and you know the person loves you.

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

This response provides a valid inference from the text to explain why the title phrase “the most beautiful place in the world” is important to the story (*it explains that the most beautiful place in the world is anywhere*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*anywhere is where you can hold your head up high, where you can be proud of yourself; it is where you love somebody a whole lot, and you know the person loves you*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

49

Why is the title phrase "the most beautiful place in the world" important to the story? Use two details from the story to support your response.

The title phrase "the most beautiful place in the world" is important to the story because it teaches you a lesson. The text states "But I thought, where you love somebody a whole lot, and you know that person loves you, that's the most beautiful place in the world" and "Anyplace you can be proud of who you are."

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

This response provides a valid inference from the text to explain why the title phrase "the most beautiful place in the world" is important to the story (*it teaches you a lesson*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("But I thought, where you love somebody a whole lot, and you know that person loves you, that's the most beautiful place in the world" and "Anyplace you can be proud of who you are"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

49

Why is the title phrase "the most beautiful place in the world" important to the story? Use two details from the story to support your response.

This phrase "the most beautiful place in the world" is important in the story because 23-32 is tell you that everywear in the world is a beautiful place also in the story saids "where you love somebody a whole lot and you know that person loves you, that's the most beautiful place in the world".

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

This response provides a valid inference from the text to explain why the title phrase "the most beautiful place in the world" is important to the story (*is tell you that everywear in the world is a beautiful Place*); however, the response only provides one concrete detail from the text for support (*"where you love somebody a whole lot and you know that person loves you, that's the most beautiful place in the world"*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

49

Why is the title phrase "the most beautiful place in the world" important to the story? Use two details from the story to support your response.

The phrase "the most beautiful place in the world" is important to the story because the grandma "Anyplace you can hold your head up Anyplace you can be proud of who you are" Juan thought that where you love somebody a whole lot and you know that person loves you, that's the most beautiful place in the world

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

This response is a mostly literal recounting of details from the text ("Anyplace you can hold your head up and Anyplace you can be proud of who you are" and Juan thought that where you love somebody a whole lot and you know that person loves you, that's the most beautiful place in the world); however, the response does not provide a valid inference from the text as required by the prompt. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

49

Why is the title phrase “the most beautiful place in the world” important to the story? Use two details from the story to support your response.

This title is Phoebe, the most beautiful place in the world is because Juan and his grandmother lives in San Pablo.

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

This response provides a valid inference from the text to explain why the title phrase “the most beautiful place in the world” is important to the story (*juan and his grandmother lives in San Pablo*); however, the response does not provide two concrete details from the text as required by the prompt. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

49

Why is the title phrase “the most beautiful place in the world” important to the story? Use two details from the story to support your response.

the title is the most beautiful place  
because the school was the most beautiful  
place to them

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

This response does not address any of the requirements of the prompt (*the title is the most beautiful place because the school was the most beautiful place to them*).

## GUIDE PAPER 8

Additional

49

Why is the title phrase "the most beautiful place in the world" important to the story? Use two details from the story to support your response.

The phrase "the most beautiful place in the world" is important to the story because the grandmother used to live there and she told her grandkid all about San Pablo

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

This response does not address any of the requirements of the prompt (*The phrase "the most beautiful place in the world" is important to the story because the grandmother used to live there and she told her grandkid all about San Pablo*).

## EXEMPLARY RESPONSE

50

In “Excerpt from *Seeker*,” what theme is supported by paragraphs 20 through 26? Use two details from the story to support your response.

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### Possible Exemplary Response:

The theme is to be who you want to be, not what others want you to be. One example from the text that supports this is when the Noma says, “your life is your own.” Another example is when Seeker talks about always having to do what his father wants. “But he did not want to live his father’s life.”

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

50

In "Excerpt from Seeker," what theme is supported by paragraphs 20 through 26? Use two details from the story to support your response.

The Theme Supported by paragraphs 20-26 is to do what you want to do. I know This is the theme because In the text it said "your life is your own" This means he can do what he wants to do not what someone else has in mind for him. In the text it also said "He did not want to live his fathers life" This means that Seeker wants to do his own things and not live the life of other people. That is the theme supported by paragraphs 20-26

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

This response provides a valid inference from the text to explain what theme of "Excerpt from Seeker" is supported by paragraphs 20 through 26 (*do what you want to do*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*your life is your own*" *This means he can do what he wants to do not what someone else has in mind for him* and "*He did not want to live his fathers life*" *This means that Seeker wants to do his own things and not live the life of other people*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

50

In "Excerpt from Seeker," what theme is supported by paragraphs 20 through 26? Use two details from the story to support your response.

The theme is you can choose your own fate. For example, the girl said, "If it's not a life you want, only you can change it, and, "your life is your own." This shows the theme "you can choose your own fate."

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

This response provides a valid inference from the text to explain what theme of "Excerpt from Seeker" is supported by paragraphs 20 through 26 (*you can choose your own fate*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*If it's not a life you want, only you can change it*" and "*your life is your own*"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

50

In "Excerpt from Seeker," what theme is supported by paragraphs 20 through 26? Use two details from the story to support your response.

The theme is that you choose your own destiny. This is because the Noma told Seeker to live his own life. Also, because Seeker wanted to be a soldier instead of being a teacher like his father.

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

This response provides a valid inference from the text to explain what theme of "Excerpt from Seeker" is supported by paragraphs 20 through 26 (*you choose your own destiny*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*the Noma told Seeker to live his own life* and *Seeker wanted to be a soldier instead of being a teacher like his father*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

50

In "Excerpt from Seeker," what theme is supported by paragraphs 20 through 26? Use two details from the story to support your response.

the theme is determined. one detail is because Seeker said he wanted to be a noble warrior

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

This response provides a valid inference from the text to explain what theme of "Excerpt from *Seeker*" is supported by paragraphs 20 through 26 (*determined*); however, the response only provides one concrete detail from the text for support (*seeker said he wanted to be a noble warrior*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

50

In "Excerpt from Seeker," what theme is supported by paragraphs 20 through 26? Use two details from the story to support your response.

In "Excerpt from Seeker," the theme is supported by paragraphs 20 through 26 is that there are two details. The first detail was that Seeker wasn't happy because that he wanted to be a noble warrior, not a teacher like his father. The other example was that the Roman said that "If that's the life you don't want, you can change it."

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

This response is a mostly literal recounting of details from the text as required by the prompt (*Seeker wasn't happy because that he wanted to be a noble warrior, not a teacher like his father* and *"If that's the life you don't want, you can change it"*); however, the response does not provide a valid inference from the text as required by the prompt. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

50

In "Excerpt from *Seeker*," what theme is supported by paragraphs 20 through 26? Use two details from the story to support your response.

The theme from paragraph 20 to 26 is to be who you want to be not who others want you to be.

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

This response provides a valid inference from the text to explain what theme of "Excerpt from *Seeker*" is supported by paragraphs 20 through 26 (*be who you want to be not who others want you to be*); however, the response does not provide two concrete details from the text as support as required by the prompt. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

50

In "Excerpt from Seeker," what theme is supported by paragraphs 20 through 26? Use two details from the story to support your response.

This response will explain the theme of the story To Begin with I think the theme of the story is that Friendship is important Because you play with Friends also Because they always got your Back To summarize this is the theme to the story.

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

This response does not address any of the requirements of the prompt (*This response will explain the theme of the story To Begin with I think the theme of the story is that Friendship is important Because you play with Friends also Because they always got your Back To summarize this is the theme to the story*).

## GUIDE PAPER 8

Additional

50

In "Excerpt from Seeker," what theme is supported by paragraphs 20 through 26? Use two details from the story to support your response.

It's about Seeker and and  
the Noma Speaking to each  
other.

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

This response does not address any of the requirements of the prompt (*It's about seeker and and the Noma speaking to each other*).

## EXEMPLARY RESPONSE

51

In “Excerpt from *The Most Beautiful Place in the World*” and “Excerpt from *Seeker*,” what personality trait do Juan and Seeker share? How do both characters show this personality trait? Use details from both stories to support your response.

In your response, be sure to

- identify a personality trait that Juan and Seeker share
- explain how both characters show this personality trait
- use details from both stories to support your response

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## Possible Exemplary Response:

A personality trait that Juan and Seeker share is determination. Both boys are trying to do something that is different and harder than what most try to do with their lives. Even though they may be scared at times, they keep trying to reach their goals, showing courage and persistence.

In “Excerpt from The Most Beautiful Place in the World,” you can see Juan’s determination to be educated and do better things with his life, not just working. Many kids don’t even go to school where Juan lives, but he is asked to move into the second grade after only two months of school. His determination is not only seen at school, but even before school starts when he learns to read so quickly and all by himself. Another example of his determination is in paragraph 10 when he says he feels “very proud, but also scared.” Because he is scared this shows how much courage and determination Juan has to keep going to school even though it will be hard. With the support of his grandma and his faith in himself, he will make sure he gets a good education.

In “Excerpt from Seeker,” Seeker is determined, much like Juan. It is a big day for Seeker because it’s the day of the monthly test and his sixteenth birthday. The text says, “With this dawn he was sixteen years old, a child no longer. His real life, the life for which he had been waiting so long, was about to begin.” This tells you that Seeker really wants to make something of his life and is excited that the day to start is finally here. He is so determined to start this new life that he gets up before the sun rises and soaks it all in. Even though he has always done what his father wants, he is determined to do what he has always wished, to become a Noble Warrior. This day is especially important for Seeker because at 16 you can join the Nom, the first step to becoming a Warrior. By the end of the story, Seeker’s determination is very evident because the text says, “But he did not want to live his father’s life. Seeker wanted to be a Noble Warrior.” Even though he is afraid to not do what his father wants, he has the courage and independence to become a Warrior.

Both Juan and Seeker share the personality trait of determination. Juan shows his determination by working hard in school and choosing to keep at it, even when he is scared. Like Juan, Seeker is also determined. He finally decides to become a Noble Warrior, which is not following his father’s wish. He doesn’t want to disappoint his father, so this shows courage and independence to do what he feels in his heart.

## Possible Details to Include:

- Other relevant text-based details

## Score Points:

Apply 4-point holistic rubric.

## GUIDE PAPER 1a

51

In "Excerpt from *The Most Beautiful Place in the World*" and "Excerpt from *Seeker*," what personality trait do Juan and Seeker share? How do both characters show this personality trait? Use details from both stories to support your response.

In your response, be sure to

- identify a personality trait that Juan and Seeker share
- explain how both characters show this personality trait
- use details from both stories to support your response

IN BOTH STORIES, THE CHARACTERS SHARE A PERSONALITY TRAIT. JUAN AND SEEKER SHARE ONE. WHAT IS IT?

By rereading both passages, I have found a personality trait they both share. They are both thoughtful. They think about others instead of always thinking about himself. That shows thoughtfulness from both of the characters.

In "The Most Beautiful Place in the World" Juan shows that he cares about others. He said that being with who you love is your most beautiful place in the world. He didn't think about himself only and what he wants, like games, toys, etc. like other kids would do. Instead, his most beautiful place in the world is where all of his loved ones are.

In "Seeker," Seeker didn't know what to do

## GUIDE PAPER 1b

before the Noma came. When she was there, she told Seeker some great words. "Your life is your own. If it's not the life you want, only you can change it." Those words gave Seeker courage. He decided to become a noble soldier. But, he thought about his father. Of course, his father wants him to become a teacher, but if he hears the news of Seeker wanting to be a noble soldier instead of a teacher, he might get upset or disappointed. Therefore, this shows that they're both thoughtful.

In conclusion, the personality trait that Juan and Seeker both share is thoughtfulness. They think of others. Juan thought of his loved ones. Seeker thought of his father before he decided on becoming a noble soldier. They are both thoughtful and caring. They both share the trait of thoughtfulness. That is the personality trait that both Juan and Seeker share.

## **GUIDE PAPER 1c**

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

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*They are both thoughtful. They think about others instead of always thinking about himself*). The response demonstrates insightful comprehension and analysis of the texts (*Juan shows that he cares about others. He didn't think about himself only and what he wants, like games, toys, etc. like other kids would do and Seeker didn't know what to do before Noma came. He decided to become a Noble soldier. But he thought about his father. Of course, his father wants him to become a teacher, but if he hears the news of Seeker wanting to be a Noble Soldier instead of a teacher, he might act upset or disappointed*). The topic is developed with relevant, well-chosen facts and concrete details from the texts [*He said that being with who you love is your most beautiful place in the world and she (Noma) told Seeker some great words. "Your life is your own. If it's not the life you want, only you can change it." Those words gave Seeker courage*]. The response exhibits clear, purposeful organization, and ideas are skillfully linked using grade-appropriate words and phrases (*Instead, Of course, Therefore, In conclusion*). The language used is stylistically sophisticated with domain-specific vocabulary (*courage, upset, disappointed*). The concluding statement follows clearly from the topic and information presented (*In conclusion, the personality trait that Juan and Seeker share is thoughtfulness Juan thought of his loved ones and Seeker thought of his father before he decided on becoming a Noble Soldier*). The response demonstrates grade-appropriate command of conventions.

## GUIDE PAPER 2a

Additional

51

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In "Excerpt from *The Most Beautiful Place in the World*" and "Excerpt from *Seeker*," what personality trait do Juan and Seeker share? How do both characters show this personality trait? Use details from both stories to support your response.

In your response, be sure to

- identify a personality trait that Juan and Seeker share
- explain how both characters show this personality trait
- use details from both stories to support your response

Juan from the "Excerpt from The Most Beautiful Place in the World," and Seeker from the "Excerpt from Seeker" shares a personality trait.

Juan shows a personality trait called, "brave". He shows this personality trait when he takes a step forward from 1<sup>st</sup> grade to 2<sup>nd</sup> grade, even though he was scared. In paragraph 10, it says, "And I felt very proud, but also scared." This shows that he was a little afraid of taking a step forward, since he was skipping the rest of 1<sup>st</sup> grade, and nobody has ever done something like that before. Seeker is also

## GUIDE PAPER 2b

Additional

brave. He wants to be a warrior, which is dangerous, and also has the bravery to despise his father. In paragraph 23, it explains that his father who is a head master of the school wants Seeker to become a teacher also. However, on paragraph 24, the paragraph states, "Seeker wanted to become a Noble warrior." This shows that he really has the courage to risk his life becoming a warrior, and to really turn his father down after all these years he had prepared Seeker.

In conclusion, Seeker and Juan both are brave. The two texts showed this by describing courageous actions that both characters take.

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

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*Juan shows a personality trait called, “brave” and Seeker is also brave*). The response demonstrates insightful comprehension and analysis of the texts (*He shows this personality trait when he takes a step forward from 1<sup>st</sup> grade to 2<sup>nd</sup> grade, even though he was scared and He wants to be a warrior, which is dargerous, and also has the bravery to despise his father. In paragraph 23, it explains that his father who is a headmaster of the school wants Seeker to become a teacher also*). The topic is developed with relevant, well-chosen facts and concrete details from the texts (“*And I felt very proud, but also scared.*” *This shows that he was a little afraid of taking a step forward, since he was skipping the rest of 1<sup>st</sup> grade, and nobody had ever done something like that before* and “*Seeker wanted to become a Noble warrior.*” *This shows that he really has the courage to risk his life becoming a warrior, and to really turn his father down after all these years he had prepared Seeker*). The response exhibits clear, purposeful organization, and ideas are skillfully linked using grade-appropriate words and phrases (*However* and *In conclusion*). The language used is stylistically sophisticated with domain-specific vocabulary (*taking a step forward, bravery, despise, risk his life, turn his father down, courageous*). The response demonstrates grade-appropriate command of conventions, with few errors (*dargerous*).

## GUIDE PAPER 3a

51

In "Excerpt from *The Most Beautiful Place in the World*" and "Excerpt from *Seeker*," what personality trait do Juan and Seeker share? How do both characters show this personality trait? Use details from both stories to support your response.

In your response, be sure to

- identify a personality trait that Juan and Seeker share
- explain how both characters show this personality trait
- use details from both stories to support your response

The personality trait that both Juan and Seeker have is that they do not give up. From the story, "The Most Beautiful Place in the World" it states, "they had never had a student like me that learned to read and write," this shows that Juan is a very hard worker. It also states, "the teachers wanted me to go into second grade," this shows that Juan's hard work paid off. From the story "Seeker" it states, "Seeker wanted to be a Noble Warrior," this shows that Seeker does not want to be what his dad wanted to be. It also states, "He did not want to live his father's life," this proves that Seeker wanted to follow his own path.

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## GUIDE PAPER 3b

dreams not his fathers.

Juan and Seeker show their personality by telling the reader that it is possible to do what you want and be who you want, but you have to try and dream.

In conclusion, this is what Seeker and Juan's personalities are and how they are shown in the story.

## **GUIDE PAPER 3c**

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

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*The personality trait that both Juan and Seeker have is that they do not give up*). The response demonstrates insightful analysis of the texts (*it is posibul to do what you want and be what you want, but you have to try and dream*). The topic is developed with relevant, well-chosen facts and quotations from the texts (“*they had never had a student like me that learned to read and write*”, *this shows that Juan is a very hard worker and “the teachers wanted me to go into second grade,” this shows that Juans hard work paid off*; “*Seeker wanted to be a Noble Warrior,*” *this shows that Seeker does not want to be what his dad wanted to be; “He did not want to live his fathers life,” this proves that Seeker wanted to follow his own dreams not his fathers*). The response exhibits clear organization and links ideas using grade-appropriate words and phrases (*It also states and In conclusion*). The concluding statement follows from the topic and information presented (*In conclusion, this is what Seeker and Juan’s personalitys are and how they are shown in the story*). The response demonstrates grade-appropriate command of conventions, with few errors (*persinality, of, posibul*).

## GUIDE PAPER 4a

51

In "Excerpt from *The Most Beautiful Place in the World*" and "Excerpt from *Seeker*," what personality trait do Juan and Seeker share? How do both characters show this personality trait? Use details from both stories to support your response.

In your response, be sure to

- identify a personality trait that Juan and Seeker share
- explain how both characters show this personality trait
- use details from both stories to support your response

In "Excerpt from *The Most Beautiful Place in the World*" and "Excerpt from *Seeker*," one personality trait both Juan and Seeker share is intelligence. They show this in many ways.

One personality trait both Juan and Seeker share is intelligence, and they show it in many ways. In "*The Most Beautiful Place in the World*," it says, "Doña Irene said that they had never had a student who learned to read, like I did, before ever starting school." In addition, because of his intelligence, the teachers and Doña Irene decided to give him the chance to skip 1<sup>st</sup> grade and move on to 2<sup>nd</sup>, and that the teachers will help him to stay in school. Juan's intelligence plays a key role in the story, "*The Most Beautiful Place in The World*." In "*Seeker*," Seeker also showed intelligence. In paragraph 25, it said, "Seeker made his way slowly ~~back~~<sup>up</sup> the steps, and down the steps home, his mind filled by the Nema's words. All his life he had done what his father asked of him. He had always been on top of his class, and was now on top of the school." This shows Seeker's intelligence.

In conclusion, a personality trait that both Seeker and Juan share is intelligence.

## **GUIDE PAPER 4b**

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

This response clearly introduces a topic in a manner that follows from the task and purpose (*one personality trait both Juan and Seeker share is intelligence*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*because of his intelligence, Dona Irene decided to give him the chance to skip 1<sup>st</sup> grade and move on to 2<sup>nd</sup>, and that the teachers will help him to stay in school and He had always been on top of his class, and was now on top of the school*). The topic is developed with relevant facts and details from the texts (*Dona Irene said that they had never had a student who learned to read, like I did before ever starting school and All his life he had done what his father had asked of him. He had always been on top of his class, and was now on top of the school*). The response exhibits clear organization, and links ideas with grade-appropriate words and phrases (*In addition* and *In conclusion*). The response uses grade appropriate precise language and domain-specific vocabulary (*key role*). The concluding statement follows from the topic and information presented (*In conclusion, a personality trait that both Seeker and Juan share is intelligence*). The response demonstrates grade-appropriate command of conventions.

## GUIDE PAPER 5a

Additional

51

In "Excerpt from *The Most Beautiful Place in the World*" and "Excerpt from *Seeker*," what personality trait do Juan and Seeker share? How do both characters show this personality trait? Use details from both stories to support your response.

In your response, be sure to

- identify a personality trait that Juan and Seeker share
- explain how both characters show this personality trait
- use details from both stories to support your response

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In the "Excerpt from *The Most Beautiful Place in the World*", and, "Excerpt from *Seeker*", based on the texts, the two main characters, Juan and Seeker, both share a personality trait. Juan and Seeker are both Determined. Based on "Excerpt from *The Most Beautiful Place in the World*", Juan is determined. Juan is determined because he tries his best in school all the time. In addition, a detail to support my answer is that in the text it was stated, that because Juan tried his very best in school, he did well and even learned how to read.

In the "Excerpt from *Seeker*", Seeker is quite determined as well.

## GUIDE PAPER 5b

Additional

Seeker is determined because his father would like Seeker to follow in his footsteps and pursue a career in teaching. However, Seeker was determined to try to become a warrior instead of a teacher. Furthermore, the text stated, "He was raising Seeker to be a teacher like him." The text also stated, "Seeker wanted to be a noble warrior." More over, these statements show that Seeker was determined to become a Noble Warrior, no-matter what his father wanted him to do.

In culmination, that is the character trait the both Seeker and Juan share, -determination-based on the two stories, "Excerpt from The Most Beautiful Place in the World," and, "Excerpt from Seeker."

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

This response clearly introduces a topic in a manner that follows from the task and purpose (*Juan and Seeker are both Determined*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*Juan trys his best in school all the time and Seeker is determined because his father would like him to follow in his footsteps and pursue a career in teaching. However, Seeker was determined to try to become a warrior instead of a teacher*). The topic is developed with relevant facts and details from the texts (*Juan tried his very best in school, he did well and even learned how to read and "He was raising Seeker to be a teacher like him." "Seeker wanted to be a noble warrior." More over, these statements show that Seeker was determined to become a Noble Warrior, no-matter what his father wanted him to do*). The response exhibits clear organization, and links ideas with grade-appropriate words and phrases (*In addition, Furthermore, More over, In culmination*). The response uses grade appropriate precise language and domain-specific vocabulary (*quite determined as well, follow in his footsteps*). The concluding statement follows from the topic and information presented (*In culmination, that is the character trait the both Seeker and Juan share, -determination*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*trys, instead, persue, no-matter, More over*).

## GUIDE PAPER 6a

51

In "Excerpt from *The Most Beautiful Place in the World*" and "Excerpt from *Seeker*," what personality trait do Juan and Seeker share? How do both characters show this personality trait? Use details from both stories to support your response.

In your response, be sure to

- identify a personality trait that Juan and Seeker share
- explain how both characters show this personality trait
- use details from both stories to support your response

Both Juan from "The most beautiful place in the world" and Seeker from "Seeker" share a personality trait. In this essay you will the personality trait and how they show it. All of this will be supported with details from the text.

The personality trait that both Juan and seeker share is determined. Both Juan and Seeker do well in school as Juan got moved up to the second grade and Seeker is at the top of this school. In the next paragraphs you will more about how each of them show the personality trait. Juan shows the trait in many ways. As one of the reasons being he got moved up to the second

## GUIDE PAPER 6b

grade for his talent in reading. In the text it states "the note said that with my grandmother's permission, the teacher wanted to move me into the second grade! Also it states" Dona Irene said that they never had a student who had learned to read like I did myself before ever starting school!"

Seeker is also find of the same way as he is the top of his school. In the text it states "he was always at the top of his class, and now at the top of his school!" It also states "those who wished to become warriors entered the Noma at the age of sixteen.

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

This response clearly introduces a topic in a manner that follows from the task and purpose (*The personality trait that both Juan and Seeker share is determined*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*Both Juan and Seeker do well in school as Juan got moved up to the second grade and Seeker is at the top of his school*). The topic is developed with relevant facts and details from the texts (*As one of the reasons being he got moved up to the second grade for his talent in reading. In the text it states "the note said that with my grandmother's permission the teachers wanted to move me into the second grade." Also it states Dona Irene said that they never had a student who had learned to read like I did myself before ever starting school!" and "he was always at the top of his class and now at the top of his school". It also states "those who wished to become warriors entered the Noma at the age of sixteen"*). The response exhibits some attempt at organization and inconsistently links ideas using words and phrases (*All of this will be supported with details from the text and In the next paragraphs you will more about how each of them show the personality trait*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions.

## GUIDE PAPER 7a

51

In "Excerpt from *The Most Beautiful Place in the World*" and "Excerpt from *Seeker*," what personality trait do Juan and Seeker share? How do both characters show this personality trait? Use details from both stories to support your response.

In your response, be sure to

- identify a personality trait that Juan and Seeker share
- explain how both characters show this personality trait
- use details from both stories to support your response

In "Excerpt from The Most Beautiful Place in the World" and "Excerpt from Seeker" Juan and Seeker share a personality trait. They show this personality trait in different ways.

Juan and Seeker share a personality trait. The trait is determination. They are both students who try their best and do good. This is the trait that they share.

They show this personality trait in different ways. Juan got into second grade and tried hard. He loved to read which was something the teachers at his school like about him. Seeker

## GUIDE PAPER 7b

was in the top of his class and the top of his school where his father is the headmaster. This is how they show their trait.

In conclusion the trait they share is determination. They do good in school. They also try their best to do good. This is the trait that they share and how they show it.

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

This response clearly introduces a topic in a manner that follows from the task and purpose (*Juan and Seeker share a personality trait. The trait is determination*). The response demonstrates a literal comprehension of the text (*They are both students who try their best and do good*). The topic is partially developed with the use of some textual evidence (*Juan got into second grade and he tried hard. He loved to read which was something the teachers at his school like about him and Seeker was in the top of his class and the top of his school where his father is the headmaster*). The response exhibits some attempt at organization, with inconsistent use of appropriate language and domain-specific vocabulary (*They do good in school. They also try their best to do good*). This response provides a concluding statement that follows generally from the task and information presented (*In conclusion the trait they share is determination. They do good in school. They also try their best to do good*). The response demonstrates grade-appropriate command of conventions.

# GUIDE PAPER 8

Additional

51

In "Excerpt from *The Most Beautiful Place in the World*" and "Excerpt from *Seeker*," what personality trait do Juan and Seeker share? How do both characters show this personality trait? Use details from both stories to support your response.

In your response, be sure to

- identify a personality trait that Juan and Seeker share
- explain how both characters show this personality trait
- use details from both stories to support your response

I In the excerpt from "The Most Beautiful Place in the World" and an excerpt from "Seeker" the two characters Juan and Seeker both have the same personality trait. They both don't want the life they have.

In "The Most Beautiful place in the World" Juan does not want to be the best in his school because the teachers would be expecting a lot more from him.

In "Seeker" Seeker's dad wants him to be a teacher when he grows up. His dad is teaching him how to be a teacher already.

As you may see, Juan and

Seeker both do not want the life that there parents want them to have.

## Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*They both don't want the life they have*). The topic is partially developed with the use of some textual evidence (*Juan does not want to be the best in his school because the teachers would be expecting a lot more from him* and *Seeker's dad wants him to be a teacher when he grows up. His dad is teaching him to be a teacher already*). The response exhibits clear organization and links ideas with appropriate words and phrases (*As you may see*). This response provides a concluding statement that follows generally from the task and purpose (*As you may see, Juan and Seeker both do not want the life that there parents want them to have*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*there parents*).

## GUIDE PAPER 9

51

In "Excerpt from *The Most Beautiful Place in the World*" and "Excerpt from *Seeker*," what personality trait do Juan and Seeker share? How do both characters show this personality trait? Use details from both stories to support your response.

In your response, be sure to

- identify a personality trait that Juan and Seeker share
- explain how both characters show this personality trait
- use details from both stories to support your response

In the stories Juan and Seeker both share a trait. In the stories they are both good in school. This made me think the trait they share is that they are smart.

Seeker and Juan are both smart in school. Juan was allowed to skip a grade in school. He was also very good at reading. Seeker was also a very good student. He <sup>always</sup> was the top of his class and now the top of the school.

In conclusion I think them being good in school makes them smart. I think they both share the trait of being smart.

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

This response introduces a topic in a manner that follows generally from the task and purpose (*In the stories they are both good in school. This made me think the trait they shared is that they are smart*). The topic is partially developed with the use of some textual evidence (*Juan was allowed to skip a grade in school. He was also very good at reading and Seeker was also a very good student. He was always the top of his class and now the top of the school*). The response exhibits some attempt at organization and provides a concluding statement that follows from the topic and information presented (*In conclusion I think them being good in school makes them smart. I think they both share the trait of being smart*). The response demonstrates grade-appropriate command of conventions.

## GUIDE PAPER 10

51

In "Excerpt from *The Most Beautiful Place in the World*" and "Excerpt from *Seeker*," what personality trait do Juan and Seeker share? How do both characters show this personality trait? Use details from both stories to support your response.

In your response, be sure to

- identify a personality trait that Juan and Seeker share
- explain how both characters show this personality trait
- use details from both stories to support your response

A personality trait that they both share is that they are both smart. An example from "Excerpt from *The Most Beautiful Place in the World*" is that Juan was smart enough to skip the rest of first grade and go into second grade. A detail from "Excerpt from *Seeker*" is that the text says that he had always been top of his class.

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

This response introduces a topic in a manner that follows generally from the task and purpose (*A personality trait that they both share is that they are both smart*). The topic is partially developed with the use of some textual evidence (*Juan was smart enough to skip the rest of first grade and go into second grade* and *A detail from "Excerpt from Seeker" is that the text says that he had always been top of his class*). The response exhibits little attempt at organization and it does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions.

## GUIDE PAPER 11

Additional

51

In "Excerpt from *The Most Beautiful Place in the World*" and "Excerpt from *Seeker*," what personality trait do Juan and Seeker share? How do both characters show this personality trait? Use details from both stories to support your response.

In your response, be sure to

- identify a personality trait that Juan and Seeker share
- explain how both characters show this personality trait
- use details from both stories to support your response

One personality trait that Juan and Seeker both share is Bravery. I think this because Juan was Brave enough to start school. And, Seeker was Brave enough to not let his father get in the way of his life. This is the personality trait that I think these two boys share and how I think that they show it.

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

This response introduces a topic in a manner that follows generally from the task and purpose (*One personality trait that Juan and Seeker both share is Bravery*). The response demonstrates an attempt to use evidence, but only minimally develops ideas (*Juan was Brave enough to start school and Seeker was Brave enough to not let his father get in the way of his life*). The response exhibits little attempt at organization and provides a concluding statement that follows generally from the topic (*This is the personality trait that I think these two boys share and how I think they show it*). The response demonstrates grade-appropriate command of conventions.

## GUIDE PAPER 12

51

In "Excerpt from *The Most Beautiful Place in the World*" and "Excerpt from *Seeker*," what personality trait do Juan and Seeker share? How do both characters show this personality trait? Use details from both stories to support your response.

In your response, be sure to

- identify a personality trait that Juan and Seeker share
- explain how both characters show this personality trait
- use details from both stories to support your response

In these two stories the main characters find something special about them selves. Juan's special trait is he is really good at reading and gets offered to be put in second grade by his teacher. The Seekers special identification is his father was the only teacher in the school building and taught all the children on the island. These are some special things the main characters find out about them selves.

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

This response introduces a topic in a manner that does not logically follow from the task and purpose (*In these two stories the main characters find something special about them selves*). The response demonstrates an attempt to use evidence, but only minimally develops ideas (*Juan's special trait is he is really good at reading and gets offered to be put in second grade by his teacher* and *The Seekers special identification is his father was the only teacher in the school building and taught all the children on the island*). The response exhibits little attempt at organization and uses language that is imprecise for the texts and task (*special identification*). This response provides a concluding statement that follows generally from the topic (*These are some special things the main characters find out about them selves*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*charecters* and *them selfives*).

## GUIDE PAPER 13

51

In "Excerpt from *The Most Beautiful Place in the World*" and "Excerpt from *Seeker*," what personality trait do Juan and Seeker share? How do both characters show this personality trait? Use details from both stories to support your response.

In your response, be sure to

- identify a personality trait that Juan and Seeker share
- explain how both characters show this personality trait
- use details from both stories to support your response

Juan and Seeker share there personality because they both want want to do something with their lives

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

This response demonstrates little understanding of the texts (*Juan and Seeker share there personality because they both wan't to do something with there lives*). No evidence is provided. There is no evidence of organization. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*there* and *wan't*).

## GUIDE PAPER 14

Additional

51

In "Excerpt from *The Most Beautiful Place in the World*" and "Excerpt from *Seeker*," what personality trait do Juan and Seeker share? How do both characters show this personality trait? Use details from both stories to support your response.

In your response, be sure to

- identify a personality trait that Juan and Seeker share
- explain how both characters show this personality trait
- use details from both stories to support your response

Juana and Seeker shares details in the story and both story have theme in it I like both themes they both show personality trait because they both show good details and they both show character traits I liked Reading the stories.

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

This response demonstrates a lack of comprehension of the texts and task (*Juana and Seeker shares details in the story and both story have theme in it*). The response provides evidence that is completely irrelevant (*I like both themes they both show personality trait because they both show good details and they both show character traits I liked Reading the stories*). The response exhibits no evidence of organization. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (lack of punctuation).