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# **New York State Testing Program**

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**2019  
English Language Arts Test  
Session 1**

**Grade 3**

**April 2–4, 2019**

**RELEASED QUESTIONS**

# Session 1



## TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

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

# **D**irections

Read this story. Then answer questions 1 through 6.

## Flying on Ice

by Valerie Hunter

- 1 Craig watched his older sister, Riley, and her friend Liz race up and down the lake on their skates, dodging the other hockey players. Their skate blades looked like silver smoke.
- 2 When the game was over, the girls skated up to the bench where Craig was sitting. Craig asked Riley what skating felt like.
- 3 “When I go really fast, I feel like I’m flying,” she said.
- 4 That’s silly, thought Craig. Flying is something birds do in the air, not something people do on ice skates. Then he watched Riley go back out on the ice. She skated around and around the edge of the lake with her arms pumping and her scarf trailing behind her. Soon she was going so fast that her arms looked like wings and her scarf looked like a feathery tail. Maybe skating really was like flying.
- 5 When Riley sat down to take her skates off, Craig said, “I wish I could fly.”
- 6 Riley retied her skate laces and crouched next to Craig. “Get on my back,” she said, and Craig did. Riley started skating, but Craig didn’t feel like he was flying. It just felt like a wobbly piggy-back ride.
- 7 “You’re too heavy,” Riley said. “I can’t go fast when I’m carrying you.” She skated slowly back to the bench. Craig got off her back.
- 8 “Even if you could go fast, I wouldn’t be flying,” he said sadly. “I need skates to fly.”
- 9 Riley didn’t say anything on the walk home, but a few days later she asked Craig if he wanted to go skating.
- 10 “To watch?” he asked.
- 11 “No, to skate,” she said cheerfully. “Mom and I found a pair of my old skates. They might fit you.”

**GO ON**

12     The skates were a little big, but when Riley stuffed newspaper in the toes, they fit. Craig couldn't stop smiling. He didn't want to take them off, but he had to so he could walk to the lake.

13     Riley and Liz went with him. They carried their hockey sticks, two orange cones, and a wooden chair. When they got to the lake, Craig put his skates back on and Riley helped him onto the ice. Then she put his hands on the back of the chair.

14     “Hang on to this and you won’t fall,” she said. “Just push it along in front of you, OK?”

15     Craig grinned. “OK.” His feet felt wobbly, but he held on to the chair and he didn't fall. Riley and Liz cheered him on as he started to move forward. Then they set up the cones and practiced passing the puck to each other and shooting goals.

16     Craig watched them. They made skating look easy. He tried to skate like them, but when he let go of the chair he fell. So he grabbed on to it again and inched along. His skate blades went *scritch scritch scritch* instead of the *swish swish* sound that his sister's blades made. This wasn't like flying at all. It was like being a snail.

17     “Ready to go home?” Riley finally asked.

18     Craig nodded, frowning. Riley had never said how hard skating was.

19     “What’s wrong?” she asked.

20     “I wanted to skate like you,” Craig said. “I wanted to fly.”

21     “Someday you will,” Riley said. “It takes practice.” She patted his shoulder. Then she whispered something to Liz, who grinned and winked at Craig. Each girl took one of Craig's hands.

22     “Someday you'll fly on your own,” Riley said. “But today Liz and I will help you.”

23     Riley and Liz started skating, pulling Craig with them. The edges of his skate blades just touched the ice. The girls went faster and faster, and so did he. When he looked down, his skate blades were a silver blur. His hat nearly blew off.

24     “I’m flying!” he yelled, and the words blew away in the wind like a bird’s happy song.

**1** What does the word “crouched” mean as it is used in paragraph 6?

- A** spun around
- B** bent down
- C** stood up
- D** fell over

**2** In paragraph 9, what is the **most likely** reason Riley stays quiet as she and Craig walk home?

- A** She is thinking about how well she played hockey.
- B** She is upset with Craig because he hurt her back.
- C** She is thinking about how to get skates for Craig.
- D** She is tired from skating in the hockey game.

**3** What does paragraph 12 help the reader understand about Craig?

- A** Craig is too young to learn how to skate.
- B** Craig is very excited about learning to skate.
- C** Craig is unable to take the skates off by himself.
- D** Craig is worried that his sister will take the skates back.

**GO ON**

**4**

In paragraph 16, what does the phrase “like being a snail” help the reader to understand about Craig?

- A** He skates very slowly.
- B** He moves in a crooked line.
- C** He searches for a place to hide.
- D** He looks like all the other skaters.

**5**

Which sentence **best** describes how paragraph 6 relates to paragraph 23?

- A** Paragraph 6 provides a problem and paragraph 23 provides a solution.
- B** Paragraph 6 asks a question and paragraph 23 provides an answer.
- C** Paragraph 6 provides a cause and paragraph 23 shows an effect.
- D** Paragraph 6 provides similarities and paragraph 23 shows differences.

**6**

Which sentence **best** describes a central message of the story?

- A** Change is normal and an important part of life.
- B** Friendships often become stronger over time.
- C** New experiences can be exciting and wonderful.
- D** Natural talent is more important than practice.

**GO ON**

# **D**irections

Read this passage. Then answer questions 7 through 12.

## **Excerpt from *Nature's Fireworks:* *A Book About Lightning***

*by Joseph Sherman*

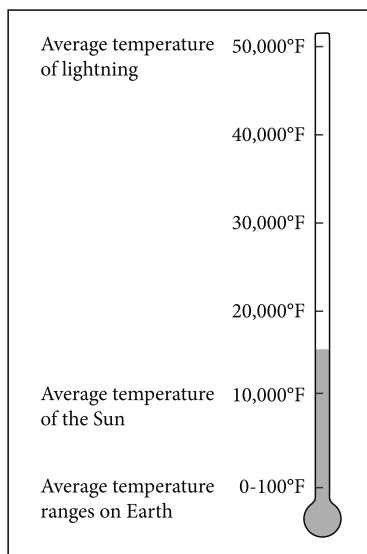
- 1 Flash! Lightning streaks from a dark cloud.
- 2 Crash! Thunder shakes our roofs and windows. A lightning storm dazzles the sky like flickering fireworks.

### **Lightning Begins**

- 3 High above the ground, water droplets and ice crystals swirl and swarm inside the moving clouds. The tiny particles bump into one another. When the particles rush together, they become charged. Electricity is created.

### **Lightning is Electricity**

- 4 A single stroke of lightning carries millions of volts of electricity. Each stroke heats the air in its path to as much as 50,000 degrees Fahrenheit (27,760 degrees Celsius). That is five times as hot as the surface of the sun.



**GO ON**

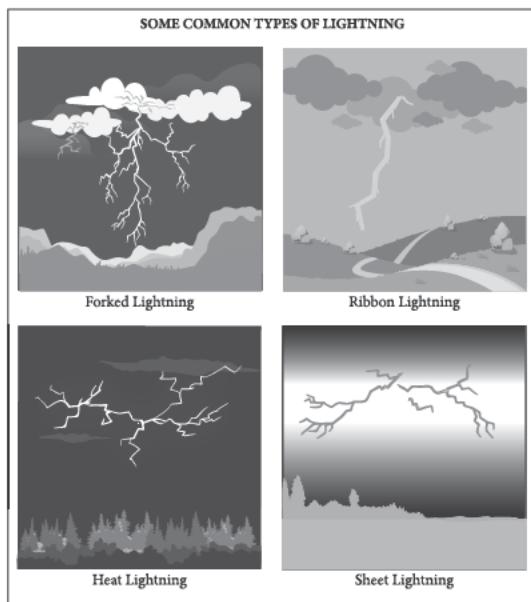
## Thunder and Lightning

- 5 The heat from lightning makes the air expand quickly. Expanding air makes a booming, bursting sound like a firecracker. This is the sound of thunder. Thunder and lightning happen at the same time. Light travels faster than sound. This is why we often see the flash before we hear the boom.

expand = make larger

## How Far Lightning Travels

- 6 Lightning can flash faster than you can blink. During a single flash, lightning can streak down to the ground and back up to the clouds. A lightning stroke that flashes down to earth can stretch up to nine miles (14 kilometers). That's taller than the world's highest mountain. Lightning flashes from cloud to cloud can travel even longer distances.
- 7 Ribbon lightning darts from the sky. It looks like jagged streaks side by side. Forked lightning looks like an upside-down tree. The branches of electricity reach through the clouds. Sheet lightning streaks inside a cloud. The cloud lights up like a bright, white sheet. Heat lightning happens during the hot summer. It looks like faraway flashes in the sky. Heat lightning is too far away for its thunder to be heard.



**GO ON**

## **Lightning Around the World**

- 8 Every day, lightning flashes from thousands of thunderstorms around the world. Every second, more than 100 lightning bolts hit the ground. Lightning can strike a tree or dry grass. When this happens, a wildfire can start. Lightning bolts can hit tall buildings. They also can hit electrical towers, houses, and cars.
- 9 Flash! Lightning is streaking through the clouds. Every flash is another display of nature's fireworks.

## **Fast Facts**

- 10 It does not have to be raining outside for lightning to strike. Lightning can strike both before and after the rain falls, or even when there is no rain at all. Lightning helps nature by putting nitrogen into the ground and air. Nitrogen is a nutrient. That means it feeds plants and helps them grow.

## **Safety Tips**

- 11 Windows, water faucets, pipes, telephones, and electrical outlets can be dangerous when there is lightning in the sky. You should not run water or talk on the phone if you see lightning. You could get an electrical shock.
- 12 Benjamin Franklin once flew a kite in a lightning storm. That is how he learned about electricity. But today, we know lightning is very dangerous. If you see lightning, you should go indoors right away.

**GO ON**

**7** According to paragraph 5, what happens **right before** thunder can be heard?

- A** Little drops of water move around in the sky.
- B** Dark clouds appear in the sky.
- C** Rain droplets start to fall from the clouds.
- D** The air spreads because of heat from lightning.

**8** What is the main idea of paragraph 6?

- A** Lightning can reach from the sky to the ground.
- B** A bolt of lightning can travel up to nine miles.
- C** Flashes of lightning can jump from one cloud to another.
- D** Lightning can move over large distances very quickly.

**9** Which idea from the passage does the second illustration **best** support?

- A** Lightning can be helpful for nature.
- B** Lightning moves very quickly.
- C** Lightning appears in different ways in the sky.
- D** Lightning may strike before or after it rains.

**GO ON**

**10**

What does the word “nutrient” mean as it is used in paragraph 10?

- A** a type of lightning
- B** a supply of heat
- C** a kind of plant
- D** a form of food

**11**

Which question does the section “Fast Facts” help to answer?

- A** How does lightning help the earth?
- B** How is lightning different in the summer?
- C** How is electricity created in clouds?
- D** How can someone avoid an electrical shock?

**12**

Which sentence shows a cause and effect relationship that is stated in the passage?

- A** People see lightning before they hear thunder.
- B** Wildfires can start when lightning touches the ground.
- C** Heat from electricity is hotter than the surface of the sun.
- D** Lightning bolts can hit tall trees and buildings.

**GO ON**

# Session 2



## TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

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

# **D**irections

**Read this passage. Then answer questions 25 and 26.**

*The events in this passage took place many years ago in Zimbabwe, a country in Africa.*

## **Meet the Teacher**

*by Cecil Dzwowa*

- 1 Tatenda is only 11 years old and someday he wants to be a doctor. But today his friends and schoolmates call him “teacher.” Like most children in Sanyati, a small countryside town in western Zimbabwe, when Tatenda was not at school, he spent his time playing football (soccer) or looking after his father’s cattle. One day when he arrived home from school, he noticed something very unfamiliar in the house.
- 2 At first he thought it was a television. When his mom told him it was a computer, Tatenda became very angry. What use was this machine? The computer sat idle. Tatenda did not know what to do with it. His father did not know what to do with it. In fact, nobody in the neighborhood knew what to do with it. Then one day Amina, Tatenda’s cousin, came from her home in the capital city of Harare for a visit. She taught Tatenda how to use the computer.
- 3 At first it seemed like all nonsense to Tatenda. “I was always pressing the wrong button,” he admits. But he persisted because he was very eager to learn how to use it properly. By the time Amina returned to Harare, Tatenda was able to use the computer on his own.
- 4 Meanwhile, Tatenda’s friends were wondering what had happened to him. He no longer came out to play soccer with them and if he did come out to play, he only played for a short while. His friend, Saidi said, “He always had some reason to go home. We were all puzzled.”

**GO ON**

5 So one day, Tatenda's friends, Saidi, Themba, and Solomon, decided to pay him a surprise visit. When they arrived, Tatenda was so busy that he did not hear them coming. Tatenda was surprised to see his friends. But they were even more surprised to see not only a computer, but Tatenda working on it.

6 Tatenda's friends were intrigued. Sometimes they would go to Tatenda's house just to watch him operate the computer. Occasionally he would let them press a button or two, or shake the mouse just for the fun of it. Tatenda's friends spent so much time with Tatenda that in a few months they were soon able to use the computer on their own.

**intrigued = interested**

7 Word began to spread that an 11-year-old boy was operating a computer at his home. Kids from the villages nearby began flocking to Tatenda's house. They all had one request: teach us how to work on a computer. "There were so many kids coming to see him," said Tatenda's mother, "we moved the computer from his small room to the back room, which is larger."

8 Then the computer began to experience some problems. Tatenda's father did not have enough money to get it fixed. Tatenda was very worried. But he had an idea. He decided to charge the kids for the lessons. Those whose parents did not have enough money paid with goats or chickens. Tatenda hoped to buy a better computer for his students with the money he earned giving computer lessons.

9 Many children and adults have learned from Tatenda how to use a computer. "He is a bright kid and a good teacher," said Magumise, one of the teachers who is receiving lessons from him. In Sanyati, Tatenda has single-handedly introduced computers to the villagers. Many more in this remote place who would never have had a chance to use a computer are now looking forward to their lessons with Tatenda. It seems that the people of Sanyati are calling this boy "the teacher" for good reason.

**25**

In the passage “Meet the Teacher,” how does Tatenda change from paragraph 1 to paragraph 5? Use **two** details from the passage to support your response.

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**GO ON**

**26**

What is the main idea of the passage “Meet the Teacher”? Use **two** details from the passage to support your response.

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**GO ON**

# **D**irections

Read this story. Then answer questions 27 through 29.

## **Excerpt from *Just the Right Gift***

*by Mary Penn*

- 1 A boy on in-line skates zoomed around the corner and crashed into me before I could jump out of the way. We fell into a sprawling heap as the box I'd been carrying flew from my hands and landed in the street with a sickening thump. A moment later, a car whizzed past, sending the box spinning in circles.
- 2 The skater got up, mumbled sorry, and sped off around the corner.
- 3 “Are you OK, Emily?” Aiden asked.
- 4 “I think so.” My arm had slapped the sidewalk hard. I stood and slowly moved it in circles.
- 5 “Oh no! Look at Mom’s present!” Aiden’s face was red.
- 6 I picked up the crushed box and opened it. The drinking glasses inside were broken. I closed the box and left it in a garbage can on the sidewalk, then started hurrying toward home. Aiden had to run at full speed to keep up with me.
- 7 When we got to the apartment, we plopped down on chairs in the kitchen.
- 8 “It isn’t fair! Why did that happen?” Aiden said.
- 9 “I didn’t even see that guy! He came out of nowhere,” I huffed. Aiden’s lower lip trembled. “Mom would’ve loved those glasses.”
- 10 We’d saved our money for weeks to buy glasses with pink flowers on them for Mother’s Day. We have other glasses, but not a full set that matches. I wished I could sling something against the wall and scream, but I knew I couldn’t. I’m the older one. I had to hold it together.
- 11 “I wanted to make her happy,” Aiden sputtered.

**GO ON**

- 12     “We’ll think of something else to give her for Mother’s Day,” I said, trying to cheer up Aiden.
- 13     “Like what?” he asked. “We don’t have any money left.”
- 14     I swallowed hard and knew I had to think of something fast. “Maybe we can *make* a present for Mom.”
- 15     Aiden’s eyes lit up. “At school we cut out pictures and glued them on paper. We could find pictures in old magazines and make her a Mother’s Day card.”
- 16     “Good thinking,” I said. “And I’ll come up with something else to make her happy, too.” An idea was starting to form in my head.
- 17     The next morning, Aiden and I pulled Mom from her bedroom into the kitchen, where we had set out her favorite breakfast: yogurt with cereal and bananas. Mom put her hand over her heart. “I forgot it was Mother’s Day.”
- 18     “We have presents,” Aiden said, handing her the card he’d made out of bright red construction paper with pictures of pink flowers scattered across it.
- 19     I waved a stack of index cards in the air. “And look, Mom. Every card has a riddle on it with the answer on the back. You used to love riddles.”
- 20     When Aiden saw tears rolling down Mom’s cheeks, he yelled, “I knew this was a bad idea!” and flung himself onto the floor.
- 21     “Aiden!” Mom pulled him to his feet and kissed him. “I love your presents. Your Mother’s Day card is beautiful. You know I love pink flowers.” She pulled me into a hug, too. “And I’ll love reading the riddles. I’m crying because you’ve made me so happy.”
- 22     The anger left Aiden’s face as he took his card from Mom and turned it over and over, beaming with pride.
- 23     “What is black and white and red all over?” I read from one of my index cards.
- 24     “A newspaper?” Mom asked.
- 25     “Nope,” I said as Aiden shouted, “A sunburned zebra!”
- 26     Mom looked at us and smiled. It was a quiet smile at first, but it grew big and bright.

**GO ON**

**27**

In “Excerpt from *Just the Right Gift*,” how is paragraph 12 important to the rest of the story? Use **two** details from the story to support your response.

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**GO ON**

**28**

In “Excerpt from *Just the Right Gift*,” what do the details in paragraphs 17 through 21 show about the mother? Use **two** details from the story to support your response.

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**GO ON**

**29**

What is a central message in “Excerpt from *Just the Right Gift*”? Use **two** details from the story to support your response.

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**GO ON**

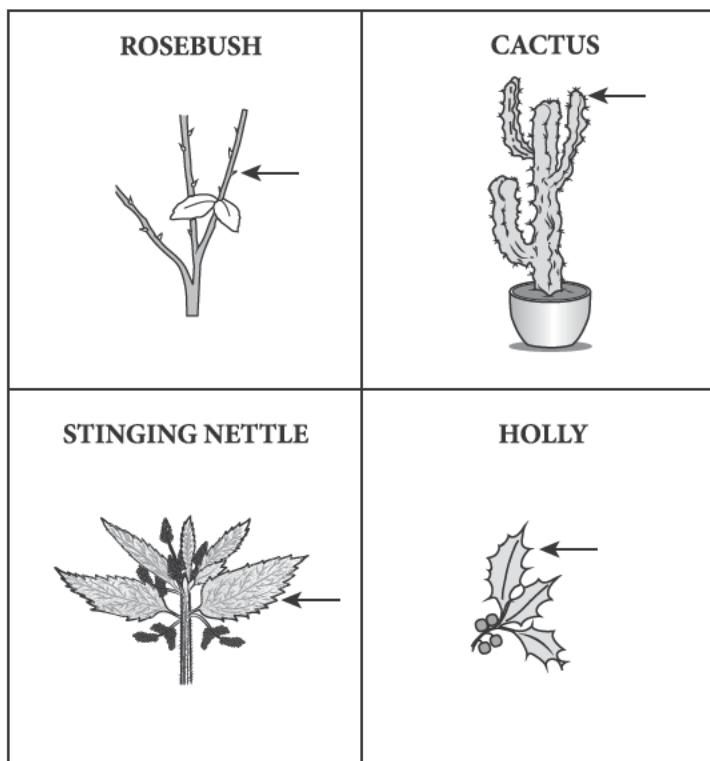
# **D**irections

Read this passage. Then answer questions 30 and 31.

## Don't Touch Me!

by Elizabeth Preston

- 1 Plants can't run away from hungry animals. So some of them fight back. They have defenses to keep creatures from eating them. These plants can scratch you or stab you. Some of them can make you sick. Others make you itch like crazy. Don't get too close, or you'll be sorry!



### Ow

- 2 Do you have a rose bush in your yard? Then you know these pretty flowers are better for sniffing than touching. Roses have sharp prickles on their stems. Some other plants, like the hawthorn, have woody thorns.
- 3 And beautiful holly leaves have very sharp points. (Holly leaves and berries have extra protection. They're poisonous!)

**GO ON**

## **Ow Ow Ow**

- 4 Cactus plants keep animals away with spines. Some cacti have arms, but hugging them is a bad idea.

### **Yowch!**

- 5 A stinging nettle doesn't look as dangerous as a spiny cactus. But it's covered with sharp hairs called trichomes. The hairs are like tiny needles. If you touch them, they poke your skin with chemicals that sting and itch. You might get a nasty rash.

### **Itch**

- 6 Poison ivy leaves have oils that can make you itchy. If your soccer ball rolls into a patch of poison ivy during a game, you might be scratching later. Poison oak and poison sumac are related plants that make the same oils. You can watch out for poison ivy by remembering the rhyme, "Leaves of three, let it be!"

### **Shy Plants**

- 7 The sensitive or touch-me-not plant doesn't stab you, poison you, or make you itch. If you touch it, the plant quickly folds up its leaves.

### **Plants with Ants**

- 8 Acacia trees have big, scary thorns. But for extra protection, they use ants. The ants have a special friendship with the tree. They live inside hollow thorns and eat food the tree makes for them. If a bug or a bigger animal comes too close, the ants attack and sting it.

**GO ON**

**30**

What does the sentence “Don’t get too close, or you’ll be sorry!” mean as it is used in paragraph 1 of the passage? Use **two** details from the passage to support your response.

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**GO ON**

*Planning Page*

You may PLAN your writing for question 31 here if you wish, but do NOT write your final answer on this page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on Pages 15 and 16.



**GO ON**

**31**

In the passage “Don’t Touch Me!,” how do most plants protect themselves from danger? What happens as a result of these plants being touched? Use details from the passage to support your response.

In your response, be sure to

- tell how most plants protect themselves from danger
- explain what happens as a result of these plants being touched
- use details from the passage to support your response

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**GO ON**

**STOP**

**THE STATE EDUCATION DEPARTMENT**  
**THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234**  
**2019 English Language Arts Tests Map to the Standards**  
**Grade 3 Released Questions on EngageNY**

Question	Type	Key	Points	Standard	Subscore	Multiple Choice Questions:	Constructed Response Questions:	
						Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)
<b>Session 1</b>								
1	Multiple Choice	B	1	CCSS.ELA-Literacy.L.3.4	Reading	0.85		
2	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.3.3	Reading	0.83		
3	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.3.3	Reading	0.82		
4	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.3.4	Reading	0.87		
5	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.3.5	Reading	0.61		
6	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.3.2	Reading	0.61		
7	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.3.3	Reading	0.66		
8	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.3.2	Reading	0.44		
9	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.3.7	Reading	0.55		
10	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.3.4	Reading	0.56		
11	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.3.5	Reading	0.59		
12	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.3.3	Reading	0.36		
<b>Session 2</b>								
25	Constructed Response		2	CCSS.ELA-Literacy.RI.3.3	Writing to Sources		1.16	0.58
26	Constructed Response		2	CCSS.ELA-Literacy.RI.3.2	Writing to Sources		1.03	0.51
27	Constructed Response		2	CCSS.ELA-Literacy.RL.3.5	Writing to Sources		1.11	0.55
28	Constructed Response		2	CCSS.ELA-Literacy.RL.3.3	Writing to Sources		1.29	0.64
29	Constructed Response		2	CCSS.ELA-Literacy.RL.3.2	Writing to Sources		0.96	0.48
30	Constructed Response		2	CCSS.ELA-Literacy.RI.3.4	Writing to Sources		1.25	0.63
31	Constructed Response		4	CCSS.ELA-Literacy.RI.3.3	Writing to Sources		1.70	0.42

\*This item map is intended to identify the primary analytic skills necessary to successfully answer each question on the 2019 operational ELA test. However, each constructed-response question measures proficiencies described in multiple standards, including writing and additional reading and language standards. For example, two-point and four-point constructed-response questions require students to first conduct the analyses described in the mapped standard and then produce written responses that are rated based on writing standards. To gain greater insight into the measurement focus for constructed-response questions, please refer to the rubrics shown in the Educator Guides.

## 2-Point Rubric—Short Response

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

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

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

## New York State Grade 3 Writing Evaluation Rubric

CRITERIA	CCLS	SCORE				
		4 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 analysis of topics or text	W.2  R.1–9	—clearly introduce a topic in a manner that follows logically from the task and purpose  —demonstrate comprehension and analysis of the text	—clearly introduce a topic in a manner that follows from the task and purpose  —demonstrate grade-appropriate comprehension of the text	—introduce a topic in a manner that follows generally from the task and purpose  —demonstrate a confused comprehension of the text	—introduce a topic in a manner that does not logically follow from the task and purpose  —demonstrate little understanding of the text	—demonstrate a lack of comprehension of the text or task
<b>COMMAND OF EVIDENCE:</b> the extent to which the essay presents evidence from the provided text to support analysis and reflection	W.2  R.1–8	—develop the topic with relevant, well-chosen facts, definitions, and details throughout the essay	—develop the topic with relevant facts, definitions, and details throughout the essay	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
<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	—clearly and consistently group related information together  —skillfully connect ideas within categories of information using linking words and phrases  —provide a concluding statement that follows clearly from the topic and information presented	—generally group related information together  —connect ideas within categories of information using linking words and phrases  —provide a concluding statement that follows from the topic and information presented	—exhibit some attempt to group related information together  —inconsistently connect ideas using some linking words and phrases  —provide a concluding statement that follows generally from the topic and information presented	—exhibit little attempt at organization  —lack the use of linking words and phrases  —provide a concluding statement that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization  —do not provide a concluding statement
<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	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, or incoherent should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

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

## EXEMPLARY RESPONSE

25

In the passage “Meet the Teacher,” how does Tatenda change from paragraph 1 to paragraph 5? Use **two** details from the passage to support your response.

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### Possible Exemplary Response:

In paragraph 1 the passage states, “when Tatenda was not at school, he spent his time playing football (soccer),” which shows Tatenda shared his free time with his friends before the computer appeared in his house. Later on, he only spends time on his computer, and his friends don’t see him because he is so busy with it. In paragraph 4, his friends realize that they no longer see him very often, and the passage states, “He no longer came out to play soccer with them” and “he only played for a short while” when he would come out to play. This is a very big change from how he was in paragraph 1.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

25

In the passage “Meet the Teacher,” how does Tatenda change from paragraph 1 to paragraph 5? Use **two** details from the passage to support your response.

In paragraphs 1-5 Tatenda changed by wanting to play soccer to wanting to work on the computer. In paragraph 1 it says if Tatenda wasn't in school he'll either be playing soccer or keeping an eye on his fathers cattle. But in paragraph 5 he just wanted to work on the computer.

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

This response provides a valid inference from the text to explain in the passage “Meet the Teacher” how Tatenda changes from paragraph 1 to paragraph 5 (*by wanting to play soccer to wanting to work on the computer*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*if Tatenda wasn't in school he'll either be playing soccer or keeping an eye on his fathers cattle and he just wanted to work on the computer*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

25

In the passage “Meet the Teacher,” how does Tatenda change from paragraph 1 to paragraph 5? Use **two** details from the passage to support your response.

When he got home from school he thought there was a television but when he saw it the thing was a computer he was angry. After his cousin came to visit him she taught him how to use the computer and then he started using the computer a lot and was very happy.

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

This response provides a valid inference from the text to explain in the passage “Meet the Teacher” how Tatenda changes from paragraph 1 to paragraph 5 (*he was angry [...] was very happy*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*When he got home from school he thought there was a television but when he saw it the thing was a computer* and *After his cousin came to visit him she taught him how to use the computer and then he started using the computer a lot*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

25

In the passage “Meet the Teacher,” how does Tatenda change from paragraph 1 to paragraph 5? Use **two** details from the passage to support your response.

He changed by what he liked to do. He spent most of his time playing [soccor] or looking after his fathers cattle. But they were not only suprized to see a computer, but tatenda working on it.

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

This response provides a valid inference from the text to explain in the passage “Meet the Teacher” how Tatenda changes from paragraph 1 to paragraph 5 (*by what he liked to do*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*He spent most of his time playing [soccor] or looking after his fathers cattle* and *But they were not only suprized to see a computer; but tatenda working on it*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

25

In the passage “Meet the Teacher,” how does Tatenda change from paragraph 1 to paragraph 5? Use **two** details from the passage to support your response.

He usually played socer with his friend s but his cousin taught him how to a computer because his mom just bought one so he started working on it instead of playing soccer or football with his friends.

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

This response provides a valid inference from the text to explain in the passage “Meet the Teacher” how Tatenda changes from paragraph 1 to paragraph 5 (*He usually played socer with his friend s [...] he started working on it instead of playing soccer or football wit his friends*); however, the response only provides one concrete detail from the text for support (*his cousin taught him how to a cumputer because his mom just bought one*). This response includes complete sentences where errors do not impact readability.

# GUIDE PAPER 5

Additional

25

In the passage “Meet the Teacher,” how does Tatenda change from paragraph 1 to paragraph 5? Use **two** details from the passage to support your response.

Tatenda changed from paragraph 1 to paragraph 5. In paragraph 1, it stated that when he was not at school he would be playing football (soccer) or looking after his father's cattle outside. Then when he came home from school one day he saw the computer and he was mad. His cousin Amina came to visit and taught Tatenda how to use the computer. In paragraph 4 - 5, the text stated that his friends wondered what happened to him and they visited him to see why he wasn't outside and they were interested in the computer.

## Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text [*Tatenda changed from paragraph 1 to paragraph 5. In paragraph 1, it stated that when he was not at school he would be playing football (soccer) or looking after his father's cattle outside. Then when he came home from school one day he saw the computer and he was mad. His cousin Amina came to visit and taught Tatenda how to use the computer. In paragraph 4 – 5, the text stated that his friends wondered what happened to him and they visited him to see why he wasn't outside and they were interested in the computer*]. The response does not provide a valid inference from the text to explain in the passage “Meet the Teacher” how Tatenda changes from paragraph 1 to paragraph 5. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

25

In the passage “Meet the Teacher,” how does Tatenda change from paragraph 1 to paragraph 5? Use **two** details from the passage to support your response.

At first he didn't like the computer and he didn't know how to work it. then he lerd and he never got off of it he woldn't even go out and play with his frends.

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

This response provides a sufficient number of relevant details from the text for support as required by the prompt (*At first he didn't like the computer and he didn't know how to work it and then he lerd and he never got off of it he woldn't even go out and play with his frends*); however, the response does not provide a valid inference from the text to explain in the passage “Meet the Teacher” how Tatenda changes from paragraph 1 to paragraph 5. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

25

In the passage “Meet the Teacher,” how does Tatenda change from paragraph 1 to paragraph 5? Use **two** details from the passage to support your response.

tatenda change In the  
Beginning to the middine  
She wus surprised one example  
She wus surprised to see  
her friend a Nather example She  
wus surprised because to  
see not only a computer

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

This response does not address any of the requirements of the prompt (*tatenda change In the Beginning to the middine she was surprised one example she was surprised to see her friend a Nather example She Wus surprised because to see not only a computer*).

## GUIDE PAPER 8

Additional

25

In the passage “Meet the Teacher,” how does Tatenda change from paragraph 1 to paragraph 5? Use **two** details from the passage to support your response.

Tatenda changed from paragraph 1 to paragraph 5 because in pharagraph 1 he is smart she is smart because the kids are calling him teacher. And in paragraph 5 he is still smart because he is working on a computer when know one else is.

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

This response does not address any of the requirements of the prompt (*Tatenda changed from paragraph 1 to paragraph 5 because in pharagraph 1 he is smart she is smart because the kids are calling him teacher. And in paragraph 5 he is still smart because he is working on a computer when know one else is*).

## **EXEMPLARY RESPONSE**

**26**

What is the main idea of the passage “Meet the Teacher”? Use **two** details from the passage to support your response.

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### **Possible Exemplary Response:**

Tatenda, a young boy who lives in a village, learns how to use a computer and then teaches other people how to use the computer. Now one teacher who is learning from him says, “He is a bright kid and a good teacher.” Paragraph 9 also states, “Many children and adults have learned from Tatenda how to use a computer.” Even kids from other villages look forward to their lessons with Tatenda.

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

- Other relevant text-based details

### **Score Points:**

Apply 2-point holistic rubric.

## GUIDE PAPER 1

26

What is the main idea of the passage “Meet the Teacher”? Use **two** details from the passage to support your response.

The main idea of the story is that he teaches every body to use a computer. One detail that shows the main idea is about he teaches everybody to use a computer is “Teach us how to use the computer. There were so many kids coming to see him.” Another detail is “It seems that the people of Sanyati are calling this boy the teacher. For good reasons.” As you can see the main idea is about him teaching the kids how to use a computer.

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

This response provides a valid inference from the text to explain what the main idea is of the passage “Meet the Teacher” (*that he teaches every body to use a computer*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Teach us how to use the computer. There were so many kids coming to see him.*” and “*It seems that the people of Sanyati are calling this boy the teacher. For good reasons*”). This response includes complete sentences where errors do not impact readability.

26

What is the main idea of the passage “Meet the Teacher”? Use **two** details from the passage to support your response.

The main idea of the passage “Meet the Teacher” is about Tatenda teaching kids to use the computer. In the text it sayed when people came to Tatenda they had 1 request : teach us how to use the computer. Another example is that. Also Tatenda charged money for lessons so that they can buy a new computer because the old one is glitching (has some problems.)

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

This response provides a valid inference from the text to explain what the main idea is of the passage “Meet the Teacher” (*Tatenda teaching kids to use the compute*). The response provides a sufficient number of concrete details from the text for support as required by the prompt [*when people came to Tatenda they had 1 request : teach us how to use the computer* and *Tatenda charged money for lessons so that they can buy a new computer because the old one is glitching (has some problems.)*]. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

26

What is the main idea of the passage “Meet the Teacher”? Use **two** details from the passage to support your response.

The main idea of the passage is that Tatenda got a computer. When he was working on it. He did not play with his friends that much. The text say's, "Tatenda was able to use the computer on his own." The text also say's, "He no longer came out to play scoccer with them and if he did come out to play,he only played for a short while."

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

This response provides a valid inference from the text to explain what the main idea is of the passage “Meet the Teacher” (*Tatenda got a computer. When he was working on it. He did not play with his friends that much*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Tatenda was able to use the computer on his own*” and “*He no longer came out to play scoccer with them and if he did come out to play,he only played for a short while.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

26

What is the main idea of the passage “Meet the Teacher”? Use **two** details from the passage to support your response.

The main idea is a boy named Tatenda who learned to use a computer and started teaching people about how to use the computer. He was called teacher in his village. In paragraph 9 it says "it seems the people of Sanyati are calling this boy "the teacher" for good reason." That's what the main idea is.

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

This response provides a valid inference from the text to explain what the main idea is of the passage “Meet the Teacher” (*a boy named Tatenda who learned to use a computer and started teaching people about how to use the computer*); however, the response only provides one concrete detail from the text for support (“*it seems the people of Sanyati are calling this boy “the teacher” for good reason.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

26

What is the main idea of the passage “Meet the Teacher”? Use **two** details from the passage to support your response.

The main idea of the story Meet the Teacher is that Tatendas family bought a computer and nobody knew how to use it then one day her cousins came over to teach Tatenda how to use the computer. Next Tatenda knew how to use the computer and used it all the time. then Tatenda taught other people how to use the computer. next Tatendas computer had some problems and Tatenda decided to charge the people for the lessons. lastly every body calls Tatenda the teacher.

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

This response is a mostly literal recounting of details from the text (*The main idea of the story Meet the Teacher is that Tatendas family bought a computer and nobody knew how to use it then one day her cousins came over to teach Tatenda how to use the computer. Next Tatenda knew how to use the computer and used it all the time. then Tatenda taught other people how to use the computer. next Tatendas computer had some problems and Tatenda decided to charge the people for the lessons. lastly every body calls Tatenda the teacher*). The response does not provide a valid inference from the text to explain what the main idea is of the passage “Meet the Teacher.” This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

26

What is the main idea of the passage “Meet the Teacher”? Use **two** details from the passage to support your response.

The main Idea of the  
Passage Meet the teacher  
is because he teaches kid  
how to use a computer.

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

This response provides a valid inference from the text to explain what the main idea is of the passage “Meet the Teacher” (*he teaches kid how to use a computer*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

26

What is the main idea of the passage “Meet the Teacher”? Use **two** details from the passage to support your response.

the main idea is to meet the teacher and see how she does stuff in the class room and how she acts

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

This response does not address any of the requirements of the prompt and is totally inaccurate (*the main idea is to meet the teacher and see how she does stuff in the class room and how she acts*).

## GUIDE PAPER 8

Additional

26

What is the main idea of the passage “Meet the Teacher”? Use **two** details from the passage to support your response.

The main idea of the story is to not let something not that important get in the way of friendship.

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

This response is totally inaccurate (*The main idea of the story is to not let something not that important get in the way of friendship*).

## EXEMPLARY RESPONSE

27

In “Excerpt from *Just the Right Gift*,” how is paragraph 12 important to the rest of the story? Use **two** details from the story to support your response.

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### Possible Exemplary Response:

Paragraph 12 shows that Emily is beginning to think about a solution to the problem of the broken Mother’s Day gift. She says to her brother, “We’ll think of something else to give her for Mother’s Day.” This is important because it shows how she and Aiden start to change from being upset about the broken glasses to trying to solve the problem. Paragraph 15 tells that Aiden remembers a school project and suggests, “We could find pictures in old magazines and make her a Mother’s Day card.” Emily says she will come up with an idea for their mom, as well.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

27

In “Excerpt from *Just the Right Gift*,” how is paragraph 12 important to the rest of the story? Use **two** details from the story to support your response.

Paragraph 12 is important to the rest of the story because Paragraph 12 is telling us an attempt to solve, to save the problem. In the text it says “We'll think of something else to give her for Mother's day” I said, trying to cheer up Aiden. Also in the text it says “At school we cut out pictures and glued them on paper. This shows us that Emily and Adrian are figuring something out to save the problem.”

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

This response provides a valid inference from the text to explain in “Excerpt from *Just the Right Gift*” how paragraph 12 is important to the rest of the story (*because Paragraph 12 is telling us an attempt to solve, to solve the problem*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*We'll think of something else to give her for Mothers day*”, *I said, trying to cheer up Aiden* and “*At school we cut out pictures and glued them on paper*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

27

In “Excerpt from *Just the Right Gift*,” how is paragraph 12 important to the rest of the story? Use **two** details from the story to support your response.

Paragraph 12 is important to the story because since there other gift for there mom broke they didn't give up and said they were going to give her a new gift. One detail is it says "we'll think of something else to give her." It says "good thinking and I'll think of something else to make her happy."

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

This response provides a valid inference from the text to explain in “Excerpt from *Just the Right Gift*” how paragraph 12 is important to the rest of the story (*because since there other gift for there mom broke they didn't give up and said they were going to give her a new gift*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*we'll think of something else to give her.*” and “*good thinking and I'll think of something else to make her happy*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

27

In “Excerpt from *Just the Right Gift*,” how is paragraph 12 important to the rest of the story? Use **two** details from the story to support your response.

In "Excerpt from Just the Right Gift" how is paragraph 12 important to the rest of the story because they can make something instead of buying something. For example in the text it say We'll think of something to make for mother day. Another example then Aedin said we can use old magizines to makes smoething. In Conclusions these examples support how paragraph 12 is important to the rest of the story.

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

This response provides a valid inference from the text to explain in “Excerpt from *Just the Right Gift*” how paragraph 12 is important to the rest of the story (*because they can make something instead of buying something*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*We'll think of something to make for mother day* and *Aedin said we can use old magizines to makes smoething*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

27

In “Excerpt from *Just the Right Gift*,” how is paragraph 12 important to the rest of the story? Use **two** details from the story to support your response.

Paragraph 12 is talking about they will give there mother a handcrafted gift insted of a gift that cost money. "We'll think of something else to give herfor Mothers Day. At school we cut out pictures and glue them on paper."

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

This response provides a valid inference from the text to explain in “Excerpt from *Just the Right Gift*” how paragraph 12 is important to the rest of the story (*is talking about they will give there mother a handcrafted gift insted of a gift that cost money*); however, the response only provides one concrete detail from the text for support (“*We'll think of something else to give herfor Mothers Day. At school we cut out pictures and glue them on paper.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

27

In “Excerpt from *Just the Right Gift*,” how is paragraph 12 important to the rest of the story? Use **two** details from the story to support your response.

Paragraph 12 is important to the story. I know that because Emily said they would think of something else to give her for Mother's Day. A detail to support that is later on in the story they give her a homemade present and she loves it so much she actually cries of happiness. Another detail from the story is she listens to a riddle and smiles.

### 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 (*Emily said they would think of something else to give her for Mother's Day and they give her a homemade present and she loves it so much she actually cries of happiness*); however, the response does not provide a valid inference from the text to explain in “Excerpt from *Just the Right Gift*” how paragraph 12 is important to the rest of the story. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

27

In “Excerpt from *Just the Right Gift*,” how is paragraph 12 important to the rest of the story? Use **two** details from the story to support your response.

theye made there mom a card.

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

This response only provides one relevant detail from the text for support (*theye made there mom a card*). The response does not provide a valid inference from the text to explain in “Excerpt from *Just the Right Gift*” how paragraph 12 is important to the rest of the story. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

27

In “Excerpt from *Just the Right Gift*,” how is paragraph 12 important to the rest of the story? Use **two** details from the story to support your response.

Paragraph 12 is important to the story because Aiden did not have a good mothers day present .

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

This response does not address any of the requirements of the prompt (*Paragraph 12 is important to the story because Aiden did not have a good mothers day present*).

## GUIDE PAPER 8

Additional

27

In “Excerpt from *Just the Right Gift*,” how is paragraph 12 important to the rest of the story? Use **two** details from the story to support your response.

because it is about her mom and Adiah.  
mom was trying to cheer up Adiah.

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

This response does not address any of the requirements of the prompt (*because it is about her mom and Adiah. mom was trying to cheer up Adiah*).

## EXEMPLARY RESPONSE

28

In “Excerpt from *Just the Right Gift*,” what do the details in paragraphs 17 through 21 show about the mother? Use **two** details from the story to support your response.

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### Possible Exemplary Response:

The details in paragraphs 17 through 21 show that the mother cares about her children. When Aiden and Emily give her their presents, she starts to cry because she is so happy about what they have given her. This action shows that her children are very important to her, and just the fact that they thought of her is enough. She shows how much she cares about them when she says, “I love your presents. Your Mother’s Day card is beautiful. You know I love pink flowers” and “I’ll love reading the riddles. I’m crying because you’ve made me so happy.” She hugs them both, which also shows that she is caring.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

28

In “Excerpt from *Just the Right Gift*,” what do the details in paragraphs 17 through 21 show about the mother? Use **two** details from the story to support your response.

The details in paragraphs 17 and 21 show about the mother that she loves what her kids had done for her. For example, Mom had put her hand over her heart. In addition, I'm crying cause I am so happy. In conclusion, both of these examples support what the details in paragraph 17 and 21 show about the mother.

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

This response provides a valid inference from the text to explain in “Excerpt from *Just the Right Gift*” what the details in paragraphs 17 through 21 show about the mother (*that she loves what her kids had done for her*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Mom had put her hand over her heart* and *I'm crying cause I am so happy*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

28

In “Excerpt from *Just the Right Gift*,” what do the details in paragraphs 17 through 21 show about the mother? Use **two** details from the story to support your response.

It tells you the mother is proud of her kids making her some thing for mothers day. For example she loved every thing. Also, she was happy. for example she cried she was so happy. In conclusion that is what they showed about the mother.

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

This response provides valid inferences from the text to explain in “Excerpt from *Just the Right Gift*” what the details in paragraphs 17 through 21 show about the mother (*the mother is proud of her kids making her some thing for mothers day and she was happy*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*she loved every thing and she cried she was so happy*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

28

In “Excerpt from *Just the Right Gift*,” what do the details in paragraphs 17 through 21 show about the mother? Use **two** details from the story to support your response.

The mother is happy because the son brought a grate gift for mother's day and the mother was so happy because the son brought a wonderful gift and the moter was happy with tears of joiy the son thout that she did not like it so he said i new this was a bad idea \*slams head on floor\* his mom picked him up and said no i do not hate it i love i was crieing because i im happy! The end!

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

This response provides a valid inference from the text to explain in “Excerpt from *Just the Right Gift*” what the details in paragraphs 17 through 21 show about the mother (*the mother was so happy because the son brought a wonderful gift*). The response provides a relevant number of concrete details from the text for support as required by the prompt (*the moter was happy with tears of joiy and his mom picked him up and said no i do not hate it i love i*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

28

In “Excerpt from *Just the Right Gift*,” what do the details in paragraphs 17 through 21 show about the mother? Use **two** details from the story to support your response.

in "EXCERPT FROM JUST THE RIGHT GIFT SHOWS  
that the mother is happy. I know because  
in the text it says mom put her hand  
ofer her hart"

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

This response provides a valid inference from the text to explain in “Excerpt from *Just the Right Gift*” what the details in paragraphs 17 through 21 show about the mother (*that the mother is happy*); however, the response only provides one concrete detail from the text for support (*mom put her hand ofer her hart*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

28

In “Excerpt from *Just the Right Gift*,” what do the details in paragraphs 17 through 21 show about the mother? Use **two** details from the story to support your response.

She is Nice and  
Loveing

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

This response provides valid inferences from the text to explain in “Excerpt from *Just the Right Gift*” what the details in paragraphs 17 through 21 show about the mother (*She is Nice and Loveing*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 6

28

In “Excerpt from *Just the Right Gift*,” what do the details in paragraphs 17 through 21 show about the mother? Use **two** details from the story to support your response.

She got her favorite breakfast and got a amazing present and started crying.

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

This response provides a sufficient number of relevant details from the text for support as required by the prompt (*She got her favorite breakfast and got a amazing present and started crying*); however, the response does not provide a valid inference from the text to explain in “Excerpt from *Just the Right Gift*” what the details in paragraphs 17 through 21 show about the mother. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

28

In “Excerpt from *Just the Right Gift*,” what do the details in paragraphs 17 through 21 show about the mother? Use **two** details from the story to support your response.

17 though 21 are talking about there mom and there talking about mothers day.

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

This response does not address any of the requirements of the prompt (*17 though 21 are talking about there mom and there talking about mothers day*).

## GUIDE PAPER 8

Additional

28

In “Excerpt from *Just the Right Gift*,” what do the details in paragraphs 17 through 21 show about the mother? Use **two** details from the story to support your response.

The mom was showing she did not want to get out of bed and she was tired.

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

This response is totally inaccurate (*The mom was showing she did not want to get out of bed and she was tired*).

## EXEMPLARY RESPONSE

29

What is a central message in “Excerpt from *Just the Right Gift*”? Use **two** details from the story to support your response.

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### Possible Exemplary Response:

A central message is that the thought is more important than the gift. Emily and Aiden were upset that the gift they bought for their mom was broken. However, they thought of things that she liked and made gifts based on those things. Paragraph 18 describes the card Aiden created as “made out of bright red construction paper with pictures of pink flowers scattered across it.” In paragraph 19, Emily gives her mom a stack of index cards with riddles. She says, “You used to love riddles.” In paragraph 21 their mom tells them that she loves her presents. She says, “You know I love pink flowers” and “I’ll love reading the riddles.”

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

29

What is a central message in “Excerpt from Just the Right Gift”? Use **two** details from the story to support your response.

The central message in “Excerpt from Just the Right Gift” was it is the thought that counts. I know this because even though riddles and a card was not a lot there mom was still happy. Also the mom said “I’m crying because you made me so happy.” This supports the central message in the story.

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

This response provides a valid inference from the text to explain what a central message is in “Excerpt from Just the Right Gift” (it is the thought that counts). The response provides a sufficient number of concrete details from the text for support as required by the prompt (even though riddles and a card was not a lot there mom was still happy and the mom said “I’m crying because you made me so happy.”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

29

What is a central message in “Excerpt from *Just the Right Gift*”? Use **two** details from the story to support your response.

The central message of in " Excerpt from Just the righ gift" is even in the darkest moments there is some light because she made a present even when the presen was destroyd and she cheered Aiden when the present was demolished.

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

This response provides a valid inference from the text to explain what a central message is in “Excerpt from *Just the Right Gift*” (*even in the darkest moments there is some light*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*she made a present even when the presen was destroyd and she cheered Aiden when the present was demolished*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

29

What is a central message in “Excerpt from *Just the Right Gift*”? Use **two** details from the story to support your response.

The central message is always thinking about other people. One reason is because Emily and Aiden made a present for their mom. Another reason is because they used all their money to buy their mom a present.

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

This response provides a valid inference from the text to explain what a central message is in “Excerpt from *Just the Right Gift*” (*always think about other people*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*Emily and Aiden made a present for their mom and they used all their money to buy their mom a present*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

29

What is a central message in “Excerpt from *Just the Right Gift*”? Use **two** details from the story to support your response.

The central messag is to be a kind poreson because in the story Emily and Aiden make ther mom a nother gift. Also Aiden started to cry when his mom cri'd that provs he is a good poresen.

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

This response provides a valid inference from the text to explain what a central message is in “Excerpt from *Just the Right Gift*” (*be a kind poreson*); however, the response only provides one relevant detail from the text for support (*Emily and Aiden make ther mom a nother gift*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

29

What is a central message in “Excerpt from *Just the Right Gift*”? Use **two** details from the story to support your response.

I NO matter how bad things  
get they can get better.

I and to be hopeful and  
positive.

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

This response provides valid inferences from the text to explain what a central message is in “Excerpt from *Just the Right Gift*” (*No matter how bad things get they can get better and to be [...] positive*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 6

29

What is a central message in “Excerpt from *Just the Right Gift*”? Use **two** details from the story to support your response.

the care about there mother. they made her new presint wen her old one broke. they made her breackfist.

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

This response provides a sufficient number of relevant details from the text for support as required by the prompt (*they made her new presint wen her old one broke* and *they made her breackfist*); however, the response does not provide a valid inference from the text to explain what a central message is in “Excerpt from *Just the Right Gift*. ” This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

29

What is a central message in “Excerpt from *Just the Right Gift*”? Use **two** details from the story to support your response.

The whole story is about kids/friends making nice gifts like Aiden bought nice cups for his mom and 2 theyare treating them with respect.

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

This response does not address any of the requirements of the prompt (*The whole story is about kids/friends making nice gifts like Aiden bought nice cups for his mom and 2 theyare treating them with respect*).

## GUIDE PAPER 8

Additional

29

What is a central message in “Excerpt from *Just the Right Gift*”? Use **two** details from the story to support your response.

The central of this story is  
that it was mothers day  
and aiden was happy then when  
he went to school he was  
happy.

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

This response does not address any of the requirements of the prompt and is totally inaccurate (*The central of this story is that it wal mothers day and aiden wal happy then when he went to school he wal happy*).

## **EXEMPLARY RESPONSE**

**30**

What does the sentence “Don’t get too close, or you’ll be sorry!” mean as it is used in paragraph 1 of the passage? Use **two** details from the passage to support your response.

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### **Possible Exemplary Response:**

The sentence “Don’t get too close, or you’ll be sorry” means that if you touch certain types of plants, you could get hurt. This would make you wish you had not touched that plant. Paragraph 1 states, some plants “can scratch or stab you” and some of these plants “can make you sick.”

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

- Other relevant text-based details

### **Score Points:**

Apply 2-point holistic rubric.

## GUIDE PAPER 1

30

What does the sentence “Don’t get too close, or you’ll be sorry!” mean as it is used in paragraph 1 of the passage? Use **two** details from the passage to support your response.

The sentence dont get to close or you will be sorry means don't touch the plant or something bad will happen. According to the text a stinging nettle dose not look dangers but it is coverd in sharp hairs. This means that things that look harmless can achally be dangers. The text stated acacia trees have big scarry thorns but for more protection they also have ants that will sting what ever comes near. Now I understand that I have to stay away from sertin trees.

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

This response provides a valid inference from the text to explain what the sentence “Don’t get too close, or you’ll be sorry!” means as it is used in paragraph 1 of the passage (*don’t touch the plant or something bad will happen*). The response provides evidence of analysis (*things that look harmless can achally be dangers* and *Now I understand that I have to stay away from sertin trees*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*a stinging nettle dose not look dangers but it is coverd in sharp hairs* and *acacia trees have big scarry thorns but for more protection they also have ants that will sting what ever comes near*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

30

What does the sentence “Don’t get too close, or you’ll be sorry!” mean as it is used in paragraph 1 of the passage? Use **two** details from the passage to support your response.

The sentence “Don’t get too close or you’ll be sorry!” means that if you get too close to a plant that can defend itself you’ll be sorry for touching it because cactuses have spikes that can hurt you. Also poison ivy makes you itch a lot. That’s what the sentence “Don’t get too close or you’ll be sorry” means.

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

This response provides a valid inference from the text to explain what the sentence “Don’t get too close, or you’ll be sorry!” means as it is used in paragraph 1 of the passage (*if you get too close to a plant that can defend itself you’ll be sorry for touching it*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*cactuses have spikes that can hurt you and poison ivy makes you itch a lot*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

30

What does the sentence “Don’t get too close, or you’ll be sorry!” mean as it is used in paragraph 1 of the passage? Use **two** details from the passage to support your response.

The sentence "Don't get too close, or you'll be sorry!" in the passage means that you should not get close to some types of plants.

One reason is because these plants can scratch you or stab you. Another reason is because some of these plants can make you sick.

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

This response provides a valid inference from the text to explain what the sentence “Don’t get too close, or you’ll be sorry!” means as it is used in paragraph 1 of the passage (*you should not get close to some types of plants*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*these plants can scratch you or stab you* and *some of these plants can make you sick*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

30

What does the sentence “Don’t get too close, or you’ll be sorry!” mean as it is used in paragraph 1 of the passage? Use **two** details from the passage to support your response.

The sentence "Don't get close, or you'll be sorry" means to stay away from these plants. One detail is that the sentence is warning you not to stay close near any plants. Another detail is that it is telling that the two plants can fight back creatures from eating them.

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

This response provides a valid inference from the text to explain what the sentence “Don’t get too close, or you’ll be sorry!” means as it is used in paragraph 1 of the passage (*to stay away from these plants*); however, the response only provides one relevant detail from the text for support (*two plants can fight back creatures from eating them*). This response includes complete sentences where errors do not impact readability.

# GUIDE PAPER 5

Additional

30

What does the sentence “Don’t get too close, or you’ll be sorry!” mean as it is used in paragraph 1 of the passage? Use **two** details from the passage to support your response.

Don't get close or you'll be sorry mean's that if you touch it you'll be sorry because it hurt. For example hugging a cat would make you sorry. Also touching a hot would make you sorry.

So that is what you'll be sorry mean's when you say it like that means.

## Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what the sentence “Don’t get too close, or you’ll be sorry!” means as it is used in paragraph 1 of the passage (*if you touch it you’ll be sorry because it hurt*); 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

30

What does the sentence “Don’t get too close, or you’ll be sorry!” mean as it is used in paragraph 1 of the passage? Use **two** details from the passage to support your response.

It means if you get to close somthing can hurt you.  
I think this because in the text it says things  
can hurt you.

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

This response provides a valid inference from the text to explain what the sentence “Don’t get too close, or you’ll be sorry!” means as it is used in paragraph 1 of the passage (*if you get to close somthing can hurt you*); 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

30

What does the sentence “Don’t get too close, or you’ll be sorry!” mean as it is used in paragraph 1 of the passage? Use **two** details from the passage to support your response.

the words “Don’t get too close, or you’ll be sorry! I think they said that because on the pictures it shows a rosebuch,catus,stinging nettle and holly. That is way it said “Don’t get too close, or you’ll be sorry!”

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

This response does not address any of the requirements of the prompt (*the words “Don’t get too close, or you’ll be sorry! I think they said that because on the pictures it shows a rosebuch,catus,stinging nettle and holly. That is way it said “Don’t get too close, or you’ll be sorry!”*).

## GUIDE PAPER 8

Additional

30

What does the sentence “Don’t get too close, or you’ll be sorry!” mean as it is used in paragraph 1 of the passage? Use **two** details from the passage to support your response.

The sentence “Don’t get to close, or you’ll be sorry” if your doing it on purpose for touching it.

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

This response does not address any of the requirements of the prompt (*The sentence “Don’t get to close, or you’ll be sorry”l if your doing it on pupouse for touching it*).

# **EXEMPLARY RESPONSE**

31

In the passage “Don’t Touch Me!,” how do most plants protect themselves from danger? What happens as a result of these plants being touched? Use details from the passage to support your response.

In your response, be sure to

- tell how most plants protect themselves from danger
  - explain what happens as a result of these plants being touched
  - use details from the passage to support your response

## Possible Exemplary Response:

In the passage, “Don’t Touch Me!,” the author explains that many plants can protect themselves from danger with sharp leaves, thorns, or poison. Of all of the plants mentioned in the passage, only one does not have some way of harming animals or people. Even though a plant may look nice, that doesn’t mean you should touch it.

Many plants look pretty, but the plants have thorns on their stems or sharp ends on their leaves. The rose bush and the hawthorn both have thorns to keep them safe. Also, “beautiful holly leaves have very sharp points” on them. The stinging nettle is another plant that has “sharp hairs called trichomes.” These sharp hairs will poke the skin, but they will also cause a rash.

Some other things that can happen from touching harmful plants are that they “can scratch you or stab you.” A rose bush or anything else that has sharp thorns or points can stab you if you touch it, while cactus can poke animals with their spines. If you touch poison ivy, the oils on the leaves will cause you to feel itchy.

To conclude, many plants have ways to defend themselves and can hurt people or animals in the process. If you’re not sure if a plant is safe, it is probably best to stay away from it altogether.

## Possible Details to Include:

- Other relevant text-based details

## Score Points:

Apply 4-point holistic rubric.

## GUIDE PAPER 1a

31

In the passage “Don’t Touch Me!,” how do most plants protect themselves from danger? What happens as a result of these plants being touched? Use details from the passage to support your response.

In your response, be sure to

- tell how most plants protect themselves from danger
- explain what happens as a result of these plants being touched
- use details from the passage to support your response

Do you have a rosebush in your yard? Then you might know they are not for touching, just smelling. Plants can protect themselves from danger. If you don't know why, I will give you 3 reasons.

My first reason is that according to the article, it is saying "Roses have sharp prickles on their stems. Some other plants, like the hawthorn have woody thorns." This shows that it has spiky textures that can hurt you. I wouldn't want to touch that!

My second reason is in the text, it says "Acacia trees have big, scary thorns. But for extra protection, they use ants. The ants have a special

## GUIDE PAPER 1b

friendship with the tree. They live inside the hollow thorns and eat food the tree makes for them. If a bug or a bigger animal comes too close, the ants attack and sting it. I wouldn't want to mess around with them! If you mess around with the Acacia tree, you mess up with the ants. As a result so far, these plants are getting untouched. So it's like a bond between them!

Now that you know that some plants defend itself, like the stinging nettle, go outside and play without stepping on ↓ the poison ivy! All of them defend themselves. This has a result as them being safe and sound. Meet you on ↓ the swings!

## **GUIDE PAPER 1c**

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

This response clearly introduces the topic in a manner that follows logically from the task and purpose (*Do you have a rosebush in your yard? Then you might know they are not for touching, just smelling. Plants can protect themselves from danger. If you don't know why, I will give you 3 reasons*). The response demonstrates comprehension and analysis of the text (*This shows that it has spiky textures that can hurt you. I wouldn't want to touch that!; I wouldn't want to mess around with them! If you mess around with the Acacia tree, you mess up with the ants. As a result so far, these plants are getting untouched. So it's like a bond between them!; some plants defend itself, like the stinging nettle; This has a result as them being safe and sound*). The response develops the topic with relevant details throughout the essay (*they are not for touching, just smelling; "Roses have sharp prinkles on their stems. Some other plants, like the hawthorn have woody thorns."; "Acacia trees have big, scary thorns. But for extra protection, they use ants. The ants have a special friendship with the tree. They live inside the hollow thorns and eat food the tree makes for them. If a bug or a bigger animal comes too close, the ants attack and sting it.*"). The response clearly and consistently groups related information together and skillfully connects ideas within categories of information using linking words and phrases (*Then; If, My first reason is; according to the article; This shows; My second reason is; in the text, it says; these; As a result so far; So; Now that you know; All of them; This*). The response provides a concluding statement that follows clearly from the topic and information presented (*Now that you know that some plants defend itself, like the stinging nettle, go outside and play without stepping on the poison ivy! All of them defend themselves. This has a result as them being safe and sound. Meet you on the swings!*). The response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 2a

Additional

31

In the passage “Don’t Touch Me!,” how do most plants protect themselves from danger? What happens as a result of these plants being touched? Use details from the passage to support your response.

In your response, be sure to

- tell how most plants protect themselves from danger
- explain what happens as a result of these plants being touched
- use details from the passage to support your response

In the text “Don’t touch me!” it is about to not touch dangerous plants. I will discuss how most plants protect themselves from danger and explain what happens as a result of these plants being touched.

How most plants protect themselves from danger is by prickling, poisoning and hurting other organisms. In paragraph 6 it says “Poison ivy leaves have oils that can make you itch.” Also in paragraph 2 it says “Some other plants, like the hawthorn, have wo~~wor~~ thorns.” My evidence proves how most plants protect themselves from danger. What happens when you get

## GUIDE PAPER 2b

Additional

pricked by a cactus, poisoned by (no  
and hurt by Acacia trees. In para  
8 it says "Acacia trees have big  
sharp horns." Also in paragraph 3 it  
says "(Holly leaves and berries have extra  
protection. They're poisonous!)"

Conclusion In conclusion how plants  
protect themselves is by pricking, poisoning  
and hurting other organisms and what  
happens when you touch a cactus, you get  
pricked, what happens when you touch  
a holly, you get poisoned and what  
happens when you touch an acacia  
tree you get hurt.

## **GUIDE PAPER 2c**

**Additional**

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

This response clearly introduces the topic in a manner that follows logically from the task and purpose (*In the text “Don’t touch me!” it is about to not touch Dangerous plants. I will discuss how most plants protect themselves from danger and explain what happens as a result of these plants being touched*). The response demonstrates grade-appropriate comprehension of the text (*How most plants protect themselves from danger is by pricking, poisoning and hurting other organisms; My evidence proves how most plants protect themselves from danger; What happens [...] you get pricked by a cactus, poisoned by holly and hurt by Acacia trees*). The response develops the topic with relevant, well-chosen details throughout the essay [*“Poison ivy leaves have oils that can make you itchy.”; “Some other plants, like the hawthorn, have woody thorns.”; “Acacia trees have big scary horns.”; “(Holly leaves and berries have extra protection. They’re poisonous!)”*]. The response generally groups related information together. The response and skillfully connects ideas within categories of information using linking words and phrases (*In the text, How [...] is by, In paragraph, My evidence proves, when, Also, In conclusion*). The response provides a concluding statement that follows clearly from the topic and information presented (*In conclusion how plants protect themselves is by pricking, poisoning and hurting other organisms and what happens when you touch a cactus, you get pricked, what happens when you touch a holly, you get poisoned and what happens when you touch an acacia tree you get hurt.*). The response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 3a

31

In the passage “Don’t Touch Me!,” how do most plants protect themselves from danger? What happens as a result of these plants being touched? Use details from the passage to support your response.

In your response, be sure to

- tell how most plants protect themselves from danger
- explain what happens as a result of these plants being touched
- use details from the passage to support your response

We all know that a lot of plants can't fight back for animals. But some defend! Here are the 4 plants that defend!

1 plant is a Rosebush. We all know that roses have prickles. And with these prickles, the rose bush or rose may defend!

The second plant is a cactus. A cactus has up to 200 little tiny tooth picks. When anything touches a cactus, they will get pricked!

The 3<sup>rd</sup> plant is a stinging needle. A stinging needle is a leaf with special hair that sting. When you touch the bumper of the leaf, you'll get stung!

The fourth and final plant is a holly leaf. A holly leaf has very sharp points. Watch out! They're also poison!

So in the end, with these plants and leaves, you will be poisoned, stung, and pricked! Watch out! These dangerous plants are defenders!

## **GUIDE PAPER 3b**

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

This response clearly introduces the topic in a manner that follows from the task and purpose (*We all know that a lot of plant's can't fight back to animal's. But some defend! Here are the 4 plant's that deffend!*). The response demonstrates grade-appropriate comprehension of the text (*with these prick's, the rose bush or rose may deffened; When anything touch's a cactus, they will get pricked; When you touch the bump's of the leaf, you'll get stinged!; Watchout!*). The response develops the topic with relevant, well-chosen details throughout the essay (*that Rose's have pricle's; A cactus has up to 200 litte tiny tooth pick's; a stinging needle is a leaf with speical hair that sting's; a holly leaf has very sharp piont; Their also poisinos!*). The response clearly and consistently groups related information together and skillfully connects ideas within categories of information using linking words and phrases (*But, I plant is, And with, The second, When, The fourth and finale, also, So in the end, These*). The response provides a concluding statement that follows clearly from the topic and information presented (*So in the end, with these plant's and leave's, you will be poisened, stinged and pricke, ' watch out! These dangerous plant's are defender's!*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*deffend; I; deffened; needle; speical; finale; piont; Their also poisinos; you will be poisened, stinged and pricke; capitalization; punctuation*).

## GUIDE PAPER 4a

31

In the passage “Don’t Touch Me!,” how do most plants protect themselves from danger? What happens as a result of these plants being touched? Use details from the passage to support your response.

In your response, be sure to

- tell how most plants protect themselves from danger
- explain what happens as a result of these plants being touched
- use details from the passage to support your response

I will be telling you some reasons how most plants protect themselves from danger and what happens as a result of these plants being touched.

I think how most plants protect themselves from danger is that when someone touches it they get pricked or poisoned. One reason is that the text says "Cactus plants keep animals away with spines" so that means you can get pricked. A last reason is that the text says "And beautiful holly leaves have very sharp points. (Holly leaves and berries have extra protection. They're poisonous!)" So that means you can get poisoned. Those are some of the reasons of what I think how most plants protect themselves from danger.

I think a result of the plants being touched is that you might get hurt. One reason is that the text says "Acacia trees have big, scary thorns. But for extra protection, they use ants. The ants have a special friendship with the tree. They live inside hollow thorns and eat food the tree makes for them. If a bug or a bigger animal comes too close, the ants attack and sting it" so, that means that you can get hurt. My last reason is that the text says "Poison ivy leaves have oils that can make you itchy. If your soccer ball rolls into a patch of poison ivy during a game, you might be scratching later. Poison oak and poison sumac are related plants that make the same oils. You can watch out for poison ivy by remembering the rhyme, ‘Leaves of three, let it be!’" So that means you can get poisoned. Those are some of the reasons of what I think a result of the plants being touched is.

Those are some of the reasons of why I think that a result of the plants being touched is and some of the reasons I think how most plants protect themselves from danger.

## **GUIDE PAPER 4b**

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

This response clearly introduces the topic in a manner that follows from the task and purpose (*I will be telling you some reasons how most plants protect themselves from danger and what happens as a result of these plants being touched*). The response demonstrates grade-appropriate comprehension of the text (*I think how most plants protect themselves from danger is that when some one touches it they get pricked or poisoned; so that means you can get pricked; I think a result of the plants being touched is that you might get hurt; that means you can get hurt; So that means you can get poisoned*). The response develops the topic with relevant, well-chosen details throughout the essay [“Cactus plants keep animals away with spines”; “And beautiful holly leaves have very sharp points. (Holly leaves and berries have extra protection. They’re poisonous!)”; “Acacia trees have big, scary thorns. But for extra protection, they use ants. The ants have a special friendship with the tree. They live inside hollow thorns and eat food the tree makes for them. If a bug or a bigger animal comes too close, the ants attack and sting it”; “Poison ivy leaves have oils that can make you itchy. If your soccer ball rolls into a patch of poison ivy during a game, you might be scratching later. Poison oak and poison sumac are related plants that make the same oils. You can watch out for poison ivy by remembering the rhyme, “Leaves of three, let it be!”]. The response clearly and consistently groups related information together. The response connects ideas within categories of information using linking words and phrases (*when, One reason, so that means, A last reason, Those, My last reason, Those are some*). The response provides a concluding statement that follows from the topic and information presented (*Those are some of the reasons of why I think that a result of the plants being touched is and some of the reasons I think how most plants protect themselves from danger*). The response demonstrates grade-appropriate command of conventions, with few errors.

31

In the passage “Don’t Touch Me!,” how do most plants protect themselves from danger? What happens as a result of these plants being touched? Use details from the passage to support your response.

In your response, be sure to

- tell how most plants protect themselves from danger
- explain what happens as a result of these plants being touched
- use details from the passage to support your response

There are many ways how a plant can protect themselves. One way is some plants have spikes or thorns on them. Another way is some plants have oils that make you really itchy and give you a rash. The last way is some plants have insects in them to protect themselves. That is how a plant can protect themselves.

There are many things that could happen if you touch a plant. Something that could happen is you can get poked and start bleeding. Something else that could happen is you can get a bad itch. The last thing is you could get poisoned. That is what could happen if you touch a plant.

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

This response clearly introduces the topic in a manner that follows from the task and purpose (*There are many ways how a plant can protect themselves* and *There are many things that could happen if you touch a plant*). The response demonstrates grade-appropriate comprehension of the text (*That is how a plant can protect themselves; you can get poked and start bleeding; That is what could happen if you touch a plant*). The response develops the topic with relevant details throughout the essay (*some plants have spikes or thorns on them; some plants have oils that make you really itchy and give you a rash; some plants have insects in them to protect themselves; you can get a bad itch; you could get poisoned*). The response generally groups related information together and connects ideas within categories of information using linking words and phrases (*One way, Another way, The last way, That is how, Something else, The last thing, That is what*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*a plant can protect themselves, plants have insects in them, Something that could happen is you can*).

## GUIDE PAPER 6a

31

In the passage "Don't Touch Me!" how do most plants protect themselves from danger? What happens as a result of these plants being touched? Use details from the passage to support your response.

In your response, be sure to

- tell how most plants protect themselves from danger
- explain what happens as a result of these plants being touched
- use details from the passage to support your response

In the passage "Don't Touch Me" by Elizabeth Preston is about some plants have defense mechanisms that help defend the plants from danger.

The way the Cactus plants protect themselves using spines. One detail that "Cactus plants keep animals away with spines". One Example is if you see money stuck on a spine of cactus you shouldn't risk it. Cactuses can hurt you badly. Like it says in the passage "Cactus plants keep animals away with spines".

The way Posion ivy works to defend itself is by having oil on its leaves that make you itch. That's unique because it doesn't look deadly so that means you can touch it but that's false. One detail is "Poison ivy leaves have oils that can make you itchy" So the passage like the passage said "Leaves of three, let it be!"

In conclusion the way these plants defend themselves is unique.

## **GUIDE PAPER 6b**

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

This response clearly introduces the topic in a manner that follows from the task and purpose (*In the passage "Don't Touch Me" by Elizabeth Preston is about some plants have defense mechanisms that help defend the plants from danger*). The response demonstrates comprehension and analysis of the text (*if you see money stuck on a spine of a cactus you shouldn't risk it. Cactuses can hurt you badly and That unique because it does'nt look deadly so that means you can touch it but that's false*). The response partially develops the topic of the essay with the use of some textual evidence ("Cactus plants keep animals away with spines"; "*Poison ivy leaves have oils that can make you itchy*"; "*Leaves of three, let it be!*"). The response generally groups related information together and connects ideas within categories of information using linking words and phrases (*In the passage, The way, One detail, One example, Like it say, That, In conclusion*). The response provides a concluding statement that follows generally from the topic and information presented (*In conclusion the way these plants defend themselves is unique*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*should'nt, Like it say, So the passage like the passage, themselvesselves, unquie*, capitalization, spacing, missing words).

## GUIDE PAPER 7a

31

In the passage “Don’t Touch Me!,” how do most plants protect themselves from danger? What happens as a result of these plants being touched? Use details from the passage to support your response.

In your response, be sure to

- tell how most plants protect themselves from danger
- explain what happens as a result of these plants being touched
- use details from the passage to support your response

Most plants defend themselves by thorns or spines. A reason of these plants being touched is getting hurt or pains.

Most plants defend themselves by thorns or spines. I know because the text says Roses have sharp prickles that shows me that prickles can also be thorns & most plants defend themselves by that. The text also says Cactus keep animals away with spines that also shows plants could defend themselves by spines also.

## GUIDE PAPER 7b

A result of these plants being touched is getting poison or hurt I know because the text says Beautiful holly Leaves have sharp points holly leaves & berries have extra protection. Their poison is that shows you can get poisoned by a sharp point. The text also says Some cacti have arms but hugging is a bad idea, that shows you can get hurt or poisoned Most plants defend themselves by spines or thorns As a result of touching you can get poisoned or hurt.

## **GUIDE PAPER 7C**

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

This response clearly introduces the topic in a manner that follows from the task and purpose (*Most plants defend themselves by thorns or spines. A result of these plants being touched is getting hurt or poisenend*). The response demonstrates a confused comprehension of the text (*that shows me that prickles can also be thorns & most Plantsdefend them self by that; plants could defend themselves by spines also; that shows you can get poisoned by a sharp point; that show you can get hurt or poisoned*). The response partially develops the topic of the essay with the use of some textual evidence (*Roses have sharpprickles; cactus keepanimals away with spines; Beautiful holly leaves have sharppoints holly leaves & berrys have extra protection. their poisoness; Some cacti have arms but hugging is a bad idea*). The response generally groups related information together. The response inconsistently connects ideas using some linking words and phrases (*I know because the text says, the text also says, that also shows, As a ressult*). The response provides a concluding statement that follows from the topic and information presented (*Most plants defend themself byspines or thorns As a ressult of touching you can get poisoned or hurt*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*poisenend, &, plants defend them self, poisonend, their poisoness, ressult, punctuation, capitalization, spacing*).

# GUIDE PAPER 8

Additional

31

In the passage “Don’t Touch Me!,” how do most plants protect themselves from danger? What happens as a result of these plants being touched? Use details from the passage to support your response.

In your response, be sure to

- tell how most plants protect themselves from danger
- explain what happens as a result of these plants being touched
- use details from the passage to support your response

Heres how plants protect themselves: They use defenses like poison and stinging. Heres what happens if u touch them: You get itchy and poisoned if u touch a Holly plant. Heres an example of Holly plants:(Holly leaves and berries have extra protection. They're poisonous!) Herees an example for poison ivy: Poison ivy leaves have oils that can make you itchy. If your soccer ball rolls into a patch of poison ivy during a game, you might be scratching later. Poison oak and poison sumac are related plants that make the same oils.

## Score Point 2 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (*Heres how plants protect themselves* and *Heres what happens if u touch them*). The response demonstrates a confused comprehension of the text (*They use defenses like poison and stinging and you get itchy and poisoned if u touch a Holly plant*). The response partially develops the topic of the essay with the use of some textual evidence, some of which is irrelevant [*(Holly leaves and berries have extra protection. They're poisonous!* and *Poison ivy leaves have oils that can make you itchy. If your soccer ball rolls into a patch of poison ivy during a game, you might be scratching later. Poison oak and poison sumac are related plants that make the same oils*]. The response exhibits some attempt to group related information together. The response lacks the use of linking words and phrases (*Heres how*, *Heres what happens*, *Heres an example*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*Heres, if u touch, Holly*).

## GUIDE PAPER 9

31

In the passage “Don’t Touch Me!,” how do most plants protect themselves from danger? What happens as a result of these plants being touched? Use details from the passage to support your response.

In your response, be sure to

- tell how most plants protect themselves from danger
- explain what happens as a result of these plants being touched
- use details from the passage to support your response

These plants protect themselves like a rose, stinging needle, and cactus they have sharp prickles to hurt you. Another reason how they protect themselves like poison ivy and a acacia tree could make you itch and sting. When you touch a rose, stinging needle, and a cactus could pock you. One reason what happens when you touch a acacia tree and poison ivy they could sting you and make you itch.

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

This response introduces the topic in a manner that follows generally from the task and purpose (*These plants protect themselves and what happens when you touch*). The response demonstrates a confused comprehension of the text (*they have sharp prickles to hurt you; poison ivy and a acacia tree could make you itch and sting; When you touch a rose, stinging needle, and a cactus could pock you*). The response demonstrates an attempt to use minimal evidence, which is generally invalid or irrelevant (*like a rose, stinging needle, and cactus they have sharp prickles and when you touch a acacia tree and poison ivy they could sting you and make you itch*). The response exhibits little attempt at organization. The response inconsistently connects ideas using some linking words and phrases (*like, and, they, Another reason, When, One reason*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*These plants protect themselves like a rose, Another reason how, needle, pock, a acacia tree, spacing*).

## GUIDE PAPER 10a

31

In the passage “Don’t Touch Me!,” how do most plants protect themselves from danger? What happens as a result of these plants being touched? Use details from the passage to support your response.

In your response, be sure to

- tell how most plants protect themselves from danger
- explain what happens as a result of these plants being touched
- use details from the passage to support your response

Have you ever been poisioned or stabbed by a plant? Well plants can do this stuff. they are sharp and prickley and they have posin.

The plant's are sharp and prickly. I know because in the text it says they have sharp prickells on there thorn's. They have wooden horn's. That show's me that those plant's protect them self's by being sharp and Prickly.

## **GUIDE PAPER 10b**

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

This response introduces the topic in a manner that follows generally from the task and purpose (*Have you ever been poisned or stabeld by a Plant? Well plant's can do this stuff. they are sharp and prickley and they have posin*). The response demonstrates little understanding of the text (*That show's me that those plant's protect them self's by being sharp and prickly*). The response demonstrates an attempt to use minimal evidence, which is generally invalid (*they have sharp prickells on there thorn's and They have wooden horn's*). The response exhibits some attempt at organization. The response lacks the use of linking words and phrases (*this stuff, I know because in the text it say's, That show's me*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*poisned, stabeld, prickley, posin, prickells, them self's, punctuation*).

**31**

In the passage “Don’t Touch Me!,” how do most plants protect themselves from danger? What happens as a result of these plants being touched? Use details from the passage to support your response.

In your response, be sure to

- tell how most plants protect themselves from danger
- explain what happens as a result of these plants being touched
- use details from the passage to support your response

Most plants protect themselves from danger by using thorns. If you touch the plants you can get prickled and get attacked by ants.

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

This response introduces the topic in a manner that follows generally from the task and purpose (*Most plants protect themselves from danger by* and *If you touch the plants*). The response demonstrates little understanding of the text (*by using thorns* and *you can get prickled*). The response demonstrates an attempt to use minimal evidence (*get attacked by ants*). The response exhibits little attempt at organization and lacks the use of linking words and phrases (*by* and *and*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions.

## GUIDE PAPER 12

31

In the passage “Don’t Touch Me!,” how do most plants protect themselves from danger? What happens as a result of these plants being touched? Use details from the passage to support your response.

In your response, be sure to

- tell how most plants protect themselves from danger
- explain what happens as a result of these plants being touched
- use details from the passage to support your response

plants have thorns to protect them selves.

you will be iching

In passeg 6 it tells about if you toch Poison ivy it will ich.

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

The response demonstrates little understanding of the text (*plants have thorns to protect them selves* and *you will be iching*). The response demonstrates an attempt to use minimal evidence (*if you toch Poison ivy it will ich*). The response exhibits little attempt at organization and lacks the use of linking words and phrases (*to* and *In passeg 6*). The response does not provide a concluding statement. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*them selves*, *iching*, *passege*, *it tells about if you toch*, capitalization, punctuation).

## GUIDE PAPER 13

31

In the passage “Don’t Touch Me!,” how do most plants protect themselves from danger? What happens as a result of these plants being touched? Use details from the passage to support your response.

In your response, be sure to

- tell how most plants protect themselves from danger
- explain what happens as a result of these plants being touched
- use details from the passage to support your response

These plants can scratch you  
or stab you. Some of them can  
make you sick. Others make  
you itch like crazy. Do you have  
a rose bush in your yard? Then you  
know these pretty flowers are  
better for sniffing than touching.  
Roses have sharp prickles on their  
stems.

DO NOT WRITE BEYOND THIS AREA

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

The response is totally copied from the text with no original student writing (*These plants can scratch you or stab you. some of them can make you sick. Others make you itch like crazy. Do you have a rose bush in your yard? then you know these pretty flowers are better for sniffing than touching. Roses have sharp prickles on their stems*).

## GUIDE PAPER 14

Additional

31

In the passage “Don’t Touch Me!,” how do most plants protect themselves from danger? What happens as a result of these plants being touched? Use details from the passage to support your response.

In your response, be sure to

- tell how most plants protect themselves from danger
- explain what happens as a result of these plants being touched
- use details from the passage to support your response

From people and  
anamals to be hurt.  
And to protect them.  
Injer them maby have  
to go to the Hospitole

DO NOT WRITE BEYOND THIS LINE

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

This response demonstrates a lack of comprehension of the text (*From people and anamals to be hurt. And to protect them. Injer them maby hav to go to the Hospitole*). The response provides no evidence. The response exhibits no evidence of organization. The response does not provide a concluding statement. The response demonstrates a lack of command of conventions, with frequent errors (*anamals*, *Injer*, *maby*, *Hospitole*, fragments).