

Name: \_\_\_\_\_



# New York State *Testing Program*

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## 2023 English Language Arts Test Session 1

Grade **4**

April 19–21, 2023

**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 need to read the passage more than once to answer a question.
- When a question includes a quotation from a passage, you may need to review both the quotation and the whole passage in order to answer the question correctly.
- Read each question carefully and think about the answer before making your choice or writing your response.
- In writing your responses, be sure to
  - clearly organize your writing;
  - 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.

# **D**irections

**Read this story. Then answer questions 1 through 6.**

*Daisy's teacher loves words, and so does Daisy. When Daisy finds out her teacher is moving away, she decides to find the perfect word to give her as a gift. Tonight, Daisy is with her friend Emma, her little sister Lily, and her dad.*

## **Excerpt from *Daisy's Perfect Word***

*by Sandra V. Feder*

- 1        "How's your word search going?" Daisy's dad asked.
- 2        "I've found some great words, but not the perfect one for Miss Goldner," Daisy said.
- 3        "Sometimes, when I have a problem I'm trying to solve, I give myself a little time off from thinking about it," her dad said. . . .
- 4        Daisy wasn't so sure that taking time off from her quest to find the perfect word for Miss Goldner was a good idea, but she was tired of looking and didn't feel much closer to finding the right word than when she'd begun. Besides, she didn't want to miss out on a minute of the fun she and Emma had planned. "I'll just take a little break," Daisy said.
- 5        So after dinner, the girls listened to music and danced around the living room. They made a tunnel out of cushions for Lily to crawl through. They watched a silly show on television and ate brownies. After that, Daisy offered to put Lily to bed, because sometimes just being with Lily made Daisy feel better.
- 6        They read Lily's favorite story, about a fairy who has trouble turning a prince back into a frog. Daisy tucked Lily in. "Here comes the tickle monster!" Daisy whispered, holding up her hands and wiggling her fingers. As Daisy tickled her, Lily laughed and laughed. And that's when it came to Daisy—the perfect word for Miss Goldner! Daisy couldn't believe her good luck. She kissed Lily good-night and ran back to her room. The word was so perfect that she wrote it in her notebook on its very own page.

**GO ON**

7       The next day at school, Samantha handed Miss Goldner a big package wrapped in silver paper. Miss Goldner opened the box and admired the vase inside. Some of the other children brought gifts, too—bubble bath, a little container in the shape of an apple, a hand-made picture frame, a football and lots of wonderful homemade cards with lovely messages written inside.

8       Miss Goldner thanked all the children and told them how much she would miss them, especially when she needed a dance break. Then her eyes got a little misty and a couple of tears rolled down her cheeks.

9       Daisy knew it was time. She took a deep breath and raised her hand.

10      “I got you a present, too,” she said. Miss Goldner looked around. “Oh, it’s not in a box or an envelope,” Daisy said.

11      Miss Goldner looked surprised.

12      “I found you the perfect word,” Daisy said proudly.

13      “That’s ridiculous,” said Samantha. “There’s no such thing as a perfect word.” Daisy wanted to hum, but she didn’t. This moment was too important.

14      “This word is perfect for Miss Goldner,” Daisy said. “It’s great for saying loudly and for whispering softly. It’s not too long or too short, and I know both kids and grown-ups like it. It’s not a made-up word, but it sounds like it could be, and it sure feels good in your mouth.”

15      “Well,” said Miss Goldner, wiping her eyes, “I can hardly wait.”

16      “What is it?” Miss Goldner asked, leaning in close to make sure she could hear.

17      “Giggle,” Daisy said.

18      Then she extended both her hands toward Miss Goldner with a little flourish and said, “Now, you try.”

flourish = wave

19       “*Giggle*,” said Miss Goldner, smiling.

20       “*Giggle*,” said Emma, breaking into a grin.

21       “*Giggle*,” said Ben, starting to giggle.

22       By the time the rest of the students tried it, the whole class was laughing, even Samantha.

23       Soon there was such laughter coming from Room 8 that the principal, Mrs. Joseph, came walking briskly down the hall. When she entered the room, all the children tried their best to stop laughing. But it was no use.

24       “It’s my gift,” Daisy tried to explain. “The word *giggle*,” she managed to get out before she burst into another round of giggles.

25       Mrs. Joseph wasn’t at all sure she understood what was going on in Room 8, but she loved her students to be happy and these children certainly were happy. In fact they were so happy they were all laughing—every single one.

26       So Mrs. Joseph let out a big laugh herself and returned to her office.

27       That afternoon Daisy and Emma walked home from school with Samantha. They talked about the day at school, and Samantha used words like *great* and *fun*. Daisy didn’t hum at all.

28       Emma left them at the corner to go to her house.

29       “ ’Bye, Daisy,” Samantha said as she turned to walk up her driveway.  
“Yours was the best gift of all.”

30       Samantha’s words fell like little presents on Daisy’s ears.

**GO ON**

**1** What does the word “quest” mean as used in paragraph 4?

- A** difficult assignment
- B** determined search
- C** favorite activity
- D** careful planning

**2** Which sentence **best** states a theme of paragraph 7?

- A** Giving someone a gift is just as much fun as receiving a gift.
- B** Buying a gift from a store is easier than making a gift.
- C** Cards with messages inside create wonderful memories.
- D** There are many ways to show someone that you care.

**3** How does paragraph 14 relate to paragraphs 19 through 22?

- A** Paragraph 14 explains the setting in paragraphs 19 through 22.
- B** Paragraph 14 describes the cause for the events in paragraphs 19 through 22.
- C** Paragraph 14 introduces a character developed in paragraphs 19 through 22.
- D** Paragraph 14 gives a problem that is solved in paragraphs 19 through 22.

**4** In paragraph 18, why does Daisy ask Miss Goldner to try saying the word?

- A** She wants Miss Goldner to pronounce the word for the class.
- B** She wants to make sure Miss Goldner heard the word correctly.
- C** She wants everyone to see how much Miss Goldner loves the word.
- D** She wants Miss Goldner to see how fun the word is to say and hear.

**5** Which detail **best** shows how Samantha changes from the beginning to the end of the story?

- A** Samantha walks home with Daisy and Emma.
- B** Samantha says that Daisy brought the best gift.
- C** Samantha worries that Mrs. Joseph will be upset.
- D** Samantha thinks of different words to describe the day.

**6** What point is the author making in the story?

- A** Words can be powerful.
- B** Learning can be fun.
- C** Learning is easier with friends.
- D** Words should be spoken loudly.

**GO ON**

# **D**irections

Read this article. Then answer questions 19 through 25.

*Jane Goodall is a famous primatologist who studied animals like chimpanzees, monkeys, and apes.*

## **Excerpt from *A Welcome Thief***

*by Brenda Haugen*

- 1      Someone had stolen the bananas that Jane Goodall was going to have with her evening meal. If she was concerned, it was only for a moment. Her heart leapt when she learned the identity of the culprit—David Greybeard, one of the chimpanzees she'd been studying. According to Goodall's camp cook, the chimpanzee had spent about an hour eating fruit from one of the oil palms that grew nearby. After having his fill of the nutlike fruit, he went into Goodall's tent and took her bananas.
- 2      It was the summer of 1961. For a year, Goodall had been studying the chimps living in Gombe Stream Reserve near Lake Tanganyika in Central Africa. She watched the chimps, observed their unique features, and gave them each his or her own name. But every time she drew closer to them, the chimps ran away in fear. The day a chimp actually visited her camp and was brave enough to enter her tent marked a breakthrough in her work. With hope that David Greybeard would reappear the next day, Goodall put out some bananas and stayed in camp instead of going into the forest as she normally would.
- 3      The morning passed without any sign of a chimp. As the afternoon dragged on, Goodall grew disappointed. She feared that David Greybeard's visit might have been a one-time event. However, at around 4 p.m., Goodall heard a noise in the bushes across from her tent. She watched as David Greybeard entered the camp. Just like the day before, he went to one of the oil palms and began eating nuts. When he'd had his fill, the chimp took the bananas that Goodall had left for him.

**GO ON**

- 4 During the next five days, the calm and curious chimp came to Goodall's camp to eat nuts three times. Each time he visited, he'd also help himself to bananas that she put out for him. About a month later, David Greybeard began feasting on the nuts that he spotted in another tree at camp. During one of these visits, the big chimp with the dense white beard showed even more trust toward his camp host. He took a banana right from Goodall's hand.
- 5 David Greybeard's trust in Goodall made her research a great deal easier. The chimp no longer feared her and even approached her out in the forest. After seeing him interacting with Goodall, the other chimps became less afraid. In time, they let her get closer to them, too.
- 6 As Goodall continued her studies of the chimps, she made discoveries about the animals that surprised the scientific community. She found that chimps are more like human beings than scientists had once believed. Today, more than 45 years after she first set foot in Gombe, Goodall's research continues, and she's known worldwide as the foremost expert on the behavior of chimpanzees. Goodall's career began as a childhood wish to see African animals in their natural environments. As an adult, she made that wish come true through hard work and perseverance. She also opened the door for other women to become ethnologists, scientists who study animal behavior.

perseverance = the quality that allows someone to continue trying to do something even though it is difficult

**GO ON**

**19**

What is the meaning of the word “breakthrough” as it is used in paragraph 2 of the article?

- A** funny story
- B** strange event
- C** difficult challenge
- D** important change

**20**

What is a central idea of paragraph 4?

- A** David Greybeard had fun looking through Goodall’s campsite.
- B** Goodall’s actions helped her build trust with David Greybeard.
- C** David Greybeard spent most of each day looking for and eating food.
- D** Goodall was so still and quiet that David Greybeard was unaware of her.

**21**

How does paragraph 5 support a central idea of the article?

- A** By explaining that Goodall’s work became easier over time, it shows that repeating her tasks eventually made her an expert.
- B** By telling that she was able to come close to the chimps, it shows that Goodall’s thoughtful and patient study of the animals was a success.
- C** By demonstrating how Goodall was able to become friendly with David Greybeard, it shows that Goodall learned how to communicate with chimps.
- D** By detailing the different steps in the process of her work, it shows that Goodall did the same work as other scientists but got better results.

**GO ON**

**22**

Which detail from the article shows how Goodall affected future researchers?

- A “According to Goodall’s camp cook, the chimpanzee had spent about an hour eating fruit from one of the oil palms that grew nearby.” (paragraph 1)
- B “It was the summer of 1961. For a year, Goodall had been studying the chimps living in Gombe Stream Reserve near Lake Tanganyika in Central Africa.” (paragraph 2)
- C “Goodall’s career began as a childhood wish to see African animals in their natural environments.” (paragraph 6)
- D “She also opened the door for other women to become ethnologists, scientists who study animal behavior.” (paragraph 6)

**23**

How does the structure of the article help the reader understand the events?

- A By explaining the sequence of events over time, it shows how each small step was important to Goodall’s work.
- B By comparing Goodall’s thoughts about her work at different times, it shows how she changed her research over time.
- C By providing a description of the camp, it shows why Goodall’s work was special and important.
- D By listing the problems and solutions of studying chimpanzees, it shows why Goodall’s work changed ideas in science.

**GO ON**

**24**

**This question is worth 2 credits.**

According to “Excerpt from *A Welcome Thief*,” why is Goodall excited to learn that David Greybeard took bananas from her tent? Use **two** details from the article to support your response.

Write your response for this question in your separate Session 1 Answer Booklet.

Writing on this page will not be scored.

**25**

**This question is worth 2 credits.**

In “Excerpt from *A Welcome Thief*,” what evidence does the author give to support the claim that David Greybeard’s actions made Goodall’s research easier? Use **two** details from the article to support your response.

Write your response for this question in your separate Session 1 Answer Booklet.

Writing on this page will not be scored.

**STOP**

# Session 2



## TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read all the directions carefully.
- Most questions will make sense only when you read the whole passage. You may need to read the passage more than once to answer a question.
- When a question includes a quotation from a passage, you may need to review both the quotation and the whole passage in order to answer the question correctly.
- Read each question carefully and think about the answer before making your choice or writing your response.
- In writing your responses, be sure to
  - clearly organize your writing;
  - 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 article. Then answer questions 26 through 31.

## Turkey Tug-of-War

by Rebecca Katzman

- 1 From gobbling down turkey to spending time with family to watching football, Thanksgiving is filled with traditions. But one of the most popular—pulling the wishbone—dates back centuries.
- 2 The upside-down V-shaped bone is actually called the furcula. It is an elastic bone located between a turkey's neck and its breast. *Furcula* means “little fork” in Latin. All birds have a wishbone. It helps support a bird as it flies.
- 3 For humans, though, the wishbone serves a more lighthearted purpose. At Thanksgiving, the tradition is for two people to hold one end of the bone, make a wish, and then tug. The winner is the person who ends up with the bigger piece. If you believe the legend, the winner’s wish will come true.

### Through the Ages

- 4 How did this bone-ripping tradition get started? The practice of making a wish on a bird’s furcula dates back to the ancient Etruscans, a people who lived in what is today northern Italy. They believed birds were powerful and divine creatures. After killing a chicken, an Etruscan would leave the wishbone in the sun to dry. Passersby would pick it up, stroke it for good luck, and make a wish. That is how the furcula got the name “wishbone.”
- 5 The Etruscans passed the ritual along to the Romans. Soon, the practice of making a wish on a chicken’s furcula became popular in ancient Rome. According to legend, it was so widespread that there weren’t enough chickens or wishbones to go around. So the Romans began breaking the wishbone in two. Now, twice as many people could make wishes.

**GO ON**

6        Then the English picked up the tradition. In the 16th century, English settlers brought the practice to the New World. There, they found an abundance of wild turkeys. So they started using a turkey furcula for their wishes. Today a wishbone tug-of-war is as much a part of Thanksgiving as is gobbling down turkey smothered in gravy.

### **Mastering the Turkey Tug**

7        When it comes time to pull apart the wishbone, different people have different tactics for ending up with the biggest piece. But there are a few tips that may help you get the upper hand.

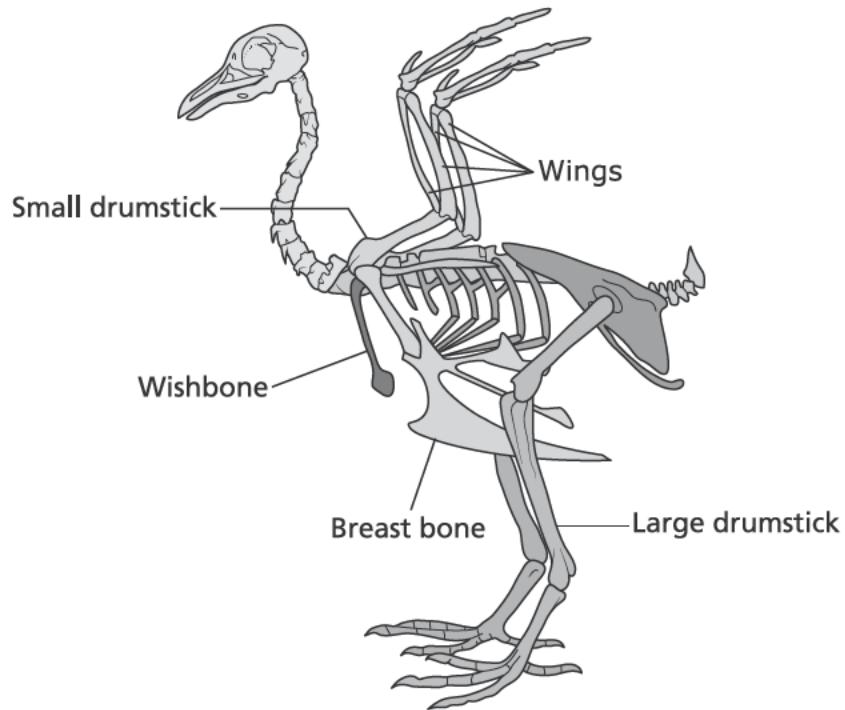
8        First, make sure your hands are dry. Next, make sure you hold the wishbone the right way. Take it between your thumb and index finger and place your thumb as close to the center of the bone as possible. Finally, get some leverage. The more pressure you can apply to your side of the wishbone, the better chance you have of winning the battle.

leverage = a good hold

9        Will your wish come true on Thanksgiving? Whether you end up with the larger or the smaller piece of the furcula is ultimately a matter of luck. But a tight grip probably couldn't hurt.

**GO ON**

## PARTS OF A TURKEY



**GO ON**

**26**

How does the illustration support the information in paragraph 2?

- A It shows parts of the bird that are usually eaten.
- B It shows why the furcula has an unusual name.
- C It shows why all birds have wishbones.
- D It shows where the furcula is on the body.

**27**

Read this sentence from paragraph 1.

**But one of the most popular—pulling the wishbone—dates back centuries.**

Which sentence from the article **best** supports this claim?

- A “The winner is the person who ends up with the bigger piece.”  
(paragraph 3)
- B “The practice of making a wish on a bird’s furcula dates back to the ancient Etruscans, a people who lived in what is today northern Italy.”  
(paragraph 4)
- C “Passersby would pick it up, stroke it for good luck, and make a wish.”  
(paragraph 4)
- D “Today a wishbone tug-of-war is as much a part of Thanksgiving as is gobbling down turkey smothered in gravy.” (paragraph 6)

**GO ON**

**28** How are the details in paragraphs 4 through 6 organized?

- A** by presenting descriptions of some points
- B** by presenting a problem and a solution
- C** by comparing and contrasting events
- D** by listing events in the order they happened

**29** How does the information in the section “Through the Ages” support a central idea of the article?

- A** It shows that today turkey and gravy are eaten for Thanksgiving.
- B** It shows that some people believed birds had unusual powers.
- C** It shows that there were many wild turkeys in the New World.
- D** It shows that many people share the history of the wishbone.

**30** Which sentence **best** explains how to win at tug-of-war with a turkey wishbone?

- A** “At Thanksgiving, the tradition is for two people to hold one end of the bone, make a wish, and then tug.” (paragraph 3)
- B** “But there are a few tips that may help you get the upper hand.” (paragraph 7)
- C** “The more pressure you can apply to your side of the wishbone, the better chance you have . . .” (paragraph 8)
- D** “Whether you end up with the larger or the smaller piece of the furcula is ultimately a matter of luck.” (paragraph 9)

**GO ON**

**31**

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

- A** Breaking a wishbone is just one of many Thanksgiving traditions.
- B** All birds have a wishbone that helps to support the birds as they fly.
- C** Making wishes with a wishbone is a tradition that began thousands of years ago.
- D** There was once a shortage of chickens in Rome because the wishbone tradition was so popular.

**GO ON**

# **D**irections

Read this article. Then answer questions 32 and 33.

## **Excerpt from *Walt Disney***

*by Sarah Tieck*

1 Walt Disney is a famous artist and businessman. His ideas changed the world of cartoons and movies. He won many awards for his work. . . .

2 Walter Elias “Walt” Disney was born on December 5, 1901, in Chicago, Illinois. His parents were Flora and Elias Disney. Walt had three brothers and one sister.

3 When Walt was young, the Disneys moved to a farm in Marceline, Missouri. There, Walt came to love drawing. After a few years, his family moved to Kansas City, Missouri.

### **Early Life**

4 In 1917, the Disneys returned to Chicago. There, Walt worked to become a better artist. He drew cartoons and took pictures for his high school newspaper. Walt also took classes at the Chicago Academy of Fine Arts. . . .

5 In 1923, Walt moved to Los Angeles, California. There, he started the Walt Disney Company with his brother Roy.

6 Walt made short animated cartoons. These movies are created by drawing many pictures. Each picture is a little different from the next. When filmed quickly in a row, the pictures appear to move. . . .

7 In 1925, Walt’s company hired an artist named Lillian “Lilly” Bounds. Walt and Lilly fell in love. They married that year on July 13. . . .

### **Working Artist**

8 Around 1927, Walt created Mickey Mouse. Mickey would become one of the world’s most famous cartoon characters!

9 At first, Walt called his character Mortimer Mouse. But, Lilly thought Mickey was a better name and Walt agreed.

**GO ON**

10        In 1928, Walt made a cartoon called *Steamboat Willie*. It stars Mickey Mouse.

11        At this time, many movies and cartoons were silent. *Steamboat Willie* had sound that went with the pictures. Walt provided the voice of Mickey. . . .

provided the voice = spoke the words

12        In 1932, Walt won his first Academy Award for *Flowers and Trees*. This cartoon used a new color process. Walt often tried new technology to improve his cartoons. . . .

Academy Award = award given each year to honor movies and the people who make them

13        By 1940, Walt's company had made *Pinocchio* and *Fantasia*. These popular movies took much effort to make. So, Walt opened a work space in Burbank, California. He hired more than 1,000 workers!

14        In Walt's lifetime, his company would create 81 feature films. These include *Bambi*, *Cinderella*, and *Mary Poppins*. Over the years, Walt won more than 25 Academy Awards!

feature films = long movies shown in theaters

**32**

**This question is worth 2 credits.**

People who do special things usually have many people helping them. How do the details in “Excerpt from *Walt Disney*” support this idea? Use **two** details from the article to support your response.

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**GO ON**

**33**

**This question is worth 2 credits.**

What is a central idea of “Excerpt from *Walt Disney*”? Use **two** details from the article to support your response.

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**GO ON**

# **D**irections

Read this article. Then answer questions 34 and 35.

*Edwin Binney and his cousin Harold Smith started a company to make school supplies, and their company made their first crayons in 1903.*

## **Excerpt from *Edwin Binney: The Founder of Crayola Crayons***

*by Jennifer Blizin Gillis*

- 1      Edwin Binney did not invent crayons—but he did invent better and cheaper crayons. Edwin was good at knowing what people needed, and getting people to work together.
- 2      Edwin was a good father. He liked spending time with his family. He was a good boss, too. He treated his workers fairly. He did what he could to make the towns he lived in better.
- 3      Edwin was born on November 24, 1866, in Shrub Oak, New York. Edwin's mother was named Annie Conklin. His father, Joseph, was from Great Britain.
- 4      Joseph had a good education. In 1864, he started a company called the Peekskill Chemical Works. He made inks, dyes, and paints. . . .

dyes = things used to add or change color

### **Marriage and Family**

- 5      In the 1880s, Edwin and Harold started to sell school supplies in New York City. In 1886, Edwin married a teacher named Alice Stead. Edwin built a big house in Sound Beach, Connecticut for them to live in. . . .
- 6      In 1900 Edwin bought a mill in Easton, Pennsylvania. He and his cousin, Harold, began making slate pencils there. . . .

**GO ON**

## The First Crayons

- 7 Alice told Edwin that schoolchildren needed good crayons. In those days, children had to draw with lumps of colored clay or chalk. In 1903 Edwin's company invented colored wax crayons that were easier for children to use.
- 8 Alice made up the word "Crayola." A box of eight Crayola crayons cost five cents.
- 9 Schools all over the United States began buying Crayola crayons for their students. Soon, Edwin's company made boxes of sixteen crayons. These cost ten cents.
- 10 In 1904 there was a World's Fair in St. Louis, Missouri. People who visited could see new inventions. Edwin and Harold's "dustless chalk" won a gold medal for being a good new invention. . . .
- 11 Crayola crayons are still made the same way. All the colors begin as powders that are heated. Then they are mixed with wax and poured into crayon molds.

molds = containers used to form something into a shape

- 12 More than 120 billion Crayola crayons have been sold since 1903. Today, people can visit a museum at the Crayola Factory at Two Rivers Landing in Easton, Pennsylvania.

**GO ON**

**34**

**This question is worth 2 credits.**

What does “boss” mean as used in paragraph 2 of “Excerpt from *Edwin Binney*”? Use **two** details from the article to support your response.

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**GO ON**

*Planning Page*

You may PLAN your writing for question 35 here if you wish, but do NOT write your final answer on this page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on Pages 17 and 18.



**GO ON**

35

**This question is worth 4 credits.**

The “Excerpt from Walt Disney” and “Excerpt from Edwin Binney” both describe successful business owners. How did Disney become successful? How did Binney become successful? Use details from **both** articles to support your response.

In your response, be sure to

- describe how Disney became successful
  - describe how Binney became successful
  - use details from **both** articles to support your response

GO ON

**STOP**

**THE STATE EDUCATION DEPARTMENT**  
**THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234**  
**2023 English Language Arts Tests Map to the Standards**  
**Grade 4 Released Questions**

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	NGLS.ELA.Content.NY-4.R.4	Reading	0.5323		
2	Multiple Choice	D	1	NGLS.ELA.Content.NY-4.R.2	Reading	0.5631		
3	Multiple Choice	B	1	NGLS.ELA.Content.NY-4.R.5	Reading	0.6354		
4	Multiple Choice	D	1	NGLS.ELA.Content.NY-4.R.3	Reading	0.6226		
5	Multiple Choice	B	1	NGLS.ELA.Content.NY-4.R.3	Reading	0.5396		
6	Multiple Choice	A	1	NGLS.ELA.Content.NY-4.R.8	Reading	0.7468		
19	Multiple Choice	D	1	NGLS.ELA.Content.NY-4.R.4	Reading	0.4002		
20	Multiple Choice	B	1	NGLS.ELA.Content.NY-4.R.2	Reading	0.5309		
21	Multiple Choice	B	1	NGLS.ELA.Content.NY-4.R.2	Reading	0.4743		
22	Multiple Choice	D	1	NGLS.ELA.Content.NY-4.R.3	Reading	0.5037		
23	Multiple Choice	A	1	NGLS.ELA.Content.NY-4.R.5	Reading	0.5532		
24	Constructed Response		2	NGLS.ELA.Content.NY-4.R.3	Writing to Sources		0.4928	0.2464
25	Constructed Response		2	NGLS.ELA.Content.NY-4.R.8	Writing to Sources		0.4383	0.2192
<b>Session 2</b>								
26	Multiple Choice	D	1	NGLS.ELA.Content.NY-4.R.7	Reading	0.5464		
27	Multiple Choice	B	1	NGLS.ELA.Content.NY-4.R.8	Reading	0.5180		
28	Multiple Choice	D	1	NGLS.ELA.Content.NY-4.R.5	Reading	0.5924		
29	Multiple Choice	D	1	NGLS.ELA.Content.NY-4.R.2	Reading	0.6527		
30	Multiple Choice	C	1	NGLS.ELA.Content.NY-4.R.3	Reading	0.5990		
31	Multiple Choice	C	1	NGLS.ELA.Content.NY-4.R.2	Reading	0.4947		
32	Constructed Response		2	NGLS.ELA.Content.NY-4.R.9	Writing to Sources		0.4492	0.2246
33	Constructed Response		2	NGLS.ELA.Content.NY-4.R.2	Writing to Sources		0.5907	0.2954
34	Constructed Response		2	NGLS.ELA.Content.NY-4.R.4	Writing to Sources		0.5478	0.2739
35	Constructed Response		4	NGLS.ELA.Content.NY-4.R.3	Writing to Sources		0.4732	0.1183

\*This item map is intended to identify the primary analytic skills necessary to successfully answer each question on the 2023 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-Credit Constructed-Response Rubric

Score	Response Features
2 Credits	<p>The features of a 2-credit 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>
1 Credit	<p>The features of a 1-credit 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>
0 Credits*	<p>The features of a 0-credit response are</p> <ul style="list-style-type: none"> <li>• A response that does not address any of the requirements of the prompt or is totally inaccurate</li> <li>• A response that is not written in English</li> <li>• A response that is unintelligible or indecipherable</li> </ul>

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

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

### New York State Grades 4–5 Writing Evaluation Rubric

CRITERIA	NGLS	SCORE				
		4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0* Essays at this level:
CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text(s)	W.2  R.1–9	<ul style="list-style-type: none"> <li>—clearly introduce a topic in a manner that follows logically from the task and purpose</li> <li>—demonstrate insightful comprehension and analysis of the text(s)</li> </ul>	<ul style="list-style-type: none"> <li>—clearly introduce a topic in a manner that follows from the task and purpose</li> <li>—demonstrate grade-appropriate comprehension and analysis of the text(s)</li> </ul>	<ul style="list-style-type: none"> <li>—introduce a topic in a manner that follows generally from the task and purpose</li> <li>—demonstrate a literal comprehension of the text(s)</li> </ul>	<ul style="list-style-type: none"> <li>—introduce a topic in a manner that does not logically follow from the task and purpose</li> <li>—demonstrate little understanding of the text(s)</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate a lack of comprehension of the text(s) or task</li> </ul>
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided text(s) to support analysis and reflection	W.2  R.1–8	<ul style="list-style-type: none"> <li>—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)</li> <li>—sustain the use of varied, relevant evidence</li> </ul>	<ul style="list-style-type: none"> <li>—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s)</li> <li>—sustain the use of relevant evidence, with some lack of variety</li> </ul>	<ul style="list-style-type: none"> <li>—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant</li> <li>—use relevant evidence with inconsistency</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>—provide no evidence or provide evidence that is completely irrelevant</li> </ul>
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2  L.3  L.6	<ul style="list-style-type: none"> <li>—exhibit clear, purposeful organization</li> <li>—skillfully link ideas using grade-appropriate words and phrases</li> <li>—use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary</li> <li>—provide a concluding statement that follows clearly from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>—exhibit clear organization</li> <li>—link ideas using grade-appropriate words and phrases</li> <li>—use grade-appropriate precise language and domain-specific vocabulary</li> <li>—provide a concluding statement that follows from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>—exhibit some attempt at organization</li> <li>—inconsistently link ideas using words and phrases</li> <li>—inconsistently use appropriate language and domain-specific vocabulary</li> <li>—provide a concluding statement that follows generally from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>—exhibit little attempt at organization, or attempts to organize are irrelevant to the task</li> <li>—lack the use of linking words and phrases</li> <li>—use language that is imprecise or inappropriate for the text(s) and task</li> <li>—provide a concluding statement that is illogical or unrelated to the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>—exhibit no evidence of organization</li> <li>—exhibit no use of linking words and phrases</li> <li>—use language that is predominantly incoherent or copied directly from the text(s)</li> <li>—do not provide a concluding statement</li> </ul>
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2  L.1  L.2	<ul style="list-style-type: none"> <li>—demonstrate grade-appropriate command of conventions, with few errors</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate emerging command of conventions, with some errors that may hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>—are minimal, making assessment of conventions unreliable</li> </ul>

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, or incoherent should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

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

## EXEMPLARY RESPONSE

- 24 According to “Excerpt from *A Welcome Thief*,” why is Goodall excited to learn that David Greybeard took bananas from her tent? Use **two** details from the article to support your response.

### Possible Exemplary Response:

I think Jane Goodall is excited that David Greybeard took bananas from her tent because she knows that it is the first step in gaining his trust and gaining the trust of the other chimpanzees, which will make her research easier. The text stated, “During one of these visits, the big chimp with the dense white beard showed even more trust for his camp host. He took a banana right from Goodall’s hand.” This trust led to other interactions in the forest in front of other chimps. The text states, “After seeing him interacting with Goodall, the other chimps became less afraid. In time, they let her get closer to them, too.” The more trust the chimps had in Goodall the easier it was for her to study them and that is why she became excited when Graybeard took her banana.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-credit holistic rubric.

## GUIDE PAPER 1

- 24 According to “Excerpt from *A Welcome Thief*,” why is Goodall excited to learn that David Greybeard took bananas from her tent? Use **two** details from the article to support your response.

Goodall is excited to learn David Greybeard took bananas from her tent because it helped her research on chimpanzees. The text states "David Greybeard's trust in Goodall made her research a great deal easier." This shows how him not only taking bananas but also trusting Goodall made her research easier. The text also states ", and she's known worldwide as the foremost expert on the behavior of chimpanzees." This shows me that all because of David Greybeard taking her bananas she is now known worldwide. All in all Goodall was excited to learn that David Greybeard took bananas from her tent because it helped her research on chimpanzees.

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

This response provides a valid inference from the text to explain why Goodall is excited to learn that David Greybeard took bananas from her tent (*because it helped her research on chimpanzees*). The response provides evidence of analysis (*This shows me that all because of David Greybeard taking her bananas she is now known worldwide*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*David Greybeard's trust in Goodall made her research a great deal easier.*" and "*, and she's known worldwide as the foremost expert on the behavior of chimpanzees.*"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

- 24 According to “Excerpt from *A Welcome Thief*,” why is Goodall excited to learn that David Greybeard took bananas from her tent? Use **two** details from the article to support your response.

Jane is excited that David Graybeard took the bananas because she wants him to come again to take them so she can study chimpanzees. for example the text says "Goodall put out some bananas and stayed in camp instead of going into the forest as she normally would". Another example is. "Goodall had been studying chimps living in Gombe Stream". So you can see Jane is excited a chimpanzee stole the bananas because that means she can study them.

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

This response provides a valid inference from the text to explain why Goodall is excited to learn that David Greybeard took bananas from her tent (*because she wants him to come again to take them so she can study chimpanzees*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Goodall put out some bananas and stayed in camp instead of going into the forest as she normally would*” and “*Goodall had been studying chimps living in Gombe Stream*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

24

According to "Excerpt from A Welcome Thief," why is Goodall excited to learn that David Greybeard took bananas from her tent? Use two details from the article to support your response. [2]

She was excited because she wanted to get closer to them. But every time she drew closer to them, the chimps ran away in fear. David Graybeard's trust in Goodall made her research a great deal easier.

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

This response provides a valid inference from the text to explain why Goodall is excited to learn that David Greybeard took bananas from her tent (*she wanted to get closer to them*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("But every time she drew closer to them, the chimps ran away in fear." and "David Graybeard's trust in Goodall made her research a great deal easier."). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

24

According to “Excerpt from *A Welcome Thief*,” why is Goodall excited to learn that David Greybeard took bananas from her tent? Use two details from the article to support your response. [2]

Jane Goodall was excited to learn that David Greybeard took bananas from her tent because that was one of the chimps that she was studying. In Paragraph 1 the text says “Greybeard, one of the chimps she’s been studying. And in Paragraph 5 the text says “David Greybeard’s trust in Goodal made her research a great deal easier.

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

This response provides a valid inference from the text to explain why Goodall is excited to learn that David Greybeard took bananas from her tent (*that was one of the chimps that she was studying*); however, the response only provides one concrete detail from the text for support (*“David Graybeard’s trust in Goodal made her research a great deal easier*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

24

According to "Excerpt from *A Welcome Thief*," why is Goodall excited to learn that David Greybeard took bananas from her tent? Use two details from the article to support your response. [2]

Two reasons why Goodall was excited to learn that David grey-beard took bananas from her tent because it would help Goodall get a closer look at the chimp for her to studie and it gave her hope that the chimp would gain her trust so she could studie them close up.

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

This response provides a sufficient number of relevant details from the text for support as required by the prompt (*it would help Goodall get a closer look at the chimp for her to studie and it gave her hope that the chimp would gain her trust so she could studie them close up*); however, the response does not provide a valid inference from the text to explain why Goodall is excited to learn that David Greybeard took bananas from her tent. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 6

- 24 According to “Excerpt from *A Welcome Thief*,” why is Goodall excited to learn that David Greybeard took bananas from her tent? Use **two** details from the article to support your response.

She was happy that a chimpanzee was getting closer to her.

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

This response only provides one relevant detail from the text for support (*She was happy that a chimpanzee was getting closer to her*). The response does not provide a valid inference from the text to explain why Goodall is excited to learn that David Greybeard took bananas from her tent. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

24

According to "Excerpt from *A Welcome Thief*," why is Goodall excited to learn that David Greybeard took bananas from her tent? Use **two** details from the article to support your response. [2]

However, at around 4pm, Goodall heard a noise in the bushes across from her tent. She watched as David Greybeard entered the camp.

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

This response does not address any of the requirements of the prompt (*However, at around 4 p.m. Goodall heard a noise in the bushes across from her tent. She watched as David Greybeard entered the camp*).

## GUIDE PAPER 8

Additional

- 24 According to “Excerpt from *A Welcome Thief*,” why is Goodall excited to learn that David Greybeard took bananas from her tent? Use **two** details from the article to support your response.

Because she wanted to learn how to steal bannas?

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

This response does not address any of the requirements of the prompt and is totally inaccurate (*Because she wanted to learn how to steal bannas*).

## EXEMPLARY RESPONSE

- 25 In “Excerpt from *A Welcome Thief*,” what evidence does the author give to support the claim that David Greybeard’s actions made Goodall’s research easier? Use **two** details from the article to support your response.

### Possible Exemplary Response:

The author gave several pieces of evidence to support the claim that David Greybeard’s actions made Goodall’s research easier. That evidence showed both Greybeard’s actions and how it positively changed Goodall’s research. For example, “He took a banana right from Goodall’s hand.” This led to other chimps trusting Goodall as seen in paragraph 5, “After seeing him interacting with Goodall, the other chimps became less afraid.” This trust supported her research and allowed her to learn more than she would have without it. “In time, they let her get closer to them, too....As Goodall continued her studies of the chimps, she made discoveries about the animals that surprised the scientific community.”

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-credit holistic rubric.

## GUIDE PAPER 1

25

In “Excerpt from A Welcome Thief,” what evidence does the author give to support the claim that David Greybeard’s actions made Goodall’s research easier? Use **two** details from the article to support your response.

David Greybeard’s actions made Jane Goodall’s work easier because it changed the attitude of the other chimps. For example in the text it says "The chimp no longer feared her and even approached her out in the forest. After seeing him interacting with Goodall, the other chimps became less afraid." and also mentions that because of this the others get closer too. This shows that because David Greybeard showed no fear around Goodall the others slowly adapted to feeling comfortable around her. So therefore it made Goodall’s research much easier.

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

This response provides a valid inference from the text to explain what evidence the author gives to support the claim that David Greybeard’s actions made Goodall’s research easier (*it changed the attitude of the other chimps*). The response provides evidence of analysis (*this shows that because David Greybeard showed no fear around Goodall the others slowly adapted to feeling comfortable around her*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (“*The chimp no longer feared her and even approached her out in the forest. After seeing him interacting with Goodall, the other chimps became less afraid.*” and *because of this the others get closer too*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

25

In "Excerpt from *A Welcome Thief*," what evidence does the author give to support the claim that David Greybeard's actions made Goodall's research easier? Use two details from the article to support your response. [2]

The way it made Goodall's research easier is that the chimpanzees did not get scared because In the text it says "the chimp ran in fear" but then the chimp did get because In this text it says "the chimp are no Longer scared" that how Goodall's research got easier.

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

This response provides a valid inference from the text to explain what evidence the author gives to support the claim that David Greybeard's actions made Goodall's research easier (*the chimpanzees did not get scared*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*the chimp ran in fear*" and "*the chimp are no Longer scared*"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

25

In “Excerpt from A Welcome Thief,” what evidence does the author give to support the claim that David Greybeard’s actions made Goodall’s research easier? Use **two** details from the article to support your response.

it helps becuas the other chimps were not as scared.I KHOW this becaus it says "after seeing him interacing with goodall the other chimps became less afraid" this made it easier to do reserch and it sed " in time they let her get closer to them too"

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

This response provides a valid inference from the text to explain what evidence the author gives to support the claim that David Greybeard’s actions made Goodall’s research easier (*the other chimps were not as scared*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*after seeing him interacing with goodall the other chimps became less afraid*” and “*in time they let her get closer to them too*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

25

In "Excerpt from *A Welcome Thief*," what evidence does the author give to support the claim that David Greybeard's actions made Goodall's research easier? Use two details from the article to support your response. [2]

It made Goodall's research easier because Greybeard had learned how to be confident with Goodall so Goodall now can get closer to Greybeard so she can now research her better and learn more.

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

This response provides a valid inference from the text to explain what evidence the author gives to support the claim that David Greybeard's actions made Goodall's research easier (*Greybeard had learned how to be confident with Goodall*); however, the response only provides one relevant detail from the text for support (*Goodall now can get closer to Greybeard so she can now research her better and learn more*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

25

In “Excerpt from A Welcome Thief,” what evidence does the author give to support the claim that David Greybeard’s actions made Goodall’s research easier? Use **two** details from the article to support your response.

In “Excerpt from A Welcome Thief” it says that “He took a banana right from Goodall’s hand.” It also says that “After seeing him interacting with Goodall, the other chimps became less afraid.”

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

This response provides a sufficient number of concrete details from the text for support as required by the prompt (“*He took a banana right from Goodall’s hand.*” and “*After seeing him interacting with Goodall, the other chimps became less afraid.*”); however, the response does not provide a valid inference from the text to explain what evidence the author gives to support the claim that David Greybeard’s actions made Goodall’s research easier. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

25

In “Excerpt from *A Welcome Thief*,” what evidence does the author give to support the claim that David Greybeard’s actions made Goodall’s research easier? Use two details from the article to support your response. [2]

The evidence that the author gave is that David greybeard visited Jane Goodall for 5 days to get some food. One example is "During the next 5 days, The calm and curious chimp came to Goodall's camp

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

This response only provides one concrete detail from the text for support (“*During the next 5 days, the calm and curious chimp came to Goodall’s camp*”); however, the response does not provide a valid inference from the text to explain what evidence the author gives to support the claim that David Greybeard’s actions made Goodall’s research easier. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

25

In “Excerpt from A Welcome Thief,” what evidence does the author give to support the claim that David Greybeard’s actions made Goodall’s research easier? Use **two** details from the article to support your response.

The evidence the author gives to support the claim is he gives the setting which is Goodall's camp. For example if she was in the jungle she would not be safe but if she's at her camp site she is safer from danger. Also because if the author didn't and we thought that Goodall was in the city we would be like "wait why is there a chimpanzee in the city?"

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

This response does not address any of the requirements of the prompt and is totally inaccurate (*The evidence the author gives to support the claim is he gives the setting which is Goodall's camp. For example if she was in the jungle she would not be safe but if she's at her camp site she is safer from danger. Also because if the author didn't and we thought that Goodall was in the city we would be like “wait why is there a chimpanzee in the city?”*).

25

In "Excerpt from *A Welcome Thief*," what evidence does the author give to support the claim that David Greybeard's actions made Goodall's research easier? Use two details from the article to support your response. [2]

He told us about how the animal ate the food, and they the animal ran away.

**Score Point 0 (out of 2 credits)**

This response does not address any of the requirements of the prompt (*He told us about how the animal ate the food, and they the animal ran away*).

## EXEMPLARY RESPONSE

32

People who do special things usually have many people helping them. How do the details in “Excerpt from Walt Disney” support this idea? Use two details from the article to support your response.

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### Possible Exemplary Response:

The way the idea that people who do extraordinary things have help is supported in the text is by giving examples of what people did that helped Walt Disney make his award-winning cartoons. The text states “he started the Walt Disney Company with his brother Roy.” This shows that he never would have gotten started without help. The Disneys also hired a woman named Lillian “Lilly” Bounds, who later became Walt’s wife, who added to the Disney legacy by suggesting the name Mickey Mouse instead of Mortimer. The text also states, “He hired more than 1,000 workers!” showing that his company would never have made it so far and made so many great movies without the help of others.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-credit holistic rubric.

## GUIDE PAPER 1

32

People who do special things usually have many people helping them. How do the details in “Excerpt from Walt Disney” support this idea? Use two details from the article to support your response.

The details support this Idea by telling us how Walt was able to make a company with help form friends family and even strangers. I know that cause In paragrah 5 It says "He started the walt Disney company with his Brother" that tells me that he didn't built this company by himself. I also know cause In paragrah 13 It says "These popular movies took much effort to make." and then It says "He hired more than 1,000 workers!".

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

This response provides a valid inference from the text to explain how details support the idea that people who do special things have people helping them (*by telling us how Walt was able to make a company with help form friends family and even strangers*). The response provides evidence of analysis (*that tells me that he didn't built this company by himself*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*“He started the walt Disney company with his Brother”* and *“He hired more than 1,000 workers!”*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2a

Additional

32

People who do special things usually have many people helping them. How do the details in "Excerpt from Walt Disney" support this idea? Use two details from the article to support your response. [2]

R It shows that he needs many people helping him. Because it says that even making the short films he needed his brother and Lilly too.  
D<sub>1</sub> Walt's company hired an artist

R tell  Lillian, Lilly Bounds.  
D<sub>2</sub> The popular movies

A nswer  took much effort

D etail<sup>1</sup>  to make. So he hired

D etail<sup>2</sup>  more than 1,000 workers.

## **GUIDE PAPER 2b**

**Additional**

### **Score Point 2 (out of 2 credits)**

This response provides a valid inference from the text to explain how details support the idea that people who do special things have people helping them (*It shows that he needs many people helping him. Because It says that even making the Short films he needed his brother And Lilly too*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Walts company hired an artist Lillian, Lilly Bounds and "The popular movies took mutch effort to make. So he hired more than 1,000 workers). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

32

People who do special things usually have many people helping them. How do the details in “Excerpt from Walt Disney” support this idea? Use two details from the article to support your response.

The details in "Excerpt from Walt Disney" support this idea by providing facts that Walt Disney actually always had people helping him ever since he started his company. In Paragraph 5, Walt Disney started his company not by himself; with his brother who was helping him named Roy. In Paragraph 13, even after Walt Disney was successful in making animations he still hired so many people and in this Paragraph he had over 1000 workers to help him.

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

This response provides a valid inference from the text to explain how details support the idea that people who do special things have people helping them (*by providing facts that Walt Disney actually always had people helping him ever since he started his company*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*Walt Disney started his company not by himself; with his brother who was helping him named Roy and he had over 1000 workers to help him*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

32

People who do special things usually have many people helping them. How do the details in “Excerpt from Walt Disney” support this idea? Use two details from the article to support your response.

"Excerpt from Walt Disney" can support this idea because in the text it tells you in paragraph 13 Walt hired more than 1,000 workers he won more than 25 Academy Awards because he hired so many people! My second example is in paragraph 10 it tells you that Walt created Steamboat Willie and I don't think it was just Walt drawing Steamboat Willie I think there had to be other people helping him!

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

This response provides a valid inference from the text to explain how details support the idea that people who do special things have people helping them (*it tells you*); however, the response only provides one relevant detail from the text for support (*Walt hired more than 1,000 workers*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

32

People who do special things usually have many people helping them. How do the details in “Excerpt from Walt Disney” support this idea? Use two details from the article to support your response.

the people helping walt is Lilly and his brother roy."in 1923,walt moved to los angeles,california.there he started the walt disney company with his brother roy."in 1925,walts company hired an artist named lilly.thats the to people who was helping walt.

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

This response provides a sufficient number of concrete details from the text for support as required by the prompt (“*in 1923,walt moved to los angeles,california.there he started the walt disney company with his brother roy.*” and *in 1925,walts company hired an artist named lilly*); however, the response does not provide a valid inference from the text to explain how details support the idea that people who do special things have people helping them. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

32

People who do special things usually have many people helping them. How do the details in "Excerpt from Walt Disney" support this idea? Use two details from the article to support your response. [2]

One detail is that in Paragraph 13 Walt hired more than 1,000 for his company. At first It was Only Walt and his wife working for the Disney company.

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

This response only provides one relevant detail from the text for support (*Walt hired more than 1,000 for his company*). The response does not provide a valid inference from the text to explain how details support the idea that people who do special things have people helping them. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

32

People who do special things usually have many people helping them. How do the details in "Excerpt from Walt Disney" support this idea? Use two details from the article to support your response.

People who do special things usually have many people helping them. The details in "Expert from Walt Disney" support this idea by in the 14th paragraph the text states "In Walt's lifetime, his company would create 81 feature films". A fun fact is that Walt won more than 25 Academy Awards pretty cool right.

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

This response does not address any of the requirements of the prompt (*People who do special things usually have many people helping them. The details in "Expert from Walt Disney" support this idea by in the 14th paragraph the text states "In Walt's lifetime, his company would create 81 feature films". A fun fact is that Walt won more than 25 Academy Awards pretty cool right*).

## GUIDE PAPER 8

Additional

32

People who do special things usually have many people helping them. How do the details in "Excerpt from Walt Disney" support this idea? Use **two** details from the article to support your response. [2]

Because if you are running a business that big you will definitely need coworkers to help around. the 2 detail is that if he wants to make that many movies he will at least need someone to do all that editing sometimes you can't do every thing yourself you might need help.

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

This response does not address any of the requirements of the prompt (*Because if you are running a business that big you will definitely need coworkers to help around. the 2 detail is that if he wants to make that many movies he will at least need someone to do all that editing sometimes you can't do every thing yourself you might need help*).

## EXEMPLARY RESPONSE

- 33 What is a central idea of “Excerpt from Walt Disney”? Use **two** details from the article to support your response.

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### Possible Exemplary Response:

The central idea of “Excerpt from Walt Disney” is to explain about the life and work of Walt Disney and how he became successful. In the text it tells us that as a child he started drawing, and then drew cartoons and took pictures for his school’s newspaper. This shows how early in life his love of art started. Then the text gives examples of his early cartoons, “Around 1927, Walt created Mickey Mouse. Mickey would become one of the world’s most famous cartoon characters!” Also, “Walt won his first Academy Award for Flowers and Trees. This cartoon used a new color process.” These details show the beginning of his career and how his inventions helped him earn awards, proving his success.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-credit holistic rubric.

## GUIDE PAPER 1

- 33 What is a central idea of “Excerpt from Walt Disney”? Use **two** details from the article to support your response.

The central idea of "Excerpt from Walt Disney" is about how Walt became such a successful person. One example is paragraphs 10-11 say "In 1928, Walt made a cartoon called Steamboat Willie. It stars Mickey Mouse. At this time, many movies and cartoons were silent. Steamboat Willie had sound that went with the pictures. Walt provided the voice of Mickey." Another example is in paragraph 13 there is text that reads "By 1940, Walt's company had made Pinocchio and Fantasia. These popular movies took much effort to make." showing that Walt was trying so hard and using so much effort to make cartoons.

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

This response provides a valid inference from the text to explain a central idea of “Excerpt from Walt Disney” (*how Walt became such a successful person*). The response provides evidence of analysis (*showing that Walt was trying so hard and using so much effort to make cartoons*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*In 1928, Walt made a cartoon called Steamboat Willie. It stars Mickey Mouse. At this time, many movies and cartoons were silent. Steamboat Willie had sound that went with the pictures. Walt provided the voice of Mickey.*” and “*By 1940, Walt’s company had made Pinocchio and Fantasia. These popular movies took much effort to make.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

33

What is a central idea of "Excerpt from Walt Disney"? Use two details from the article to support your response. [2]

A central idea is Walt made a company that was sucessful and made cartoons. One detail is "His ideas changed the world of cartoons and movies." this shows walt is creative. Another detail is "Walt won his first award" this shows he was sucessful at his cartoon company.

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

This response provides a valid inference from the text to explain a central idea of "Excerpt from Walt Disney" (*Walt made a company that was sucessful and made cartoons*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*"His ideas changed the world of cartoons and movies."* and *"Walt won his first award"*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

- 33 What is a central idea of “Excerpt from Walt Disney”? Use **two** details from the article to support your response.

The central Idea from Excerpt from Walt Disney is how walt disney accomplished so much . One example is that he starded making cartoons when he was little and he expeirmented and became famous . another example is that he won his first award after just making mickey not to long before .

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

This response provides a valid inference from the text to explain a central idea of “Excerpt from Walt Disney” (*how walt disney accomplished so much*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*he starded making cartoons when he was little and expeirmented and became famous and he won his first award after just making mickey*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

33

What is a central idea of “Excerpt from Walt Disney”? Use two details from the article to support your response. [2]

A central idea is that it tells me who Walt Disney was, and how he became so famous. According to paragraph 11 Walt Disney would make movies, and cartoons. This explains what is the central idea of “Excerpt from Walt Disney” is.

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

This response provides a valid inference from the text to explain a central idea of “Excerpt from Walt Disney” (*tells me who Walt Disney was, and how he became so famous*); however, the response only provides one relevant detail from the text for support (*Walt Disney would make movies, and cartoons*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

33

What is a central idea of "Excerpt from Walt Disney"? Use two details from the article to support your response. [2]

The Central idea of "Excerpt from Walt Disney" is These movies are created by draw pictures. Each picture is a little different from the next. One details is "This cartoon used a new color process." Another details is "In Walt lifetime, his company would create 81 feature films. These include Bambi, cinderella, and Mary poppins." This show the central idea for "Excerpt from Walt Disney".

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

This response provides a sufficient number of concrete details from the text for support as required by the prompt ("This cartoon used a new color process." and "In Walt lifetime, his company would create 81 feature films. These include Bambi, Cinderella, and Mary poppins."); however, the response does not provide a valid inference from the text to explain a central idea of "Excerpt from Walt Disney." This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

- 33 What is a central idea of “Excerpt from Walt Disney”? Use **two** details from the article to support your response.

Walt was a buisinessman and the creator of cartoons so it is called Exerpt from walt Disney.

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

This response only provides one relevant detail from the text for support (*Walt was a buisinessman and the creator of cartoons*). The response does not provide a valid inference from the text to explain a central idea of “Excerpt from Walt Disney.” This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

- 33 What is a central idea of "Excerpt from Walt Disney"? Use two details from the article to support your response. [2]

a central idea of "Excerpt from walt Disney" is it say's  
BY 1940, walt's company had made Pinocchio and fantasia.

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

This response does not address any of the requirements of the prompt (*a central idea of "Excerpt from walt Disney" is it say's By 1940, Walt's company had made Pinocchio and fantasia*).

## GUIDE PAPER 8

Additional

- 33 What is a central idea of “Excerpt from Walt Disney”? Use **two** details from the article to support your response.

The passage is basically saying never give up one your dream and work hard

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

This response does not address any of the requirements of the prompt (*The passage is basically saying never give up one your dream and work hard*).

## EXEMPLARY RESPONSE

34

What does “boss” mean as used in paragraph 2 of “Excerpt from *Edwin Binney*”? Use **two** details from the article to support your response.

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### Possible Exemplary Response:

The word boss as it was used in paragraph 2 of “Excerpt from *Edwin Binney*” means the person in charge of a company or of innovation for a company. For Edwin Binney this means he is the person in charge of Crayola. The first detail that shows this is “He treated his workers fairly.” Another way the article supports Edwin Binney being in charge of his company like a boss is when it states, “In 1903 Edwin’s company invented colored wax crayons that were easier for children to use.” or “Soon, Edwin’s company made boxes of sixteen crayons.” The words Edwin’s company shows that it is his and that he is the one in charge.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-credit holistic rubric.

## GUIDE PAPER 1

- 34 What does “boss” mean as used in paragraph 2 of “Excerpt from *Edwin Binney*”? Use **two** details from the article to support your response.

I think the word "boss" as it is used in paragraph 2 of "Excerpt from Edwin Binney" means head of a company. I think this because in paragraph 2 of "Excerpt from Edwin Binney", it says that Edwin was a good boss and treated his workers fairly, implying he has people working for him, even more implying he is the head of a company, or the boss of the company. Also, in paragraph 7 of "Excerpt from Edwin Binney", it says that Edwin's company invented colored wax crayons that were easier for children to use, implying Edwin owns a company, and he is head of that company, implying he is the boss of the company. These two pieces of evidence support my claim that the word "boss" as it is used in paragraph 2 of "Excerpt from Edwin Binney" means the head of a company.

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

This response provides a valid inference from the text to explain what “boss” means as used in paragraph 2 of “Excerpt from *Edwin Binney*” (*head of a company*). The response provides evidence of analysis (*implying he has people working for him, even more implying he is the head of a company, or the boss of the company*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Edwin was a good boss and treated his workers fairly* and *Edwin's company invented colored wax crayons that were easier for children to use*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

34

What does "boss" mean as used in paragraph 2 of "Excerpt from *Edwin Binney*"? Use two details from the article to support your response. [2]

The word "boss" that is used in paragraph 2 of "Excerpt from *Edwin Binney*" means someone who owns a company and that they are the leader of the company. One detail is "He treated his workers fairly." This means that he had people working for him because he is a boss. Another detail is "Edwin Binney and Harold Smith started a company to make school supplies."

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

This response provides a valid inference from the text to explain what "boss" means as used in paragraph 2 of "Excerpt from *Edwin Binney*" (*someone who owns a company and that they are the leader of the company*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("He treated his workers fairly" and "Edwin Binney and Harold Smith started a company to make school supplies"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

- 34 What does “boss” mean as used in paragraph 2 of “Excerpt from *Edwin Binney*”? Use **two** details from the article to support your response.

According to paragraph 2 "boss" means someone who keeps people in order. First it says, that he treated the people at his company well. Also it says, he was the boss of Crayola or the person in charge of Crayola. This shows boss means someone in charge.

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

This response provides a valid inference from the text to explain what “boss” means as used in paragraph 2 of “Excerpt from *Edwin Binney*” (*someone who keeps people in order [...] someone in charge*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*he treated the people at his company well* and *he was the boss of Crayola or the person in charge of Crayola*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

- 34 What does “boss” mean as used in paragraph 2 of “Excerpt from *Edwin Binney*”? Use **two** details from the article to support your response.

what boss means is it is used in paragraph 2 is that he is the person who tells everyone what to do and hires people for the job. For example it says Edwin treated his workers nice and he was fair to them. And then it says that he started to hire more and more workers.

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

This response provides a valid inference from the text to explain what “boss” means as used in paragraph 2 of “Excerpt from *Edwin Binney*” (*he is the person who tells everyone what to do and hires people for the job*); however, the response only provides one relevant detail from the text for support (*Edwin treated his workers nice and he was fair to them*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

- 34 What does “boss” mean as used in paragraph 2 of “Excerpt from *Edwin Binney*”? Use **two** details from the article to support your response.

What it mean boss in paragraph 2 that says "He was a good boss,too.He treated his workers fairly: than go to parargraph 1 and that says "Edwin was good at knowing what people needed, and getting eople to work together" that shows that he did many thing too become boss to treated his workers fairly

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

This response provides a sufficient number of concrete details from the text for support as required by the prompt (“*He was a good boss,too.He treated his workers fairly* and “*Edwin was good at knowing what people needed, and getting eople to work together*”); however, the response does not provide a valid inference from the text to explain what “boss” means as used in paragraph 2 of “Excerpt from *Edwin Binney*.“ This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

34

What does "boss" mean as used in paragraph 2 of "Excerpt from *Edwin Binney*"? Use two details from the article to support your response. [2]

R✓ Boss means in paragraph 2 that he was a good boss. I think boss means a good boss because I think people like him. Also in  
A✓ paragraph 2 it said "He treated his worker fairly."  
P✓  
P✓

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

This response only provides one concrete detail from the text for support ("He treated his worker fairly"). The response does not provide a valid inference from the text to explain what "boss" means as used in paragraph 2 of "Excerpt from *Edwin Binney*." This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

34

What does "boss" mean as used in paragraph 2 of "Excerpt from *Edwin Binney*"? Use two details from the article to support your response. [2]

The first way is a boss at Your Work.

The second one is an older sister or Brother.

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

This response does not address any of the requirements of the prompt (*the first way is a boss at Your Work. The second one is an older sister or Brother*).

## GUIDE PAPER 8

Additional

- 34 What does “boss” mean as used in paragraph 2 of “Excerpt from *Edwin Binney*”? Use **two** details from the article to support your response.

Bossin paragragh 2 could mean Edwin was a good leader to his family. it also could mean he was a good helper and helped with his home and worked hard.

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

This response does not address any of the requirements of the prompt (*Bossin paragragh 2 could mean Edwin was a good leader to his family. it also could mean he was a good helper and helped with his home and worked hard*).

## EXEMPLARY RESPONSE

35

The “Excerpt from *Walt Disney*” and “Excerpt from *Edwin Binney*” both describe successful business owners. How did Disney become successful? How did Binney become successful? Use details from **both** articles to support your response.

In your response, be sure to

- describe how Disney became successful
- describe how Binney became successful
- use details from **both** articles to support your response

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### Possible Exemplary Response:

Both Walt Disney and Edwin Binney became successful business owners over the course of their lives through hard work and help from their families. The support they had early in life made their companies known all over the world and allowed for both men to take ideas that were already around and make them better for everyone.

Walt Disney's success started when he was a child, as he loved to draw and take photos for his school's newspaper. This led to him making cartoons and starting his company with his brother Roy. These cartoons took many drawings to make movies, so other artists were hired like his future wife Lillian Bounds. With these people, the company's first successful animated movies were made. His movies were new and inventive as they had sound which was very uncommon in 1928 when *Steamboat Willie* staring Mickey Mouse was made. Shortly after, "In 1932, Walt won his first Academy Award for *Flowers and Trees*", showing Walt's first success with a new color process. These movies show that he was unafraid to take risks and try new things. Later he hired 1,000 more people who would go on to help him make even more movies. "In Walt's lifetime, his company would create 81 feature films."

While Edwin Binney had a different path, he was just as successful. He started his journey while working with his cousin Harold. They were making school supplies at his father's company and then started a company of their own just for the school supplies. When he was told that kids needed better drawing supplies as they were using lumps of clay and chalk that made a mess and were likely very difficult to use, he had an idea. In the text it explains, "In 1903 Edwin's company invented colored wax crayons that were easier for children to use." These wax crayons did so well that they even won an award, "Edwin and Harold's 'Dustless chalk' won a gold medal for being a good new invention." It is easy to see that these wax crayons were a success as they are what we now call Crayola and "More than 120 billion Crayola crayons have been sold since 1903."

Both of these creative men took ideas that were present and made improvements on them that have changed the way we make art today. This is what made the two men so successful, being unafraid to try something new and different.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 4-credit holistic rubric.

## GUIDE PAPER 1a

35 The “Excerpt from Walt Disney” and “Excerpt from Edwin Binney” both describe successful business owners. How did Disney become successful? How did Binney become successful? Use details from **both** articles to support your response.

In your response, be sure to

- describe how Disney became successful
- describe how Binney became successful
- use details from **both** articles to support your response

In both stories " Excerpt from Walt Disney" and " Excerpt from Edwin Binney" both tell about being succesful in their own ways. These two stories both get acadamy awards for their amazing work that changed peoples lives. How did both stories become succsesful?

In the story " Excerpt from Walt Disney" Walter becomes succesful by making new cartoon movies containing sound. According to the text, in paragraph 1 it says " his ideas changed the world of cartoons and movies". This example explains that these movies changed the shows on television. Another example that proves he becomes succesful is in paragraph 4 it says " he drew cartoons and took pictures for his high school newspaper. This explains how Walt Disney started to love drawing and used it to do his movies. These are my examples that prove how Walt Disney became succesful.

In the story " Excerpt from Edwin Binney" Edwin becomes succesful by making the first wax crayons. For instance in paragraph 12 it says " More than 120 billion Crayola crayons have been sold since 1903. This proves that even from the past, more people still want and buy Crayola crayons. Another example is in paragraph 12 it says " Today, people can visit a museum at the Crayola Factory at Two Rivers Landing in Easton, Pennsylvania". This says that people still remember and are intrested in these crayons Both of these examples prov the point that Edwin was succesful.

Both stories have great information on being succesful. I thought these stories had some very specific detail. I enjoyed these stories and I hope when you read them you will like them too!

## **GUIDE PAPER 1b**

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

This response clearly introduces a topic in a manner that follows from the task and purpose (*In both stories “Excerpt from Walt Disney” and “Excerpt from Edwin Binney” both tell about being successful in their own ways*). The response demonstrates insightful comprehension and analysis of the texts (*these movies changed the shows on television; how Walt Disney started to love drawing and used it to do his movies; even from the past, more people still want and buy Crayola crayons; people still remember and are interested in these crayons*). The response develops the topic with relevant, well-chosen details from the texts (“*his ideas changed the world of cartoons and movies*”; “*he drew cartoons and took pictures for his high school newspaper*; “*More than 120 billion Crayola crayons have been sold since 1903*; “*Today, people can visit a museum at the Crayola Factory at Two Rivers Landing in Easton, Pennsylvania*”), and sustains the use of varied, relevant evidence. The response exhibits clear, purposeful organization (*In the story “Excerpt from Walt Disney” and In the story “Excerpt from Edwin Binney”*). The response skillfully links ideas using grade-appropriate words and phrases (*According to the text, This example explains, This Proves, Another example, For instance, Both of these examples prove*). The response uses grade-appropriate, precise language and domain-specific vocabulary (*for their amazing work that changed peoples lives and for instance*). The response provides a concluding statement that follows clearly from the topic and information presented (*Both stories have great information on being successful. I thought these stories had some very specific detail. I enjoyed these stories and I hope when you read them you will like them too*). The response demonstrates grade-appropriate command of conventions, with few errors (*acadamy, succesful, telivision, intrested, punctuation*).

## GUIDE PAPER 2a

Additional

35

The “Excerpt from Walt Disney” and “Excerpt from Edwin Binney” both describe successful business owners. How did Disney become successful? How did Binney become successful? Use details from **both** articles to support your response.

In your response, be sure to

- describe how Disney became successful
- describe how Binney became successful
- use details from **both** articles to support your response

In “Excerpt from Walt Disney” and “Excerpt from Edwin Binney” both describe successful business owners. There is a way Disney became successful. There is a way Binney became successful.

The way Disney became successful is that he created many movies and cartoons. The text states "In Walt's lifetime, his company would create 81 feature films. These include Bambi, Cinderella, and Mary Poppins. Over the years, Walt won more than 25 Academy Awards! " This shows that Disney became successful by making many movies and cartoons because he made every film in the quotes above. The text also states "Around 1927, Walt created Mickey Mouse. Mickey would become one of the world's most famous cartoon characters!...At this time, many movies and cartoons were silent. Steamboat Willie had sound that went with the pictures. Walt provided the voice of Mickey." This shows he was successful by making many movies and cartoons because he made the famous mickey mouse. In conclusion, this shows how Disney was successful by making many movies and cartoons.

The way Binney was successful is that he made coloring easier! The text states "Alice told Edwin that schoolchildren needed good crayons. In those days, children had to draw with lumps of colored clay or chalk. In 1903 Edwin's company invented colored wax crayons that were easier for children to use." This shows that Binney was successful by making coloring easier because he made wax crayons that were easier to use. The text also states "Schools all over the United States began buying Crayola crayons for their students." This shows Binney was successful by making coloring easy because of how many people bought Crayola crayons. In summary, this is how Binney was successful by making coloring easier.

## **GUIDE PAPER 2b**

**Additional**

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

This response clearly introduces a topic in a manner that follows from the task and purpose (*In “Excerpt from Walt Disney” and “Excerpt from Edwin Binney” both describe successful business owners. There is a way Disney became successful. There is a way Binney became successful.*). The response demonstrates insightful comprehension and analysis of the texts (*because he made every film; he made the famous mickey mouse; by making coloring easier because of how many people bought Crayola crayons*). The response develops the topic with relevant, well-chosen details from the texts (“*In Walt’s lifetime, his company would create 81 feature films. These include Bambi, Cinderella, and Mary Poppins. Over the years, Walt won more than 25 Academy Awards!*”; “*Around 1927, Walt created Mickey Mouse. Mickey would become one of the world’s most famous cartoon characters!...At this time, many movies and cartoons were silent. Steamboat Willie had sound that went with the pictures. Walt provided the voice of Mickey.*”; “*Alice told Edwin that schoolchildren needed good crayons. In those days, children had to draw with lumps of colored clay or chalk. In 1903 Edwin’s company invented colored wax crayons that were easier for children to use.*”; “*Schools all over the United States began buying Crayola crayons for their students.*”), and sustains the use of varied, relevant evidence. The response exhibits clear, purposeful organization (*The way Disney became successful is and The way Binney was successful is*). The response skillfully links ideas using grade-appropriate words and phrases (*The text states, This shows that, because, The text also states, In conclusion, In summary*). The response uses grade-appropriate, precise language and domain-specific vocabulary. The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with few errors (*successful* and *mickey mouse*).

## GUIDE PAPER 3a

35

The "Excerpt from Walt Disney" and "Excerpt from Edwin Binney" both describe successful business owners. How did Disney become successful? How did Binney become successful? Use details from **both** articles to support your response. [4]

In your response, be sure to

- describe how Disney became successful
- describe how Binney became successful
- use details from **both** articles to support your response

Edwin Binney and Walt Disney  
both became very successful.

This essay is going to explain  
how this had happened to them.

In, "Excerpt from Edwin Binney",  
Edwin became successful. He became  
successful because he found  
out about crayons and started  
making them. In the text it says,  
"Edwin was good at knowing  
what people wanted." It also  
states, "...started to sell school  
supplies in New York." This evidence  
shows that he has the knowledge  
to know what to do to sell supplies.

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## GUIDE PAPER 3b

In "Excerpt from Walt Disney", Walt became very successful because he did what he loved. In the text it says "Walt worked to become a better artist." He drew and took pictures for his high school newspaper. This evidence shows that he fell in love with drawing and started moving toward his goal.

In both of these texts "Edwin Binney" and "Walt Disney" both became very successful. You just found out about why.

## **GUIDE PAPER 3c**

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

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*Edwin Binney and Walt Disney both became very successful. This essay is going to explain how this had happened to them*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*he found out about crayons and started making them; he had the knolage to know what to do to sell supplies; he fell in love with drawing and started moving to his goal*). The response develops the topic with relevant details from the texts (“*Edwin was good at knowing what people wanted.*”; “*Started to sell school suplies in New York.*”; “*Walt worked to become a better artist*”; “*He drew and took pictures for his high school newspaper.*”), and sustains the use of varied, relevant evidence. The response exhibits clear, purposeful organization (*In, excerpt from Edwin Binney*” and *In, Excerpt from Walt Disney*). The response links ideas using grade-appropriate words and phrases (*because, In the text it says, It also states, This evindence shows*). The response uses grade-appropriate, precise language and domain-specific vocabulary (*became very successful, became successful, started moving to his goal*). The response provides a concluding statement that follows clearly from the topic and information presented (*In Both of these texts “Edwin Binney”, and “Walt Disney” both became very successful. You just found out about why*). The response demonstrates grade-appropriate command of conventions, with few errors (*suplies, evidence, knolage*).

## GUIDE PAPER 4

35 The “Excerpt from Walt Disney” and “Excerpt from Edwin Binney” both describe successful business owners. How did Disney become successful? How did Binney become successful? Use details from **both** articles to support your response.

In your response, be sure to

- describe how Disney became successful
- describe how Binney became successful
- use details from **both** articles to support your response

Edwin Binney became successful by making crayola crayons.

I know this because in paragraph 10 it says Edwin and Harolds "dustless chalk" won a gold medal for being a good inventon this shows me that Binneys invention worked properly and it became successful. In paragraph 12 the author writes that more than 120 billion crayola crayons have been sold which shows me that people like his invention and his business became successful. Walter Elias Became successful by making animated cartoons. I know this because in paragraph 14 the author writes that Walt won more than 25 academy AWARDS this means that people want to honor his work and his animatons were successful and he made them right for people to enjoy. In paragraph 13 it says that These popular movies took much effort to make and he hired more than 1,000 workers so his business worked harder and became more successful than imagined.

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

This response introduces a topic in a manner that follows generally from the task and purpose (*Edwin Binney became successful by* and *Walter Elias Became successful by*). The response demonstrates insightful comprehension and analysis of the texts (*shows me that Binneys invention worked properly; shows me that people like his invention; people want to honor his work [...] he made them right for people to enjoy; his business worked harder and became more successful than imagined*). The response develops the topic with relevant, well-chosen details from the texts (*Edwin and Harolds “dustless chalk” won a gold medal for being a good inventon; more than 120 billion crayola crayons have been sold; Walt won more than 25 academy AWARDS; These popular movies took much effort to make and he hired more than 1,000 workers*), and sustains the use of varied, relevant evidence. The response exhibits clear organization. The response links ideas using grade-appropriate words and phrases (*I know this because, In paragraph 12 the author writes, this shows me, it says, so*). The response uses grade-appropriate, precise language and domain-specific vocabulary (*properly* and *people want to honor*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with few errors (*inventon, animatons*, punctuation, capitalization).

## GUIDE PAPER 5a

Additional

35

The "Excerpt from Walt Disney" and "Excerpt from Edwin Binney" both describe successful business owners. How did Disney become successful? How did Binney become successful? Use details from both articles to support your response. [4]

In your response, be sure to

- describe how Disney became successful
- describe how Binney became successful
- use details from both articles to support your response

The "Excerpt from Walt Disney" and "Excerpt from Edwin Binney" became successful by working very hard, ever since childhood even.

Walt Disney became successful by drawing a lot, like how in paragraph four of "Excerpt from Walt Disney" it says "In 1917, the Disneys returned to Chicago. There, Walt worked to become a better artist." That's one way Walt Disney was becoming successful. Another way he became successful was showed in paragraph twelve of "Excerpt from Walt Disney" where it says "In 1932 Walt won his first Academy Award."

DO NOT WRITE BEYOND THIS AREA

Award for Flowers and Trees. This cartoon used a new color process." this shows how Walt Disney got his first award.

Edwin Binney became successful by being a very kind person, and reinventing crayons to be easier to use by kids, and example is showed in paragraph seven where it says "In those days children had to draw with lumps of colored clay or chalk." this shows how the crayons were more helpful and better to use then lumps of colored clay or chalk.

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

This response clearly introduces a topic in a manner that follows from the task and purpose (*The “Excerpt from Walt Disney” and “Expert from Edwin Binney” became successful by working very hard, ever since childhood even*). The response demonstrates grade-appropriate comprehension and analysis of the texts (by drawing a lot; *shows how Walt Disney got his first award; how the crayons were more helpful and better to use*). The response develops the topic with relevant details from the texts (“*In 1917, the Disneys returned to Chicago. There, Walt worked to become a better artist.*”; “*In 1932 Walt won his first Academy Award for Flowers and Trees. This cartoon used a new color process.*”; “*In those days children had to draw with lumps of colored clay or chalk.*”), and sustains the use of relevant evidence, with some lack of variety. The response exhibits clear organization (*Walt Disney became successful by and Edwin Binney became successful by*). The response links ideas using grade-appropriate words and phrases (*in paragraph four [...] it says, Another way, this shows how*). The response uses grade-appropriate, precise language and domain-specific vocabulary (*more helpful and better*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with few errors (*Expert, successful, and example, punctuation, capitalization*).

## GUIDE PAPER 6a

35

The "Excerpt from Walt Disney" and "Excerpt from Edwin Binney" both describe successful business owners. How did Disney become successful? How did Binney become successful? Use details from **both** articles to support your response. [4]

In your response, be sure to

- describe how Disney became successful
- describe how Binney became successful
- use details from **both** articles to support your response

R -   
A -   
C -   
C -   
E -

Walt Disney became successful by meeting Lilly and becoming a better artist.

Then walt made up the character Mickey Mouse! Then a lot more. Then walt got a reward for doing what he does now! last over the years he got over 25 rewards.

Edwin Binney became successful by his dad having a business and Binney learning how to make school supplies. Then making crayons because schools had not any good working crayons. So once Binney made crayons all schools started to buy crayons for

DO NOT WRITE BEYOND THIS AREA

## GUIDE PAPER 6b

there schools. Then once everyone started to buy crayons, over 120 billion crayons have been sold since 1903. That is how Dinseys business came successful and Binneys came successful over the years!!!

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

This response introduces a topic in a manner that follows generally from the task and purpose (*Walt Disney became successful by* and *Edwin Binney became successful by*). The response demonstrates a literal comprehension of the texts (*walt got a reward for doing what he does now* and *once Binney made crayons all schools started to buy crayons*). The response partially develops the topic of the essay with the use of some textual evidence (*walt made up the character Mickey Mouse; he got over 25 rewards; over 120 billion crayons have been sold since 1903*), and uses relevant evidence with inconsistency. The response exhibits clear organization, and inconsistently links ideas using words and phrases (*Then, Last, So once*). The response inconsistently uses appropriate language and domain-specific vocabulary (*Then a lot more and had not any good working crayons*). The response provides a concluding statement that follows from the topic and information presented (*That is how Dinseys business came successful and Binneys came successful over the years*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*Dinseys, businss, Binneys, for there schools, had not any good*, punctuation, capitalization).

## GUIDE PAPER 7

35 The “Excerpt from Walt Disney” and “Excerpt from Edwin Binney” both describe successful business owners. How did Disney become successful? How did Binney become successful? Use details from **both** articles to support your response.

In your response, be sure to

- describe how Disney became successful
- describe how Binney became successful
- use details from **both** articles to support your response

Excerpt from Walt Disney” and “Excerpt from Edwin Binney” both describe successful business owners. Is because they are smart and they had plans. in the text it said that Walt Disney is a famous artist and businessman. His ideas changed the world of cartoons and movies. He won many awards for his work. in the text it also said Edwin Binney did not invent crayons—but he did invent better and cheaper crayons. Edwin was good at knowing what people needed, and getting people to work together. that is why “Excerpt from Walt Disney” and “Excerpt from Edwin Binney” both describe successful business owners.

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

This response introduces a topic in a manner that follows generally from the task and purpose (*Excerpt from Walt Disney” and “Excerpt from Edwin Binney” both describe successful business owners. Is because they are smart and they had plans*). The response demonstrates a literal comprehension of the texts (*He won many awards for his work*). The response develops the topic with relevant details from the texts (*Walt Disney is a famous artist and businessman. His ideas changed the world of cartoons and movies And Edwin Binney did not invent crayons—but he did invent better and cheaper crayons. Edwin was good at knowing what people needed, and getting people to work together*). The response exhibits some attempt at organization. The response inconsistently links ideas using words and phrases (*in the text it said*). The response provides a concluding statement that follows from the topic and information presented (*that is why “Excerpt from Walt Disney” and “Excerpt from Edwin Binney” both describe successful business owners*). The response demonstrates grade-appropriate command of conventions, with few errors (. is because, capitalization, punctuation).

## GUIDE PAPER 8a

Additional

35

The "Excerpt from Walt Disney" and "Excerpt from Edwin Binney" both describe successful business owners. How did Disney become successful? How did Binney become successful? Use details from **both** articles to support your response. [4]

In your response, be sure to

- describe how Disney became successful
- describe how Binney became successful
- use details from **both** articles to support your response

Disney became successful because they started making shows. In the text it says they made Mickey. In the text it also says they made Steamboat Willie. Binney became successful because he wanted school supplies to be cheap. In the text it says a box of 8 crayons cost 5¢. In the text it also says a box of 16 crayons cost 10¢.

**Score Point 2 (out of 4 credits)**

This response introduces a topic in a manner that does not logically follow from the task and purpose (*Disney became successful because* and *Binney became successful because*). The response demonstrates a literal comprehension of the texts (*they started making shows and wanted shcoole suplys to be cheap*). The response partially develops the topic of the essay with the use of some textual evidence (*they made mickey; they made Steamboat Willie; a box of 8 craynos cost 5¢; a box of 16 craynos cost 10¢*). The response exhibits some attempt at organization. The response inconsistently links ideas using words and phrases (*In the text it says* and *In the text it also says*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*shcoole, suplys, craynos*).

## GUIDE PAPER 9

- 35 The “Excerpt from Walt Disney” and “Excerpt from Edwin Binney” both describe successful business owners. How did Disney become successful? How did Binney become successful? Use details from **both** articles to support your response.

In your response, be sure to

- describe how Disney became successful
- describe how Binney became successful
- use details from **both** articles to support your response

walt became susefull by fowiling his dream and lisoning to other pepole for exsapol walt called his charachter mortimer mouse but lilly thought mickey was a better name for him and he agreed and i infur that he thinks that everwone has good idas too so he desided to lison to her to make the charcter micky mouse we all know today

edwin binnye sall ther was a probлом so he want to fix it by making a cheper typ of crayons cald crayola crayons he made cheper crayons cuse school kids could not aford them and made crayons for 5 to 10 cens and he was sucsfull too because he lisoned to his coworkers and wife to suprt him

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

This response introduces a topic in a manner that does not logically follow from the task and purpose (*walt became susefull by fowiling his dream* and *edwin binney sall ther was a problem so he want to fix it*). The response demonstrates a literal comprehension of the texts (*so he desided to lison to her to make the charcter micky mouse we all know today* and *by making a cheper typ of crayons cald crayola crayons*). The response partially develops the topic of the essay with the use of some textual evidence (*lilly thought mickey was a better name for him and he agreed and made crayons for 5 to 10 cens*), some of which may be irrelevant (*he thinks that everwone has good idas and he lisoned to his coworkers*). The response exhibits some attempt at organization (*walt became susefull by and edwin binnye sall ther was a probлом*). The response inconsistently links ideas using words and phrases (*for exsapol, and i infur that, so*). The response inconsistently uses appropriate language and domain-specific vocabulary. The response does not provide a concluding statement. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*susefull, fowiling, lisoning, pepole, exsapol, charachter, infur, everwone, idas, desided, sall, probлом, cheper, cald, cuse, cens, suprt, aford, capitalization, punctuation*).

## GUIDE PAPER 10

35 The “Excerpt from Walt Disney” and “Excerpt from Edwin Binney” both describe successful business owners. How did Disney become successful? How did Binney become successful? Use details from **both** articles to support your response.

In your response, be sure to

- describe how Disney became successful
- describe how Binney became successful
- use details from **both** articles to support your response

He became successful by focusing with confidence, he became the most famous Disney person by creating sound movies. One detail is that he took pictures of cartoons he drew, then they created the move he wanted to make sounds so the characters can talk. He then posted the movie and then he won over 25 academy awards

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

This response introduces a topic in a manner that does not logically follow from the task and purpose (*He became successful by focusing with confidence*). The response demonstrates a literal comprehension of the texts (*he became the most famous Disney person by creating sound movies* and *he took pictures of cartoons he drew, then they created the move*). The response partially develops the topic of the essay with the use of some textual evidence (*he won over 25 academy awards*). The response exhibits little attempt at organization. The response inconsistently links ideas using words and phrases (*One detail is, then they, He then*). The response does not provide a concluding statement. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*became, successful, focusing, most, famous, creating, detail, pictures, characters, academy, awards, punctuation*).

## GUIDE PAPER 11a

Additional

35

The "Excerpt from Walt Disney" and "Excerpt from Edwin Binney" both describe successful business owners. How did Disney become successful? How did Binney become successful? Use details from **both** articles to support your response. [4]

In your response, be sure to

- describe how Disney became successful
- describe how Binney became successful
- use details from **both** articles to support your response

Walt Disney loves to draw  
He draw cartoons he made,  
Mickey mouse he added all  
those in his know and he  
Started a lot of cartoon  
and he bacame successfull he  
got a lot of awards

Edwin was successfull he made  
foof His family had way for  
crys ons and His casin He IP  
ed him and school bout  
them and kids was happy

## **GUIDE PAPER 11b**

**Additional**

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

This response introduces a topic in a manner that does not logically follow from the task and purpose (*walt diseys loves to draw and Edwin was susefall*). The response demonstrates little understanding of the texts (*shoool bout them and kids was Happy*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*He made Mikey mouse, He got a lot of awards, shoool bout them*). The response exhibits little attempt at organization (*walt diseys loves to draw and Edwin was susefall*). The response exhibits no use of linking words and phrases. The response uses language that is imprecise for the texts and task (*He started alot of cartoon*). The response does not provide a concluding statement. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*disey, loves, darw, alot, bacam, susczfall, foof, Famliy, cryons, casin, shoool*, capitalization, punctuation).

## GUIDE PAPER 12

- 35 The “Excerpt from Walt Disney” and “Excerpt from Edwin Binney” both describe successful business owners. How did Disney become successful? How did Binney become successful? Use details from **both** articles to support your response.

In your response, be sure to

- describe how Disney became successful
- describe how Binney became successful
- use details from **both** articles to support your response

how Disney became successful is based on the text "Around 1927, Walt created Mickey Mouse. Mickey would become one of the world's most famous cartoon characters!"

At first, Walt called his character Mortimer Mouse. But, Lilly thought Mickey was a better name and Walt agreed.

In 1928, Walt made a cartoon called Steamboat Willie. It stars Mickey Mouse." how Binney became successful is according to the text"Schools all over the United States began buying Crayola crayons for their students. Soon, Edwin's company made boxes of sixteen crayons. These cost ten cents. this is how walt Disney and Edwin Binney.

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

This response introduces a topic in a manner that does not logically follow from the task and purpose (*how Disney became successful is and how Binney became successful is*). The response partially develops the topic of the essay with the use of some textual evidence ("Around 1927, Walt created Mickey Mouse. Mickey would become one of the world's most famous cartoon characters! At first, Walt called his character Mortimer Mouse. But, Lilly thought Mickey was a better name and Walt agreed. In 1928, Walt made a cartoon called Steamboat Willie. It stars Mickey Mouse." and "Schools all over the United States began buying Crayola crayons for their students. Soon, Edwin's company made boxes of sixteen crayons. These cost ten cents"). The response exhibits little attempt at organization and lacks the use of linking words and phrases (*based on the text and according to the text*). The response uses language that is predominantly copied directly from the texts. The response provides a concluding statement that is illogical to the topic and information presented (*this is how walt Disney and Edwin Binney*). The response demonstrates a lack of command of conventions (capitalization).

## GUIDE PAPER 13

35

The "Excerpt from Walt Disney" and "Excerpt from Edwin Binney" both describe successful business owners. How did Disney become successful? How did Binney become successful? Use details from **both** articles to support your response. [4]

In your response, be sure to

- describe how Disney became successful
- describe how Binney became successful
- use details from **both** articles to support your response

they are both born in the  
1990's and they both make new  
invenchons and they are both marrid  
and they help pepole.

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

This response demonstrates a lack of comprehension of the texts and task (*They are both born in the 1990's and they both make new invenchons and they are both marrid and they help pepole*).

## GUIDE PAPER 14

Additional

- 35 The “Excerpt from Walt Disney” and “Excerpt from Edwin Binney” both describe successful business owners. How did Disney become successful? How did Binney become successful? Use details from **both** articles to support your response.

In your response, be sure to

- describe how Disney became successful
- describe how Binney became successful
- use details from **both** articles to support your response

it gives examples of how you can never give up and keep practiceing too always never give up on your dreams too thaths the theme also too .....  
.....

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

This response demonstrates a lack of comprehension of the texts and task (*it gives examples of how you can never give up and keep practiceing too always never give up on your dreams too thaths the theme also too .....).*