

Name: _____



New York State Testing Program

2016 Common Core English Language Arts Test Book 1

Grade 6

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Released Questions

Book 1



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

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

Directions

Read this story. Then answer questions 1 through 7.

In Ireland in 1937, Kathleen Murphy represents her dance school at a recital. She scans the audience for her Aunt Polly as she nervously awaits her turn to perform.

Excerpt from Kathleen: The Celtic Knot

by Siobhan Parkinson

I put my weight on my left foot and stood with my right foot poised, wondering what on earth I was going to do when the music started, because I couldn't remember even the very first step of the dance. But as soon as I heard the squeezebox¹ leading into my tune, everything that had happened over the past few weeks flew out of my head, and the knowledge of the steps came flooding back.

The split second the bar note sounded, I leaped into action. This was it. Either my legs were going to give way under me and I was going to end up in a heap on the floor with Polly's green curtains all around me, or I was going to dance my heart out. I gave one big, joyful bound and gave myself up to the dance, and the dance did me proud.

I kicked and soared and pranced and whirled, stepped and twirled and spun and flew, tripped and skipped and skimmed and sailed, all over that stage. I hardly knew where I was, and I was completely oblivious to the audience, the strange hall, even the adjudicator,² though I knew she must be out there somewhere in the blur of humanity beyond the stage, watching carefully and taking notes. I didn't care about that. I was filled with the joy of the dance, and I didn't give a rattling toss about Tess O'Hara and her sky blue frock and her snooty ways. All I wanted was for the music never to stop, so that I could dance and twinkle and leap in its magic nets forever.

The music did stop, of course, and I did, too; and as soon as I stopped, I knew it was just as well that the music had, because suddenly I was worn out, weak-kneed and panting, fit to collapse.

A terrific noise started up out of nowhere. I thought maybe the roof was coming down or a tremendous thunderstorm had started up, and I stood there, as if nailed to the stage, waiting to be overwhelmed by whatever force it was that had set this thunderous sound in motion. I breathed deeply, blinking and looking around me, still standing center stage, with my toes pointed in front of me and my knee crooked, as I had been taught. Then I realized what the noise was, and I started to smile. It wasn't a natural disaster or a storm.

¹ **squeezebox:** slang for an accordion

² **adjudicator:** a judge

GO ON

It was applause, a thunderous clapping and stamping of feet and rocking of chairs. And it was for me, for me and my dance. I beamed. I beamed and beamed until my face ached. I felt like the sun, up there on the stage, the center of a little universe, all eyes toward me, 30 and me beaming and radiating triumph and pleasure and gratitude and exhaustion all at once.

I made a little curtsy, and then I tripped quickly and lightly offstage.

“She’s so light on her feet,” I could hear people say, as I flew down the steps at the side of the stage. “It’s like watching feathers floating on the breeze,” some poetic type said. 35 “She’s a champion, that’s for sure.”

They were talking about me, but I’d lost interest now. I wanted to see if Polly was there. I needed to know that she’d seen me dancing. I wanted her to be able to tell my mam about it. Madge and the others wouldn’t have the words to describe it, I knew that, and I couldn’t describe it myself, but Polly would be able to tell it all with great panache.

40 I stood near the top of the hall, by the stage, and I scanned the rows and rows of people. A figure was coming toward me, but I couldn’t make it out properly in the semi-dusk of the seething room.

“Polly?” I called uncertainly. It couldn’t be Polly, though; it was too big and blustering. I was right. It was Mrs. Maguire.

45 “*Maith thú, a Chaitlín!*” she was saying delightedly, pumping my hand. “Well done, Kathleen! That was a champion performance if ever I saw one. You’re my star pupil, do you know that? I’m proud to be your teacher.”

50 I smiled nervously at her. I wasn’t used to having my hand shaken, and I certainly wasn’t used to people being proud to be my teacher. I kept on smiling, and at the same time I was trying to look around Mrs. Maguire’s bulk to see if I could catch a glimpse of Polly’s flying figure and wide smile.

Mrs. Maguire moved away then, after giving my hand one last good yank, to talk to another pupil’s mother, and as she did so, I spotted Polly, hanging back, waiting for me to finish my conversation with my teacher.

55 I was so glad to see her. I waved, and she came running forward and scooped me into a tight, tight hug, whirling me around and around the floor at the side of the rows of seats, till I could hardly breathe.

“Did you see me?” I asked when she finally let me go.

“I only caught the end of it, love,” she said, “but you were brilliant, absolutely brilliant. 60 You weren’t dancing. You were flying!”

“That’s what it feels like,” I said. “Flying.”

1 Read this sentence from lines 10 and 11 of the story.

I kicked and soared and pranced and whirled, stepped and twirled and spun and flew, tripped and skipped and skimmed and sailed, all over that stage.

The author most likely includes this description of Kathleen's dancing to

- A** emphasize that the dance ends quickly
- B** demonstrate Kathleen's desire for recognition
- C** provide an image of a spirited performance
- D** demonstrate Kathleen's skills as a dancer

2 Read this sentence from lines 11 through 14 of the story.

I hardly knew where I was, and I was completely oblivious to the audience, the strange hall, even the adjudicator, though I knew she must be out there somewhere in the blur of humanity beyond the stage, watching carefully and taking notes.

What is the meaning of the phrase “oblivious to” as it is used in this sentence?

- A** unaware of
- B** confused by
- C** scornful of
- D** afraid of

3 What do lines 10 through 17 mostly show about Kathleen?

- A** Her confidence in her abilities helps her to remember her routine.
- B** Her delight in dancing allows her to briefly forget her concerns.
- C** She tries to ignore the unfamiliar setting and the audience.
- D** She avoids people who are critical about her appearance.

GO ON

4 Lines 36 through 42 mainly develop a central idea of the story by revealing

- A** the importance of being able to communicate effectively
- B** that Kathleen has lost interest in the conversation because of her success
- C** that Kathleen's success is meaningful only if she can share it with her family
- D** the significance of the support of family members even when they are absent

5 Which detail from the story best shows why Polly is important to Kathleen?

- A** Polly can best describe Kathleen's dance to her mam.
- B** Polly allows Kathleen to receive praise from her teacher.
- C** Polly made Kathleen's dress using her own curtain fabric.
- D** Polly inspired Kathleen to participate in the dance recital.

6 Read this sentence from lines 49 through 51 of the story.

I kept on smiling, and at the same time I was trying to look around Mrs. Maguire's bulk to see if I could catch a glimpse of Polly's flying figure and wide smile.

This sentence suggests that Kathleen

- A** is surprised by her teacher's presence
- B** hopes to avoid chatting after her performance
- C** is trying to be polite even though she is distracted
- D** feels uncomfortable due to her teacher's compliments

GO ON

7

How does the author establish the point of view differently in lines 1 through 32 as compared to lines 33 through 61?

- A by portraying the narrator's actions rather than sharing only the narrator's feelings
- B by describing the narrator's inner thoughts rather than sharing the inner thoughts of all the characters
- C by revealing the narrator's intentions through description instead of using description to share the opinions of all the characters
- D by revealing the narrator's thoughts only through description instead of through both description and dialogue

GO ON

Directions

Read this poem. Then answer questions 22 through 28.

Twilight Calm

by Christina Rossetti

- Oh, pleasant eventide!
Clouds on the western side
Grow grey and greyer hiding the warm sun:
The bees and birds, their happy labours done,
5 Seek their close nests and bide.

Screened in the leafy wood
The stock-doves sit and brood:
The very squirrel leaps from bough to bough
But lazily; pauses; and settles now
10 Where once he stored his food.

One by one the flowers close,
Lily and dewy rose
Shutting their tender petals from the moon:
The grasshoppers are still; but not so soon
15 Are still the noisy crows.

The dormouse squats and eats
Choice little dainty bits
Beneath the spreading roots of a broad lime;
Nibbling his fill he stops from time to time
20 And listens where he sits.

From far the lowings come
Of cattle driven home:
From farther still the wind brings fitfully
The vast continual murmur of the sea,
25 Now loud, now almost dumb.

The gnats whirl in the air,
The evening gnats; and there
The owl opes broad his eyes and wings to sail
For prey; the bat wakes; and the shell-less snail
30 Comes forth, clammy and bare.

GO ON

Hark! that's the nightingale,
Telling the selfsame tale
Her song told when this ancient earth was young:
So echoes answered when her song was sung
35 In the first wooded vale.

We call it love and pain
The passion of her strain;
And yet we little understand or know:
Why should it not be rather joy that so
40 Throbs in each throbbing vein?

In separate herds the deer
Lie; here the bucks, and here
The does, and by its mother sleeps the fawn:
Through all the hours of night until the dawn
45 They sleep, forgetting fear.

The hare sleeps where it lies,
With wary half-closed eyes;
The cock has ceased to crow, the hen to cluck:
Only the fox is out, some heedless duck
50 Or chicken to surprise.

Remote, each single star
Comes out, till there they are
All shining brightly: how the dews fall damp!
While close at hand the glow-worm lights her lamp
55 Or twinkles from afar.

But evening now is done
As much as if the sun
Day-giving had arisen in the East:
For night has come; and the great calm has ceased,
60 The quiet sands have run.

22 What does **most** of the poem describe?

- A** the sounds of evening
- B** animals preparing for nightfall
- C** creatures hunting for food at night
- D** the way the weather changes at sunset

23 Read lines 1 through 3 of the poem.

Oh, pleasant eventide!
Clouds on the western side
Grow grey and greyer hiding the warm sun:

Which words best describe the tone that the poet creates at the beginning of the poem?

- A** concern for warmth
- B** surprised alarm at day's end
- C** enthusiasm for the time of day
- D** disapproval of the weather pattern

24 Read lines 6 and 7 of the poem. Then read this dictionary entry for “screen.”

screen *v.* 1. to provide with a means to exclude insects 2. to shelter or conceal from view 3. to separate or sort 4. to use a method to determine suitability for a task

Which definition **best** matches the meaning of “screened” as it is used in lines 6 and 7?

- A** definition 1
- B** definition 2
- C** definition 3
- D** definition 4

GO ON

25

Which lines provide the **best** evidence that events in nature are repeated over many years?

- A** “The very squirrel leaps from bough to bough
But lazily; pauses; and settles now
Where once he stored his food.” (lines 8 through 10)
- B** “Nibbling his fill he stops from time to time
And listens where he sits.” (lines 19 and 20)
- C** “Hark! that’s the nightingale,
Telling the selfsame tale
Her song told when this ancient earth was young:” (lines 31 through 33)
- D** “Through all the hours of night until the dawn
They sleep, forgetting fear.” (lines 44 and 45)

26

Which lines of the poem **best** demonstrate a gradual change that occurs during the evening?

- A** lines 11 through 13
- B** lines 16 through 20
- C** lines 44 and 45
- D** lines 54 and 55

27

Which word **best** describes most of the evening activity mentioned in the poem?

- A** busy
- B** lonely
- C** strained
- D** cooperative

GO ON

28

Which lines **best** show that the night is different from the evening?

- A** lines 1 through 5
- B** lines 11 through 15
- C** lines 26 through 30
- D** lines 56 through 60

GO ON

Directions

Read this article. Then answer questions 29 through 35.

Getting Lost in a Good Book Can Help Keep You Healthy

by Hilary Freeman

Reading is good for you. I would say that, of course. I'm a novelist—I've written five books for teenagers—and it's obviously in my interest to encourage people to read.

But there's increasing evidence that reading for pleasure isn't just another leisure pursuit, or merely a way of improving literacy skills and factual knowledge.

5 It might actually be good for our mental and physical health too.

In an age of Twitter and short attention spans, reading novels—which requires intense concentration over a long period of time—could be the antidote.

Neuroscientist Baroness Susan Greenfield says that reading helps to lengthen attention spans in children and improves their ability to think clearly.

10 "Stories have a beginning, a middle and an end—a structure that encourages our brains to think in sequence, to link cause, effect and significance," she says.

"It is essential to learn this skill as a small child, while the brain has more plasticity,¹ which is why it's so important for parents to read to their children."

"The more we do it, the better we get at it."

15 Reading can enrich our relationships by increasing our understanding of other cultures and helping us learn to empathize.

A recent study at the University of Michigan found that there had been a 48 percent decrease in empathy among college students, with the sharpest decline in the past ten—most technology dependent—years, suggesting, although not proving, a correlation. Encouraging 20 reading could counteract this.

"In a computer game, you might have to rescue a princess, but you don't care about her, you just want to win," explains Baroness Greenfield.

"But a princess in a book has a past, present and future, she has connections and motivations. We can relate to her. We see the world through her eyes."

¹ **plasticity:** flexibility or capability to grow and change

- 25 According to John Stein, emeritus professor of neuroscience at Magdalen College, Oxford, reading is far from a passive activity. "Reading exercises the whole brain," he explains.
- "When we 'get lost' in a good book, we're doing more than simply following a story. Imagining what's happening is as good at activating the brain as 'doing' it."
- 30 New MRI scanning techniques now enable science to prove this. In 2009, an American brain-imaging study showed that when we read and imagine the landscapes, sounds, smells and tastes described on the page, the various areas of the brain that are used to process these experiences in real life are activated, creating new neural pathways.
- In other words, our brains simulate real experiences, just as if we were living them 35 ourselves. This doesn't happen when we're watching TV or playing a computer game.
- Getting stuck into a good novel appears to be beneficial to our mental health. As the old saying goes: "You're never alone with a book." Reading not only staves off² feelings of loneliness, it helps us to wind down, de-stress and forget our own problems for a while.
- 40 In 2009, researchers at the University of Sussex found that just six minutes of reading can reduce stress levels by more than two-thirds, more than listening to music or going out for a walk.
- It is thought that the concentration required to read distracts the mind, easing muscle tension and slowing the heart rate.
- Reading may be good for physical health too, preventing brain aging and disease.
- 45 A study, just published in the Archives of Neurology, from the University of California, Berkeley, found that engaging in brain-stimulating pursuits including reading on a daily basis—from a young age—could help prevent Alzheimer's by inhibiting the formation of the amyloid (protein) plaques which are found in the brains of those with the disease.
- 50 Scientists scanned the brains of healthy adults aged 60 and over (average age was 76) with no signs of dementia and found those who had been doing daily brain-stimulating activities, such as reading, playing chess, and writing letters since they were six years old showed very low levels of amyloid plaques.
- But those who did not enjoy these activities had lots of plaques.
- 55 Although the study was small and did not take socio-economic effects into account, it is certainly an indication that reading may be as good for the brain as it is for the mind.

² **staves off:** holds back; stops

GO ON

29 Lines 6 through 14 are important to the article because they

- A** show the potential effects of reading over time
- B** highlight the value of scientific research
- C** emphasize the challenges beginning readers face
- D** provide examples of the problems scientists face

30 Why is it important for parents to encourage reading at a young age?

- A** Children are more likely than adults to follow stories all the way through.
- B** Children are more likely than adults to use technology for information.
- C** Children have longer attention spans than college students and older adults.
- D** Children can more easily grasp new ideas and abilities than adults.

31 What is the meaning of the word “simulate” as it is used in line 34 of the article?

- A** to expect
- B** to illustrate
- C** to remember
- D** to imitate

32 How do lines 45 through 53 illustrate possible ways to prevent brain disease?

- A** by including the positive effects of certain activities on the brain
- B** by describing how harmful substances form in the brain
- C** by emphasizing the importance of brain scans for older adults
- D** by proving that brain-based activities should be enjoyed by adults

33

How does the author support John Stein's claim that "Reading exercises the whole brain" (line 26)?

- A by describing how other physical functions in the body work
- B by explaining which parts of the brain connect to senses
- C by explaining how functions of the brain are triggered
- D by describing a new method of creating pathways

34

Which statement **best** conveys the central idea of the article?

- A "I'm a novelist—I've written five books for teenagers—and it's obviously in my interest to encourage people to read." (lines 1 and 2)
- B "But there's increasing evidence that reading for pleasure isn't just another leisure pursuit, or merely a way of improving literacy skills and factual knowledge." (lines 3 and 4)
- C "When we 'get lost' in a good book, we're doing more than simply following a story." (line 28)
- D "As the old saying goes: 'You're never alone with a book.'" (lines 36 and 37)

35

What is the author's **main** purpose for writing the article?

- A to encourage teens to read books that she has written
- B to convince people that reading is a worthwhile activity
- C to demonstrate why reading is a good form of entertainment
- D to show the negative effects of playing games instead of reading

STOP

Book 2



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

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

Directions

Read this article. Then answer questions 36 through 42.

Weed Wars

by Roberta Kwok

Weeds are plants that people don't want. When weeds grow on a farm, they hog light, water and nutrients. Then crops don't grow as well.

Farmers used to get rid of weeds by pulling them or digging them out with a hoe. (In poorer countries, many farmers still do this.) Sometimes farmers would cover the soil to 5 block weeds from getting sunlight or throw salt on the weeds to kill them.

Then scientists found chemicals called herbicides that kill weeds. The best herbicide was glyphosate. But farmers had to be careful because glyphosate could also kill crops. Farmers could spray fields with glyphosate only before planting crops. Otherwise, they had to use special equipment that would ensure glyphosate was applied to weeds only.

10 In the 1990s, something big happened: Scientists made crops that couldn't be killed by glyphosate. They changed the plants' DNA, the genetic instructions that tell cells which molecules to make. If farmers planted these glyphosate-resistant crops, they could spray the herbicide all over the field anytime and kill weeds without harming crops.

15 "It became very simple," says Steve Duke, a plant scientist at the U.S. Department of Agriculture in Oxford, Miss. "Just spray once or twice, kill everything [but your crops]."

Farmers loved those glyphosate-resistant crops. They started planting more and more of them and using more and more glyphosate.

Winning the lottery

Some people thought glyphosate would work forever. But the weeds were evolving. That means their DNA was changing.

20 Once in a while, changes to a weed's DNA would allow that weed to survive the glyphosate. The chances of changes like this were very, very small. But when farmers used glyphosate year after year on millions of hectares¹ of crops, "what seems almost impossibly improbable becomes more probable," Duke says.

Mike Owen, a weed scientist at Iowa State University in Ames, compares the process 25 to a lottery. If one person buys a lottery ticket, his or her chances of winning are tiny. But when millions of people play, chances are good that at least one person will pick the

¹ 1 hectare equals 2.47105 acres

GO ON

winning combination of numbers. As weeds were sprayed with glyphosate every year, it was like billions of plants were buying lottery tickets over and over, trying to “win” resistance to glyphosate. Eventually, some weeds were going to hit the jackpot. It didn’t
30 take long for that to happen. In 1996, Australian scientists found a weed called rigid ryegrass that couldn’t be killed with normal levels of glyphosate. In 2001, a researcher in the United States reported another resistant weed, called horseweed. Now at least 21 weed species have evolved glyphosate resistance.

Copy that

One of these weeds is called palmer pigweed. It’s a leafy plant that can grow two or
35 three inches per day and reach 10 feet tall. “You can sit there and put it on your desk and you can watch it grow,” Culpepper² says.

These weeds are especially good at becoming resistant to glyphosate. They pass pieces of DNA to each other through their pollen, tiny particles that fertilize plants. So if one palmer pigweed plant figures out how to fight glyphosate, it can give the information to
40 another palmer pigweed. Each fertilized weed can make about half a million seeds. A lot of those seeds can grow into new resistant weeds.

But how are these weeds changing their DNA to resist glyphosate? Todd Gaines, a weed scientist at the University of Western Australia in Crawley, wanted to find out.

Glyphosate normally kills weeds by attaching to a molecule in plant cells called an
45 enzyme. The enzyme helps the cells make other molecules called amino acids, which the plants need to survive. (Amino acids are the building blocks of proteins, which play a role in everything from building tissues to relaying signals about health and a plant’s environment.) But when glyphosate sticks to the enzyme, the enzyme no longer works.

Gaines’ team found that resistant palmer pigweed plants contain extra copies of a segment of DNA. Called a gene, this DNA piece contains instructions for making the
50 enzyme targeted by glyphosate. Cells of the resistant plant made a lot more of that enzyme —so many that glyphosate couldn’t block all of them. These plants were able to keep growing normally.

Outsmarting the weeds

Getting rid of resistant weeds won’t be easy. But farmers have their own tricks.

They can use a mixture of herbicides. If a weed is resistant to one herbicide, maybe a different herbicide will kill it. Some weeds, however, are already resistant to several herbicides. For example, Tranel’s³ team found weeds in Illinois that resist four different types of weed-killing chemicals.

² Stanley Culpepper: weed scientist at the University of Georgia in Tifton

³ Patrick Tranel: weed scientist at the University of Illinois at Urbana

So farmers will have to use more than one strategy to fight weeds.

60 Some might plant crops such as rye and then flatten them. The flattened rye will block sunlight from reaching the soil and keep weed seeds from sprouting. Some weed seeds need to be close to the soil's surface to sprout, so farmers could use a plow to bury the seeds deeper underground.

65 Scientists at the University of Western Australia are also working on a contraption called a seed destructor. When farmers use machines to harvest their crops, the machines pick up weed seeds and spit them back onto the field. The seed destructor will capture the seeds and grind them up.

70 But no solution will protect all crops, scientists realize. This means many solutions must be developed to manage the many types of weeds that bully the many types of crops in farms across the world.

GO ON

36 How do lines 18 through 21 build on the idea introduced in lines 10 through 13?

- A by showing a relationship between DNA and plant growth
- B by showing how changes in DNA can help weeds as well as crops
- C by showing that weeds continue to resist farmers' attempts to kill them
- D by showing how glyphosate is a long-term solution to the problem of weeds

37 What is the meaning of the phrase “impossibly improbable” as it is used in lines 21 through 23?

- A usually certain
- B highly unlikely
- C extremely slow
- D rarely noteworthy

38 Which conclusion is **best** supported by lines 27 through 32?

- A The DNA of weeds evolves rapidly.
- B Changes to the DNA of plants can occur by chance.
- C Greater quantities of glyphosate are required to kill weeds.
- D Plants evolve more quickly in some parts of the world than in others.

39 Which statement **best** describes the main idea of the section titled “Winning the lottery”?

- A Farmers used glyphosate for many years on millions of hectares of crops.
- B The odds of any one person winning the lottery are tiny.
- C Many people expected glyphosate to work forever.
- D Several kinds of weeds developed a resistance to glyphosate.

40

The section titled “Copy that” relates to the section titled “Winning the lottery” by

- A** providing evidence to support an opinion
- B** introducing new ways to solve a problem
- C** providing an example to explain a main idea
- D** describing events in the order that they take place

41

Lines 49 through 53 support which of the following claims?

- A** The use of glyphosate should be stopped because the herbicide has proven to be a failure.
- B** The only way to prevent weeds from resisting herbicides is to change the DNA of weeds.
- C** Blocking sunlight from reaching the soil is the best way to prevent weed seeds from sprouting.
- D** Fighting weeds is especially difficult because of their ability to evolve to resist threats.

42

What is the **most likely** reason the author describes the seed destructor in lines 64 through 67?

- A** to support the idea that farmers need to use a variety of methods to fight weeds
- B** to show how technology is the solution to uncontrollable weed growth
- C** to explain why mechanical methods to fight weeds are better than herbicides
- D** to describe how scientists have found the best way to protect desirable crops

GO ON

Directions

Read this story. Then answer questions 43 and 44.

Katerina and her family came to America from Europe with a dream of owning a farm. Katerina, or Trina as she is called by her family, is looking back over the past year.

Excerpt from *Katerina's Wish*

by Jeannie Mobley

My Papa's dream brought us to America. Momma said only a fool believed in dreams, but she knew Papa, so she packed our trunks. And whether she believed or not, that dream swept us out of Bohemia¹ and across the ocean. We'd arrived, in the autumn of 1900 in "a new land for the new century," as Papa put it. By May of 1901, neither the
5 dream nor the country felt new. They both felt old and worn out. As I stood behind our house, staring at a dozen bundles of filthy laundry, I couldn't help but think Momma had been right.

Papa had dreamed of a thriving farm where we would live well. He had imagined acres of green fields, not the dry, barren hills of southern Colorado. He had imagined 10 fresh air and sunshine, the bounty of the fertile land filling our larder and our pockets. Instead, he spent long days underground, toiling in the unwholesome air of a coal mine. And even with all this laundry Momma took on, our pockets stayed empty and our larder was never full. Now that my sisters and I were out of school for the summer, Momma had determined to take on as much washing as we could from the bachelors in town. But it 15 still wasn't likely to mean much money.

"This is too much wash to do in the kitchen," Momma observed from the back door.

"It's too much to do at all," I grumbled.

"If you want to be going back to school in the fall, you'll be needing a new dress," she said. "And the money's got to come from somewhere."

20 The new term would not start until October, when the schoolmaster returned from one of the other coal camps in the area. But saving money wasn't easy. When we left Bohemia, Papa had thought a year in the coal mines would earn us enough for a farm. We had been here nine months already and had saved almost nothing.

25 "At least Trina will get a new dress," Aneshka said. She was sitting on the back step, kicking at the dust. "I'll just get her old dress cut down to my size, and Holena will get mine that used to be hers."

¹**Bohemia:** a district within the Czech Republic

"I don't mind," Holena said quietly from her seat beside Aneshka. She would be starting school for the first time in the fall.

30 "Mind or not, it can't be helped," Momma said, her mouth setting into a thin, tight line. It was almost the only expression she had worn since coming to America. "And you do have to go to school." School was important. Momma had had few chances to learn English. She relied on my sisters and me to translate for her.

35 Momma sighed, looking again at the big piles of coal-blackened laundry. "We'll take this load down by the creek. That way we don't have to haul water. Trina, you carry it there, and we'll all join you when chores here are done."

40 I began hauling tubs and bundles of filthy clothes across camp and down the steep slope to the little creek to the west. It took me four trips back and forth across the shabby town, and each time I returned to the house it seemed Aneshka was working slower and slower at her easy jobs. Holena, who was too little to help carry anyway, was watching Momma knead the week's bread dough. I glared at Aneshka as I gathered the bundles, but she ignored me.

45 In the creek bottom, I found a wide, grassy spot and built a fire, then arranged stones to balance a tub over the flames. Then I filled the tub with water from the creek. By the time I was done, my sweat-soaked dress clung to my shoulders. My mother and sisters had still not arrived. I wiped the sweat from my forehead with the corner of my apron. Was this all there was to my father's dreams—sweat and coal dust and endless hours of work?

50 I stretched and looked around. If I was going to spend the day scrubbing filthy clothes, I wasn't going to stay here while I waited for the water to boil. I deserved these few minutes to myself. I wandered along the water's edge, listening to the birds chirp in the low bushes and trying to forget the drudgery of the day ahead.

55 A short distance downstream, the valley narrowed and turned. The slopes of the valley became steeper, blocking the view of anything around the bend. I had never gone there. For months, I had come only to the creek to draw water. My pace quickened as a flutter of adventure stirred in my heart. I glanced back toward the laundry. My mother and sisters still weren't there. I had time to see what lay beyond the shoulder of land.

Around the bend, I stopped in amazement. The creek spread out into a still pool. At its edge, an ancient cottonwood tree leaned out, its massive branches reaching across until they shaded the creek bottom from slope to slope. For a moment I thought I might be dreaming. I had never seen this tree before.

GO ON

43

What is a central idea of “Excerpt from *Katerina’s Wish*”? Use two details from the story to support your response.

GO ON

44

How does Trina’s mood change from the beginning to the end of “Excerpt from *Katerina’s Wish*”? Use two details from the story to support your response.

GO ON

Directions

Read this story. Then answer question 45.

On her first venture into the woods of her new home town, Taylor makes an unexpected discovery.

Excerpt from Summer Hawk

by Deborah Savage

It rose above everything, a giant white crack against the blue sky. Solitary in the middle of the clearing, dwarfing the forest growth, the white tree was split down the middle. Black, charred wood contrasted with the pale bark so distinctly it looked as though someone had painted it.

5 The tree had been dead a long time before the lightning struck last night. No leaf clung to the maze of branches. Half of the tree rose into the sky fifty or sixty feet, every twig etched in white against searing blue. The other half lay smashed on the ground, flattening the grass for an area the size of a small house. Whole, the trunk must have been ten feet in diameter. I never knew until that moment how one could stand truly frozen
10 with awe.

And with the awe came also sorrow. I would never see this tree whole. I touched the outer twigs lightly with my fingertips. Perhaps I alone had seen the moment of this tree's fiery division. I pushed deeper in until I was laced around by the branches. There was a sudden piercing shriek so close to me I gasped and stumbled back.

15 The shrieking came from the impenetrable center of the broken branches. It was impossible to see anything through the latticework of tangled twigs. The screeching increased frantically whenever I moved. Angry . . . and afraid. I worked my way around the outer branches and climbed cautiously up on the broken half of the trunk. My hands turned black from the burned wood, and I felt the warmth. I was touching lightning.

20 I crawled out as far as I could and stood up, holding tight to a protruding branch. I peered down into the mass below me, and there was the ugliest bird I had ever seen.

25 It was huge, bigger than a chicken, covered in soot-matted tufts of gray down. Clumps of feathers stuck out unevenly on the wings and tail. Its head was almost bare, comprised of not much more than two great, fierce-browed eyes and a curved beak so sharp and powerful-looking I was sure it could take my finger off. The beak was open so wide I could see the tongue, and the bird lunged awkwardly at me while it screamed. It clung precariously to a branch with oversized, yellow, taloned feet. When I moved closer, the bird lurched at me so violently it toppled, flapping and squawking, into the tangle below. It clawed its way back onto the branch and continued to scream at me.

GO ON

30 It might have been the most pathetic thing I'd ever seen. But despite the scrawny neck and naked head, despite the twigs and dirt caught in the ragged down, somehow the bird was magnificent. Beautiful. Brave. The eyes, dark as a dreamless sleep, glared straight into my own. Powerful, unfinished, wild. The bird clung defiantly to its branch and I clung to mine. Sunlight glinted off the knife-sharp beak. To my surprise, when I knelt to straddle the branch, the bird stopped shrieking, and for a long time we were both still.

35 I don't know how long I sat there. The bird never took its attention from me. If I brushed the hair from my sweaty face or slapped a mosquito, it followed my movement with an alert dart of its eye. Gradually I began to think more carefully. This bird was obviously too young to fly. So it must have been in its nest when the tree was struck by lightning. If it was too young to fly, it would die here. Starve. Or get eaten by something else. But if I tried to rescue it, even if I could get through those jagged twigs which reminded me of barbed wire, I would face a creature who could rip the nose off my face.

40 It wasn't just that I couldn't do it. I *shouldn't* do it. I had to remain objective. Reporters couldn't get involved in the disasters they came upon. Their job was just to report them. I 45 would simply go home and tell someone about it.

45 But what if something killed it in the meantime? What if it was already close to starving? I sat up abruptly and the bird hissed at me. Again I looked into those frightened, defiant eyes, and suddenly I remembered the hawk lady. With that thought, I was already scrambling backwards on my stomach down the trunk. I would go home and call her. This 50 bird had to be a hawk or eagle or something like that—what else would be so big? And that's what the hawk lady did: saved hawks. I jumped to the ground and started across the clearing.

55 And stopped. In every direction, the encircling woods looked exactly the same. I turned slowly around. The bird was silent, but I could feel it watching me from the branches. I was abandoning it. I closed my eyes and took a deep breath. I told myself that this wasn't wilderness. It was Uncle Fred's and Aunt Grace's old farm. I was sure to come upon civilization no matter what direction I chose. I opened my eyes and began to walk, and did not look back at the shattered tree.

60 The woods no longer felt like a warm nest. Something crashed in the dark undergrowth, and I jumped back with a startled yell, as defiant as the bird had been. My hands were curled as tight as the bird's talons. For a long time I made my way through the sifting, leafy shadows of the woods, slipping down slopes, tripping over roots. I kept going downhill. I twisted my ankle jumping across a stream. Then, all at once, I scrambled down a steep incline choked with thick hemlocks and slid to a stop on a dirt road.

GO ON

45

How does Taylor feel about exploring the woods at the beginning, middle, and end of the story? What causes her feelings to change? Use details from the story to support your response.

In your response, be sure to

- explain how Taylor feels about exploring the woods at the beginning, middle, and end of the story
- explain what causes her feelings to change
- use details from the story to support your response

GO ON

STOP

Book 3

TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

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

Directions

Read this story. Then answer questions 46 and 47.

Excerpt from *Flipped*

by Wendelin Van Draanen

I love to watch my father paint. Or really, I love to hear him talk while he paints. The words always come out soft and somehow heavy when he's brushing on the layers of a landscape. Not sad. Weary, maybe, but peaceful.

5 My father doesn't have a studio or anything, and since the garage is stuffed with things that everyone thinks they need but no one ever uses, he paints outside.

Outside is where the best landscapes are, only they're nowhere near our house. So what he does is keep a camera in his truck. His job as a mason takes him to lots of different locations, and he's always on the lookout for a great sunrise or sunset, or even just a nice field with sheep or cows. Then he picks out one of the snapshots, clips it to his 10 easel, and paints.

The paintings come out fine, but I've always felt a little sorry for him, having to paint beautiful scenes in our backyard, which is not exactly picturesque. It never was much of a yard, but after I started raising chickens, things didn't exactly improve.

15 Dad doesn't seem to see the backyard or the chickens when he's painting, though. It's not just the snapshot or the canvas he sees either. It's something much bigger. He gets this look in his eye like he's transcended the yard, the neighborhood, the world. And as his big, callused hands sweep a tiny brush against the canvas, it's almost like his body has been possessed by some graceful spiritual being.

When I was little, my dad would let me sit beside him on the porch while he painted, 20 as long as I'd be quiet. I don't do quiet easily, but I discovered that after five or ten minutes without a peep, *he'd* start talking.

I've learned a lot about my dad that way. He told me all sorts of stories about what he'd done when he was my age, and other things, too—like how he got his first job delivering hay, and how he wished he'd finished college.

25 When I got a little older, he still talked about himself and his childhood, but he also started asking questions about me. What were we learning at school? What book was I currently reading? What did I think about this or that?

Then one time he surprised me and asked me about Bryce. Why was I so crazy about Bryce?

GO ON

30 I told him about his eyes and his hair and the way his cheeks blush, but I don't think I explained it very well because when I was done Dad shook his head and told me in soft, heavy words that I needed to start looking at the whole landscape.

I didn't really know what he meant by that, but it made me want to argue with him. How could he possibly understand about Bryce? He didn't know him!

35 But this was not an arguing spot. Those were scattered throughout the house, but not out here.

We were both quiet for a record-breaking amount of time before he kissed me on the forehead and said, "Proper lighting is everything, Julianna."

40 Proper lighting? What was that supposed to mean? I sat there wondering, but I was afraid that by asking I'd be admitting that I wasn't mature enough to understand, and for some reason it felt obvious. Like I should understand.

After that he didn't talk so much about events as he did about ideas. And the older I got, the more philosophical he seemed to get. I don't know if he really *got* more philosophical or if he just thought I could handle it now that I was in the double digits.

45 Mostly the things he talked about floated around me, but once in a while something would happen and I would understand exactly what he had meant. "A painting is more than the sum of its parts," he would tell me, and then go on to explain how the cow by itself is just a cow, and the meadow by itself is just grass and flowers, and the sun peeking through the trees is just a beam of light, but put them all together and you've got magic.

GO ON

46

Why does the relationship between Julianna and her father change? Use two details from the story to support your response.

GO ON

47

How does the father’s idea that Julianna “needed to start looking at the whole landscape” (line 32) relate to his description of a painting in lines 46 through 49? Use two details from the story to support your response.

GO ON

Directions

Read this article. Then article question 48.

A Universal Language: Futbol 4 Dreams

by Kathleen Wilson Shryock and Marcia Amidon Lusted

It all started around a family dinner table in Mission Viejo, California, in 2004. Nicolette Iribarne, her sister, Gabriela, and their parents were talking about soccer. "We started talking about how soccer is so universal and how everyone should play without inhibitions," Gabriela recalls. "My sister was the one who started it, really, and we got the idea to send soccer balls around the world to people who didn't have them." That conversation led Nicolette to start an organization called Futbol 4 Refugees (recently renamed Futbol 4 Dreams). Her original goal was simple: to collect 1,000 soccer balls and send them to refugee children.

Nicolette and Gabriela have been traveling with their parents since they were young. Soccer players themselves, they had played soccer with local tribes in the Thailand jungle next to elephants; with kids on the sidewalks of Rio de Janeiro, Brazil; on tobacco ranches in Honduras; and of course on their own sports fields in Mission Viejo. They knew that soccer was a universal language, and no matter how many cultural differences there were between kids from different countries, most kids knew how to play the game. Nicolette says, "The game of soccer led to instant friendship and showed me that beneath our cultural shields, our cores are all the same."

When Nicolette first told her parents about her idea for sending soccer balls to kids all over the world, they didn't tell her it was impossible. Instead, they helped her put her plan into motion. Nicolette originally sent out 200 e-mails requesting donations. At first the project was off to a slow start, but it began to pick up steam once Nicolette contacted Oliver Wyss, a soccer coach Nicolette had met through a summer camp program. Wyss runs the organization Soccer for Hope, which provides assistance to children with severe illnesses. He liked Nicolette's idea and allowed Futbol 4 Refugees to be set up within his organization so that donations could be processed more easily and donors would feel comfortable with an established organization. He also donated 25 soccer balls.

Futbol 4 Dreams has now donated almost 3,000 soccer balls to kids all over the world, in places such as Namibia, Azerbaijan, Iraq, Indonesia, Vietnam, and Russia. Most of the balls are sent through church missions, travelers to these countries, and even the U.S. Marines.

GO ON

30 Nicolette is now a college student at the University of California in Santa Barbara, and her sister, Gabriela, handles most of the work of Futbol 4 Dreams. Gabriela solicits both actual soccer balls and donations to buy them, as well as finding recipients for these balls and arranging to send them. “Mostly we’re looking for donations,” she says. “We’ve sent e-mails to orphanages and refugee camps, plus gone to tournaments to explain what the
35 program is.” There’s no doubt that the balls are appreciated, especially for kids in developing countries who might have only ever played soccer with “balls” made from a clump of plastic and some rubber bands.

40 Futbol 4 Dreams doesn’t just send plain soccer balls to kids around the world. Each one is hand-decorated with colorful pictures and messages of friendship like “Peace” and “Somebody in the U.S. Loves You.” Gabriela has also started a club at her high school in Laguna Hills. Club members help decorate the balls and have also raised money for cleats, soccer balls, and uniforms, some of which were sent to an orphanage in Haiti and an island in Indonesia. As Nicolette said about the efforts of Gabriela and their hometown friends, “This project isn’t just about collecting soccer balls. It’s about helping people. It’s
45 not our differences that make us stronger, but working with our similarities.”

48

What is a central idea of “A Universal Language: Futbol 4 Dreams”? Use two details from the article to support your response.

GO ON

Directions

Read this article. Then answer questions 49 through 51.

Recycling Electronic Waste

by Harriet Rohmer

When Alex Lin was 11 years old, he read an alarming article in the newspaper about electronic trash, known as e-waste. The article said that people were dumping their e-waste in places it should never go. They were burying old computers in backyards, throwing TVs into streams, and tossing cell phones in the garbage. This was dangerous, 5 the article said, because e-waste contains poisonous chemicals and toxic metals like mercury and lead. These harmful substances can leak into the environment, getting into crops, animals, water supplies—and people.

“I was really worried,” Alex remembers. “Just think about it. You know those toys that have been recalled because they contain tiny amounts of lead that could be dangerous to 10 children? Well, consider this: each CRT (cathode ray tube) monitor contains four to eight pounds (nearly two to four kilograms) of lead.”

Alex showed the article to a few of his classmates. They were worried too. “What if it’s happening here? We could be poisoning the environment and not even know it.”

“Maybe we can help,” Alex said. “I think we should make this our next project 15 for WIN.”

WIN was the Westerly Innovations Network, named for their town of Westerly, Rhode Island. Two years before, Alex, then nine years old, and six of his buddies had formed the organization to help solve community problems. All of them were part of a national program that teaches kids to become community leaders. Alex’s father is a coach with 20 WIN. “He makes sure that we plan each project in a practical way,” says Alex.

But what could they do about this problem with e-waste? How would they even start?

“The first thing we did,” Alex says, “was to learn more about the problem.” Alex and his friends spent several weeks gathering information about the chemicals in e-waste and their effects on humans. They learned how to dispose of e-waste properly and how it 25 could be recycled. “Then,” he says, “we had to find out what the situation was in our town. So we sent out a survey.”

What they found amazed them: Of the people who answered the survey, only one in eight even knew what e-waste was, let alone how to properly dispose of it. One man had dug a huge hole in his backyard and dumped about 50 old Mac computers inside it. “It 30 was a business he had,” Alex says. “He bought up old computers, took the valuable parts he could resell, and then dumped everything else. He didn’t see anything wrong with that.”

GO ON

Alex and his friends went into action. They advertised in the local newspaper and distributed notices to students, asking residents to bring their unwanted electronics to the school parking lot. The drive lasted two days, and they collected over 21,000 pounds (over 9,500 kilograms) of e-waste, including the school system's obsolete computers, which were being stored in an old school bus.

The next step was to set up a permanent e-waste drop-off center for the town and to find a responsible company to recycle the waste. That was when Alex and his friends learned another scary fact about e-waste—some irresponsible recycling companies don't break down the e-waste and dispose of it safely themselves. Instead, they ship it overseas to countries such as China and Nigeria, where local environmental laws are not enforced and kids their age work at picking apart and burning e-waste (to get at the valuable metals) with no masks or other kinds of protection. After a while, these kids get very sick. "We checked carefully online to make sure the company we chose didn't do this," Alex says.

After setting up the e-waste drop-off center, Alex's team began to think about how to reuse some of the old computers so they wouldn't have to be recycled. "In our research, we'd learned that reusing is the best way to deal with electronic devices that people don't want anymore," Alex says. "That's because you can save energy and resources. Reusing is seven times more efficient than recycling. If we could refurbish computers ourselves and distribute them to students who didn't have their own, we could help students in our area and protect the environment at the same time."

For a lasting solution to e-waste, the drop-off center wasn't enough. Laws would have to be passed. In 2005, Alex and his team met with state representatives who were pushing for an e-waste bill in Rhode Island. Their bill was very complicated—among other things, it required companies that manufactured or sold electronics to take back e-waste. The bill did not pass. Then, in the spring of 2006, Alex testified at the state house in favor of a new e-waste bill that would simply forbid the dumping of e-waste. He and other supporters talked to legislators, made slide presentations, and collected more than 370 signatures. And this time, they won! The bill became law on July 8, 2006, making Rhode Island the fourth state in the nation to create legislation for the safe disposal of e-waste.

Because of the work of people like Alex and his team, more and more people are getting the message about safe disposal of e-waste. As Alex says, "Today's technology should not become tomorrow's toxic trash."

GO ON

49

In “Recycling Electronic Waste,” why are the results of the survey (lines 27 through 31) important? Use **two** details from the article to support your response.

GO ON

50

What is the author's point of view about electronic waste in the article "Recycling Electronic Waste"? Use **two** details from the article to support your response.

GO ON

51

What personal characteristics do Alex and the Iribarne sisters share? How did these qualities help them reach their goals? Use details from both articles to support your response.

In your response, be sure to

- identify the personal characteristics Alex and the Iribarne sisters share
- explain how these qualities helped Alex reach his goal
- explain how these qualities helped the Iribarne sisters reach their goal
- use details from both articles to support your response

GO ON

STOP

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

Grade 6

Released Questions Available on EngageNY

Question	Type	Key	Points	Standard	Subscore	Secondary Standard(s)	Multiple Choice Questions:		Constructed Response Questions:	
							Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)	
Book 1										
1	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.6.5	Reading		0.65			
2	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.6.4	Reading		0.70			
3	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.6.3	Reading		0.67			
4	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.6.2	Reading		0.60			
5	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.6.1	Reading		0.67			
6	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.6.3	Reading		0.73			
7	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.6.6	Reading		0.34			
22	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.6.2	Reading		0.60			
23	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.6.4	Reading		0.46			
24	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.6.4c	Reading		0.67			
25	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.6.1	Reading		0.43			
26	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.6.3	Reading		0.41			
27	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.6.2	Reading		0.48			
28	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.6.1	Reading		0.50			
29	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.6.5	Reading		0.66			
30	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.6.1	Reading		0.55			
31	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.6.4	Reading		0.33			
32	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.6.3	Reading		0.59			
33	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.6.8	Reading		0.46			
34	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.6.2	Reading		0.51			
35	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.6.6	Reading		0.59			
Book 2										
36	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.6.3	Reading		0.38			
37	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.6.4	Reading		0.76			
38	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.6.1	Reading		0.34			
39	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.6.2	Reading		0.53			

Grade 6

Released Questions Available on EngageNY

Question	Type	Key	Points	Standard	Subscore	Secondary Standard(s)	Multiple Choice Questions:		Constructed Response Questions:	
							Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)	
40	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.6.5	Reading		0.48			
41	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.6.8	Reading		0.53			
42	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.6.5	Reading		0.56			
43	Constructed Response		2	CCSS.ELA-Literacy.RL.6.2	Writing to Sources	CCSS.ELA-Literacy.W.6.2 CCSS.ELA-Literacy.W.6.9		1.41	0.71	
44	Constructed Response		2	CCSS.ELA-Literacy.RL.6.3	Writing to Sources	CCSS.ELA-Literacy.W.6.2 CCSS.ELA-Literacy.W.6.9		1.45	0.72	
45	Constructed Response		4	CCSS.ELA-Literacy.W.6.2, CCSS.ELA-Literacy.W.6.9, CCSS.ELA-Literacy.RL.6.3	Writing to Sources	CCSS.ELA-Literacy.L.6.1 CCSS.ELA-Literacy.L.6.2 CCSS.ELA-Literacy.L.6.3 CCSS.ELA-Literacy.L.6.6		2.23	0.56	
Book 3										
46	Constructed Response		2	CCSS.ELA-Literacy.RL.6.3	Writing to Sources	CCSS.ELA-Literacy.W.6.2 CCSS.ELA-Literacy.W.6.9		1.40	0.70	
47	Constructed Response		2	CCSS.ELA-Literacy.RL.6.5	Writing to Sources	CCSS.ELA-Literacy.W.6.2 CCSS.ELA-Literacy.W.6.9		1.21	0.60	
48	Constructed Response		2	CCSS.ELA-Literacy.RI.6.2	Writing to Sources	CCSS.ELA-Literacy.W.6.2 CCSS.ELA-Literacy.W.6.9		1.56	0.78	
49	Constructed Response		2	CCSS.ELA-Literacy.RI.6.5	Writing to Sources	CCSS.ELA-Literacy.W.6.2 CCSS.ELA-Literacy.W.6.9		1.43	0.71	
50	Constructed Response		2	CCSS.ELA-Literacy.RI.6.6	Writing to Sources	CCSS.ELA-Literacy.W.6.2 CCSS.ELA-Literacy.W.6.9		1.38	0.69	
51	Constructed Response		4	CCSS.ELA-Literacy.W.6.2, CCSS.ELA-Literacy.W.6.9, CCSS.ELA-Literacy.RI.6.3	Writing to Sources	CCSS.ELA-Literacy.L.6.1 CCSS.ELA-Literacy.L.6.2 CCSS.ELA-Literacy.L.6.3 CCSS.ELA-Literacy.L.6.6		2.33	0.58	

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

2-Point Rubric—Short Response

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

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

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

New York State Grades 6-8 Expository Writing Evaluation Rubric

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

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

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

EXEMPLARY RESPONSE

43

What is a central idea of “Excerpt from Katerina’s Wish”? Use two details from the story to support your response.

Possible Exemplary Response:

A central idea of “Excerpt from Katerina’s Wish” is dreams don’t always come true. One piece of evidence to support this idea is when Katerina describes where they live in the second paragraph. The text states, “Papa had dreamed of a thriving farm where we would live well. He had imagined acres of green fields, not the dry, barren hills of southern Colorado.” Unfortunately, his dreams of a better life in America weren’t coming true since he didn’t have this farm, and had to work in a coal mine. Another example is when her father thinks working in the coal mines will help them save money for a farm. But, they can barely afford a dress and have no money saved after being there for nine months. Her mother might have been right when she says, “Only a fool believed in dreams.”

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

43

What is a central idea of "Excerpt from Katerina's Wish"? Use two details from the story to support your response.

A central idea of "Excerpt from Katerina's Wish" is not everything is what is seems to be. For example, in the text, Katerina's father thought America was going to be a wonderful place but in reality it was bad. Also, Katerina thought that the creek was just another boring addition to America but she learns it's something she will enjoy. This shows that you should not be so quick to judge.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain a central idea of "Excerpt from Katerina's Wish" (*not everything is what is seems to be*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Katerina's father thought America was going to be a wonderful place but in reality it was bad* and *Katerina thought that the creek was just another boring addition to America but she learns it's something she will enjoy*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

43

What is a central idea of "Excerpt from Katerina's Wish"? Use two details from the story to support your response.

A central idea from Katerina's Wish is that to have your dream come true you have to work hard. For example, in the excerpt it said "Papa had dreamed of a thriving farm where we would live well." Then the sentence after that said "Instead, he spent long days underground, toiling in the unwholesome air of a coal mine." Another example is that "Momma had determined to take on as much washing as we could from the bachelors in town." This shows that Momma and Papa had to work hard to get there farm.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain a central idea of "Excerpt from Katerina's Wish" (*to have your dream come true you have to work hard*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Papa had dreamed of a thriving farm where we would live well."); "Instead, he spent long days underground, toiling in the unwholesome air of a coal mine"; "Momma had determined to take on as much washing as we could from the bachelors in town"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

43

What is a central idea of "Excerpt from Katerina's Wish"? Use two details from the story to support your response.

The Central idea of "Excerpt from Katerina's Wish" is that it takes time and work for a dream to come true. In line 11 it states, "Instead, he spent long days underground, toiling in the unwholesome air of the coal mine." That tells me that it takes hard work, dreams don't always come true at first, but if you work for it, they will. In the passage, it also states, "... our pockets stayed empty and our ladder was never full." That tells me that it takes time, you need to be patient in order to get what you want(your dream to come true)

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain a central idea of "Excerpt from Katerina's Wish" (*it takes time and work for a dream to come true*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Instead, he spent long days underground, toiling in the unwholesome air of the coal mine. That tells me that it takes hard work, dreams don't always come true at first, but if you work for it, they will and "... our pockets stayed empty and our ladder was never full." That tells me that it takes time, you need to be patient in order to get what you want (your dream to come true)). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

43

What is a central idea of "Excerpt from Katerina's Wish"? Use two details from the story to support your response.

The central idea of "Excerpt from Katerina's Wish" is in the text it States that her father had a dream and her father's dream was to become an owner of a farm. Katerina's father's dream to become an owner of a farm took them from Europe and brought them to America.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain a central idea of "Excerpt from Katerina's Wish" (*her father had a dream and her father's dream was to become an owner of a farm*); however, the response only provides one concrete detail from the text for support as required by the prompt (*Katerina's father's dream to become an owner of a farm took them from Europe and brought them to America*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

43

What is a central idea of "Excerpt from Katerina's Wish"? Use two details from the story to support your response.

The central idea of the story is that a family from Bohemia moved to America to own a farm but were not successful.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain a central idea of "Excerpt from Katerina's Wish" (*The central idea of the story is that a family from Bohemia moved to America to own a farm but were not successful*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

43

What is a central idea of "Excerpt from Katerina's Wish"? Use two details from the story to support your response.

The central idea of
"Excerpt from Katerina's Wish"
is that you will have to
work very hard in life to get
what you really want.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain a central idea of "Excerpt from Katerina's Wish" (*you will have to work very hard in life to get what you really want*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

43

What is a central idea of "Excerpt from Katerina's Wish"? Use two details from the story to support your response.

The central idea of the story is about a dress. Evidence to support my answer is "At least Trina will get a new dress," Aneshka said. Another quote is "If you want to be going back to school in the fall, you'll be needing a new dress; she said."

Score Point 0 (out of 2 points)

This response is totally inaccurate (*The central idea of the story is about a dress. Evidence to support my answer is "At least Trina will get a new dress," Aneshka said." Another, quote is "If you want to be going back to school in the fall, you'll be needing a new dress," she said.*)

GUIDE PAPER 8

Additional

43

What is a central idea of "Excerpt from Katerina's Wish"? Use two details from the story to support your response.

The central idea of the story is that Katerina didn't want to go to school but her mom made her. In paragraph 30 it says that her Mamma said that she has to go to school which means she didn't want to go.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*The central idea of the story is that Katerina didn't want to go to school but her mom made her. In paragraph 30 it says that her mamma said that she has to go to school which means she didn't want to go*).

EXEMPLARY RESPONSE

44

How does Trina's mood change from the beginning to the end of "Excerpt from Katerina's Wish"? Use two details from the story to support your response.

Possible Exemplary Response:

Trina's mood changes from disappointed at the beginning of the story to hopeful at the end. For example, at the start of the story, when Trina and her mother have a lot of laundry to do, Trina grumbles, "It's too much to do at all." She is complaining because they always have to work so hard, yet still don't make much money. By the end of the story though, it is evident she is more hopeful when she comes across a beautiful area by the creek. There she finds an old tree that she's never seen before and thinks it's a dream. According to the text, it states, "For a moment I thought I might be dreaming." This shows maybe where she is living isn't as bad as she thought.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

44

How does Trina's mood change from the beginning to the end of "Excerpt from Katerina's Wish"? Use two details from the story to support your response.

In the beginning, Trina's mood was more negative than positive. Her father's dream brought them to America, but things aren't going very well. According to the text it states, "Instead, he spent long days underground, toiling in the unwholesome air of a coal mine. And even with all this laundry Momma took on, our pockets stayed empty and our larder was never full". This shows how difficult life is for Trina's family and the reason she is upset. Towards the end, Trina's mood became more positive due to the fact that she found something amazing. According to the text it states, "Around the bend, I stopped in amazement. The creek spread out into a still pool...For a moment I thought I might be dreaming. I had never seen this tree before". This is how Trina's mood changed from the beginning to the end.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how Trina's mood changes from the beginning to the end of "Excerpt from Katerina's Wish" (*In the beginning, Trina's mood was more negative than positive and Towards the end, Trina's mood became more positive due to the fact that she found something amazing*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*"Instead, he spent long days underground, toiling in the unwholesome air of a coal mine. And even with all this laundry Momma took on, our pockets stayed empty and our larder was never full." This shows how difficult life is for Trina's family and the reason she is upset and "Around the bend, I stopped in amazement. The creek spread out into a still pool. For a moment I thought I might be dreaming. I had never seen this tree before"*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

44

How does Trina's mood change from the beginning to the end of "Excerpt from Katerina's Wish"? Use two details from the story to support your response.

Trina's mood changes from the beginning to the end of "Excerpt from Katerina's Wish". In the beginning of the excerpt, Trina feels upset about the place where they live and all of the work and labor that she has to do. For example, in the text, it states "'It's too much to do it all,' I grumbled." This shows that Trina is not happy right now. Towards the end of the excerpt, Trina feels happier and more joyful. In the text, it says, "Around the bend, I stopped in amazement." This shows that she feels happy and joyful about her surroundings.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how Trina's mood changes from the beginning to the end of "Excerpt from Katerina's Wish" (*In the beginning of the excerpt, Trina feels upset about the place where they live and all the work and labor that she has to do and Towards the end of the excerpt, Trina feels happier and more joyful*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("It's too much to do it all,' I grumbled. This shows that Trina is not happy right now and "Around the bend, I stopped in amazement."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

44

How does Trina's mood change from the beginning to the end of "Excerpt from Katerina's Wish"? Use two details from the story to support your response.

Trina's mood changes from the beginning to the end by changing from a sad non-dreaming girl to a girl of happiness and wonder. "By 1901, neither the dream or the country felt new." To, "Around the bend, I stopped in amazement."

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how Trina's mood changes from the beginning to the end of "Excerpt from Katerina's Wish" (*from a sad non-dreaming girl to a girl of happiness and wonder*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("By 1901, neither the dream or the country felt new" and To "Around the bend, I stopped in amazement"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

44

How does Trina's mood change from the beginning to the end of "Excerpt from Katerina's Wish"? Use two details from the story to support your response.

Trina's mood change from the beginning to the end because In the beginning trina was grumpy, mad, angry, lazy then at the end we saw her change, A detail is "it's too much to do at all," I grumbled.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how Trina's mood changes from the beginning to the end of "Excerpt from Katerina's Wish" (*In the beginning trina was grumpy, mad, angry, lazy then at the end we saw her change*); however, the response only provides one concrete detail from the text for support ("it's too much to do at all," *I grumbled*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

44

How does Trina's mood change from the beginning to the end of "Excerpt from Katerina's Wish"? Use two details from the story to support your response.

Trina mood changes from the beginning of the story to the end by "I began hauling tubs and bundles of filthy clothes across camp and down the steep slope to the little to the west"; "For a moment I thought I might be dreaming I have never seen this tree before."

Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text as required by the prompt ("I began hauling tubs and bundles of filthy clothes across camp and down the steep slope to the little to the west" and "For a moment I thought I might be dreaming I have never seen this tree before"); however no valid inference from the text is provided. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

44

How does Trina's mood change from the beginning to the end of "Excerpt from Katerina's Wish"? Use two details from the story to support your response.

In the begining of the story
she is not happy about
moving. then at the end she
becomes happy.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how Trina's mood changes from the beginning to the end of "Excerpt from Katerina's Wish" (*In the begining of the story she is not happy about moving. then at the end she becomes happy*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

44

How does Trina's mood change from the beginning to the end of "Excerpt from Katerina's Wish"? Use two details from the story to support your response.

Trina's mood changes from doing good in school to not caring anymore. Trina's mood changes because Trina had good grades and no one saw the good in Katerina. So Katerina wish Train would not care about school. That is why Trina's mood changes from doing good in school to not caring anymore.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*Trina's mood changes from doing good in school to not caring anymore. Trina's mood changes because Trina had good grades and no one saw the good in Katerina. So Katerina wish Train would not care about school. That is why Trina's mood changes from doing good in school to not caring anymore*).

GUIDE PAPER 8

Additional

44

How does Trina's mood change from the beginning to the end of "Excerpt from Katerina's Wish"? Use two details from the story to support your response.

Trina mood change from the beginning to the end because the fater complent his dream to go to armrica

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Trina mood change from the beginning to the end because the fater complent his dream to go to armrica*).

EXEMPLARY RESPONSE

45

How does Taylor feel about exploring the woods at the beginning, middle, and end of the story? What causes her feelings to change? Use details from the story to support your response.

In your response, be sure to

- explain how Taylor feels about exploring the woods at the beginning, middle, and end of the story
- explain what causes her feelings to change
- use details from the story to support your response

Possible Exemplary Response:

Taylor's feelings about exploring the woods change from the beginning to the end of the story. In the beginning, Taylor is amazed when she explores an old tree. As the story moves on, she starts to feel afraid. Finally, at the end, she feels brave finding her way in the woods. All these changes are caused by her experience with an enormous, dead tree and a bird trapped inside.

In the beginning of "Excerpt from Summer Hawk," Taylor is exploring the woods and comes across a giant tree that has been struck by lightning the night before. Her amazement is evident when she describes the tree in detail. In the text, it says, "Half of the tree rose into the sky fifty or sixty feet, every twig etched in white against searing blue. The other half lay smashed on the ground, flattening the grass for an area the size of a small house." She must have really felt small compared to this huge tree, contributing to her feeling of awe.

As Taylor explores the tree more closely, she becomes afraid. For example, in the text, it states, "There was a sudden piercing shriek so close to me I gasped and stumbled back." When she gasps and stumbles it shows she is scared since she isn't expecting anyone else to be in the tree with her. The text also states, "Angry . . . and afraid. I worked my way around the outer branches and climbed cautiously up on the broken half of the trunk." She finds a huge bird with a sharp beak trapped in the branches. It keeps screaming at her and lunges at her. She is afraid it might hurt her. Her feelings of awe are now changing to feelings of fear which are caused at first by the unknown screams, and now by the sight of an ugly bird.

However, Taylor doesn't feel afraid in the story for too long. For example, in the text, it states, "It might have been the most pathetic thing I'd ever seen." She begins to realize that this bird may look scary, but it really is "Beautiful. Brave." As Taylor sits in the tree, continuing to think, she starts to feel courage. The text says, "This bird was obviously too young to fly." Seeing that the bird was innocent and in danger causes her to feel brave, and makes her think she could even help the bird. At the end, when Taylor is going for help, she feels especially brave. The text states, "I was sure to come upon civilization no matter what direction I chose."

Throughout the story, Taylor's feelings about exploring the woods change. In the beginning, her discovery of an old tree gives her feelings of amazement. Soon, she starts to feel afraid when she encounters a huge, ugly bird trapped in the tree. Finally, she feels brave in the forest when she realizes the bird needs her help for survival.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 4-point holistic rubric.

GUIDE PAPER 1a

45

How does Taylor feel about exploring the woods at the beginning, middle, and end of the story? What causes her feelings to change? Use details from the story to support your response.

In your response, be sure to

- explain how Taylor feels about exploring the woods at the beginning, middle, and end of the story
- explain what causes her feelings to change
- use details from the story to support your response

Taylor feels differently throughout the story about exploring the woods. An unexpected discovery, however, changes her perspective completely. She begins to feel a different way, which helps to develop the story.

In the beginning of the story, Taylor had a feeling of awe, but also sorrow. She said, "I rose above everything, a giant white crack against the blue sky". "Solitary in the middle of the clearing, drooping the forest growth, the white tree was split down the middle". This helps create a rather fearful mood. Taylor soon feels unhappy, as she states "I would never see this tree whole". As the story develops, Taylor begins to feel angry. She said, "The scratching came from the impenetrable center of the broken branches". She described that it was impossible to see "anything through the lattice-work of tangled twigs." The scratching increased

GUIDE PAPER 1b

frantically whenever she moved it". She then discovers a huge bird, as she walks through the woods. She explains that "clumps of feathers stuck out unevenly on the wings and tail." This is when Taylor's mood starts to change to sympathetic, as she learns that the bird was "trying to fly" and could get killed or could starve.

The unexpected discovery of the bird caused Taylor's mood to change drastically. Before she found the bird, she was angry and scared. However, she began to feel sympathy for the bird. She said, "This bird was obviously too young to fly, it would die her." She thinks that it "must have been in its nest when the tree was struck by lightning." Taylor wanted to rescue it, but she was afraid that the bird could hurt her if she gets near it. She then remembered the hawk lady and with that thought, was already "scrambling backwards on her stomach down the trunk".

In conclusion, Taylor's feelings change as the story develops. However, her main change in character is when she discovers the bird on lightning-struck tree. Moreover, Taylor's feelings about exploring the woods change from the beginning to the end of the story.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose (*Taylor feels differently throughout the story about exploring the woods*). The response demonstrates insightful analysis of the text (*In the beginning of the story, Taylor had a feeling of awe, but also sorrow and As the story develops, Taylor begins to feel angry and Taylor's mood starts to change to sympathetic*). The topic is developed with the sustained use of relevant, well-chosen details from the text ("It rose above everything, a giant white crack against the blue sky and "it was impossible to see anything through the latticework of tangled twigs" and "This bird was obviously too young to fly, it would die her"). Clear organization is exhibited by the skillful use of appropriate and varied transitions to create a unified whole (*In the beginning, As the story develops, She then, However, In conclusion*). A formal style is established and maintained through the use of grade-appropriate language and domain-specific vocabulary (*unexpected discovery, changes her perspective, fearful mood, the lightning struck tree*). The concluding statement follows from the topic and information presented (*Taylor's feelings about exploring the woods change from the beginning to the end of the story*). This response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 2a

Additional

45

How does Taylor feel about exploring the woods at the beginning, middle, and end of the story? What causes her feelings to change? Use details from the story to support your response.

In your response, be sure to

- explain how Taylor feels about exploring the woods at the beginning, middle, and end of the story
- explain what causes her feelings to change
- use details from the story to support your response

Taylor's venture in the woods leaves Taylor confused and uncomfortable under the same canopy of trees. In the excerpt from Summer Hawk, Taylor finds an injured bird in the woods.

In the beginning of the excerpts, Taylor is awed with the tree in the woods, which has been struck by lightning. She thinks "I never knew until this moment how one could stand truly frozen with awe." In the middle of the story, Taylor finds the ugly, injured bird. The bird has sharp beaks which frightens Taylor, but she wants to help it. So, in the middle, Taylor is worried, confused and slightly scared.

In the end of the story, Taylor no longer feels comfortable in the woods surrounding her. She is going to get help.

GUIDE PAPER 2b

Additional

but she is scared. She says, "The woods no longer felt like a warm nest." What was the cause of her feelings changing towards the woods? The bird. Taylor says that "The bird was silent, but I could feel it watching me from the branches." The ugly bird puts Taylor on edge.

To reiterate Taylor finds the pathetic bird in the woods, which changes her from feeling comfortable and safe in the woods to being frightened and on edge.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose (*Taylor's venture in the woods leaves Taylor confused and uncomfortable under the same canopy of trees*). The response demonstrates insightful analysis of the text (*In the beginning of the excerpt, Taylor is awed, in the middle, Taylor is worried, confused and slightly scared, In the end of the story, Taylor no longer feels comfortable in the woods, and she is scared*). The topic is developed with the sustained use of relevant details from the text ("I never knew until this moment how one could stand truly frozen with awe and *The bird has a sharp beak, which frightens Taylor, but she wants to help it* and "The woods no longer felt like a warm nest"). Clear organization is exhibited by the skillful use of appropriate and varied transitions to create a unified whole (*In the beginning, So, in the middle, In the end, To reiterate*). A formal style is established and maintained through the use of grade-appropriate language and domain-specific vocabulary (*venture in the woods, canopy of trees, sharp beak, the wood surrounding her, pathetic bird*). The concluding statement follows from the topic and information presented (*Taylor finds the pathetic bird in the woods, which changes her from feeling comfortable and safe in the woods to being frightened and on edge*). This response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 3a

45

How does Taylor feel about exploring the woods at the beginning, middle, and end of the story? What causes her feelings to change? Use details from the story to support your response.

In your response, be sure to

- explain how Taylor feels about exploring the woods at the beginning, middle, and end of the story
- explain what causes her feelings to change
- use details from the story to support your response

Throughout the story Taylor's mood definitely changes during her venture through the woods.

In the beginning Taylor is so relaxed and just taking in what is around her. For example, she is in awe looking at the tree. But when she sees the bird, her mood changes and she becomes more tense.

During the middle of her adventure she was astonished and scared at the same time by the bird. I mean, she just sat there and stared for hours not knowing what to do next. She was scared because she was alone with

GUIDE PAPER 3b

just this big bird watching
her every move.

Towards the end of the venture Taylor becomes very tense and worried. She hears a crash and she starts to yell. She doesn't feel the warmth anymore. But then, she starts hustling and tripping, but she keeps going. And she did all of that for a bird.

I think the bird caused Taylor's mood to change. I think this because when the bird came in, everything changed. Taylor felt like she needed to take care of this bird. She twisted her ankle and became adventurous for this bird.

In the end, Taylor went to being in awe, to being scared, to being tense, to being adventurous. And this all happened in an excerpt I just read.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*Taylor's mood definitely changes during her venture through the woods*). The response demonstrates insightful analysis of the text (*In the beginning Taylor is so relaxed, During the middle of her adventure she was astonished and scared at the same time, Towards the end of the venture Taylor becomes very tense and worried, became adventurous for this bird*). The topic is developed with relevant facts and other information from the text (*she is in awe looking at the tree, she just sat there and stared for hours not knowing what to do next, and when the bird came in, everything changed. Taylor felt like she needed to take care of this bird*). The response exhibits clear organization, with the skillful use of appropriate transitions to create a unified whole (*Throughout the story, In the beginning, Towards the end, But then, because, In the end*). A formal style is established and maintained through the use of precise language and domain-specific vocabulary (*venture through the woods, in awe, watching her every move*). The concluding statement follows from the topic and information presented (*In the end, Taylor went to being in awe, to being scared, to being tense to being adventurous*). The response demonstrates grade-appropriate command of conventions, with few errors (*definately* and *adventurous*).

GUIDE PAPER 4a

45

How does Taylor feel about exploring the woods at the beginning, middle, and end of the story? What causes her feelings to change? Use details from the story to support your response.

In your response, be sure to

- explain how Taylor feels about exploring the woods at the beginning, middle, and end of the story
- explain what causes her feelings to change
- use details from the story to support your response

Taylor's feelings about exploring the wood have a great deal of variety. She feels a wide range of emotions, both positive and negative. Her feelings can be most accurately conveyed using the beginning, middle, and end concept.

In the beginning, Taylor is awestruck. When she saw the tree, she said "I never knew until that moment how one could stand truly frozen with awe." This shows that even Taylor realized how awestruck she was. In the middle of the story, her feelings change.

In the middle, Taylor feels very sad. When she saw the bird, she immediately felt bad for it. She said she wanted to save it, but she couldn't. At the end of the story, her feelings change again.

At the end of the story, Taylor is scared. When she heard something crash in the darkness, she was very frightened. She ran as fast as she could out of the woods.

In conclusion, Taylor experiences a wide variety of emotions while exploring the forest. While not always positive, she always felt something.

GUIDE PAPER 4b

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*Taylor's feelings about exploring the wood have a great deal of variety*). The response demonstrates grade-appropriate analysis of the text (*In the beginning, Taylor is awestruck; In the middle, Taylor feels very sad; At the end of the story, Taylor is scared*). The topic is developed with relevant facts and details from the text ("I never knew until that moment how one could stand truly frozen with awe" and *When she saw the bird, she immediately felt bad for it*, and *When she heard something crash in the darkness she was very frightened*). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*In the beginning, When, This shows, At the end, In conclusion*). A formal style is established and maintained through the use of domain-specific vocabulary (*exploring the wood, awestruck, frightened*). The concluding statement follows from the topic and information presented (*Taylor experiences a wide variety of emotions while exploring the forest*). The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 5a

Additional

45

How does Taylor feel about exploring the woods at the beginning, middle, and end of the story? What causes her feelings to change? Use details from the story to support your response.

In your response, be sure to

✓ explain how Taylor feels about exploring the woods at the beginning, middle, and end of the story

✓ explain what causes her feelings to change

✓ use details from the story to support your response

Taylor just moved into her new home town. As she goes into the woods for the first time she makes an unexpected discovery.

In the beginning of the story when Taylor goes to explore the woods she feels sorrow as it said in the story because she found a tree that had been struck by lightning, and half of the tree rose in the sky. The other half was smashed in the ground. She said she would never see that tree whole. In the middle of the story Taylor felt angry and afraid because she had heard a shrieking sound.

GUIDE PAPER 5b

Additional

coming from the tree. It turned out it was some type of baby bird that had been left in the nest of the tree. When she tried to get closer to the bird it started shrieking again and opening its beak. At the end of the story Taylor feels sad because Taylor wanted to rescue the bird from the tree but she couldn't that's why she left and said "The woods no longer feels like a warm nest.

Her feeling changed toward the end of the story because Taylor wanted to rescue the bird but she couldn't.

In conclusion Taylor feelings changed all throughout the story as she went into the woods and met the bird.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*As she goes into the woods for the first time she makes an unexpected discovery*). The response demonstrates grade-appropriate analysis of the text (*when Taylor goes to explore the woods she feels sorrow, In the middle of the story Taylor felt Angry and afraid because she had heard a shrieking sound, Taylor feels sad because Taylor wanted to Rescue the bird from the tree but she couldn't*). The topic is developed with relevant details from the text (*she found a tree that had been struck by lightning, she would never see that tree whole, When she tried to get closer to the bird it started shrieking again and opening its beak, "The woods no longer feels like a warm nest"*). The response exhibits clear organization, with the use of appropriate transitions (*As she, In the beginning, because, It turned out, When, In conclusion*). A formal style is established and maintained through the use of domain-specific vocabulary (*explore the woods, smashed, shrieking sound*). The concluding statement follows from the topic and information presented (*Taylor feelings changed all throughout the story as she went into the woods and met the bird*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*felt Angry, it's beak, couldn't*).

GUIDE PAPER 6a

45

How does Taylor feel about exploring the woods at the beginning, middle, and end of the story? What causes her feelings to change? Use details from the story to support your response.

In your response, be sure to

- explain how Taylor feels about exploring the woods at the beginning, middle, and end of the story
- explain what causes her feelings to change
- use details from the story to support your response

In the beginning of the story Taylor feels feels angry and afraid, in the middle of the story she feels scared for ^{the bird} at the end of the story she feels hurt.

Taylor feels angry and afraid in the beginning of the story because she kept on hearing scratching whenever she moved. One detail to support my answer is in lines 16-17 when the story said "the scratching increased frantically whenever I moved." Angry and afraid, Taylor feels scared for the bird because she does not want it to die or get injured. One detail is in lines 46-47 when the story said "But what if something killed it in the meantime? What if it's already close to starving?" Taylor feels hurt at the end of the story because when she was walking she kept on hurting herself. One detail is in lines 60-61 when the story said "I twisted my ankle jumping across a stream."

The bad things that happens to her keeps on making her feelings to change. She was afraid and angry scared

for a bird and hurt all because the woods is dangerous and she doesn't want a bird to die or get injured.

In conclusion I learned that Taylor cares for living thing and will get scared and become hurt just to save it.

GUIDE PAPER 6b

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*In the beginning of the story Taylor feels feels angry and afraid, in the middle of the story she feels scared for the bird at the end of the story she feels hurt*). The response demonstrates a literal comprehension of the text (*she kept on hearing screeching whenever she moved, Taylor feels scared for the bird because she does not want it to die or get injured, Taylor feels hurt at the end of the story because when she was walking she kept on hurting herself*). The topic is developed with relevant details from the text (*the screeching increased frantically whenever I moved; “But what if something killed it in the meantime?”; I twisted my ankle jumping across a stream*). The response exhibits clear organization, with the use of appropriate transitions (*In the beginning, because, One detail, In conclusion*). The concluding statement follows generally from the topic and information presented (*I learned that Taylor cares for living thing and will get scared and become hurt just to save it*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*bad things that happens and afraid and angry scared for*).

GUIDE PAPER 7a

45

How does Taylor feel about exploring the woods at the beginning, middle, and end of the story? What causes her feelings to change? Use details from the story to support your response.

In your response, be sure to

- explain how Taylor feels about exploring the woods at the beginning, middle, and end of the story
- explain what causes her feelings to change
- use details from the story to support your response

Throughout the entire story Taylor is kinda scared to be in the woods. In the beginning, she is scared, because she sees this big black tree that was struck by lightning. It seems like a very scary sight to see. In the middle she is a little scared but also kinda neutral. She sees a bird that she is a little frightened of. In the text, it states, "I peered down into the ~~mass~~ below me, and there was the ugliest bird I had ever seen". This quote states that she thought the bird was ugly. Then towards the end she gets so scared of the wood and the bird that she just runs away.

Taylor's feelings changed a lot because she went from scared to neutral to beyond scared.

To sum it up Taylor really didn't love her experience to explore the woods.

GUIDE PAPER 7b

Score Point 2 (out of 4 points)

This response introduces a topic that follows generally from the task and purpose (*Throughout the entire story Taylor is kinda scared to be in the woods*). The response demonstrates a literal comprehension of the text (*she is scared, It seem's like a very scary sight to see, In the middle she is a little scared, but also kinda nuetral, and towards the end she gets so scared of the woods*). The topic is partially developed with the use of some textual evidence (*she see's this big black tree that was struck by lightning; "I peered down into the mass below me, and there was the ugliest bird I had ever seen"; she gets so scared of the woods and the bird that she just runs away*). This response exhibits some attempt at organization, with inconsistent use of transitions (*Throughout, In the beginning, In the text, but also, To sum it up*). The concluding statement follows generally from the topic and information presented (*To sum it up Taylor really didn't love her experience to explore the woods*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*she see's* and *It seem's*).

GUIDE PAPER 8a

Additional

45

How does Taylor feel about exploring the woods at the beginning, middle, and end of the story? What causes her feelings to change? Use details from the story to support your response.

In your response, be sure to

- explain how Taylor feels about exploring the woods at the beginning, middle, and end of the story
- explain what causes her feelings to change
- use details from the story to support your response

At the beginning of the story, Taylor saw the burnt tree with shattered branches everywhere. Taylor felt that exploring the woods was a great thing to do. She saw a burnt tree with barely any branches. She also got to touch the lighting that was on the tree. When Taylor first saw the bird, she first thought that it was ugly. The bird kept hissing at Taylor everytime she moved. Taylor noticed that exploring the wood was probably not the best thing she could have done. After Taylor started walking away from the bird, she closed her eyes and tried not to look back at the

tree. If she looked back, she would have probably save the bird. When she was trying to escape the wood, she got hurt in many ways. She would trip over a root, slip down a hill. She also twisted her ankle when she was crossing a stream. Taylor felt like exploring in the woods was the worst thing to do.

Score Point 2 (out of 4 points)

This response introduces a topic that follows generally from the task and purpose (*Taylor felt that exploring the woods was a great thing to do*). The response demonstrates a literal comprehension of the text (*At the beginning of the story Taylor saw the burnt tree with shattered branches everywhere; Taylor noticed that exploring the wood was probably not the best thing she could have done; When she was trying to escape the wood, she got hurt in many ways*). The topic is partially developed with the use of some textual evidence (*She saw a burnt tree with barely any branches, The bird kept hissing at Taylor everytime she moved and She would trip over a root, slip down a hill. She also twisted her ankle when she was crossing a stream*). This response exhibits some attempt at organization, with inconsistent use of transitions (*At the beginning, also, When, After, If*). A concluding statement is provided that follows generally from the topic (*Taylor felt like exploring in the woods was the worst thing to do*). The response demonstrates emerging command of conventions, with some errors.

GUIDE PAPER 9

45

How does Taylor feel about exploring the woods at the beginning, middle, and end of the story? What causes her feelings to change? Use details from the story to support your response.

In your response, be sure to

- explain how Taylor feels about exploring the woods at the beginning, middle, and end of the story
- explain what causes her feelings to change
- use details from the story to support your response

Taylor at the beginning is excited to be in the woods but then she hears a frightful screech and climbs the tree to find the source. At this point in the story, the middle, she is angry and confused but finds a bird. The bird alone and probably starving, lunges at Taylor but stumbles and falls. Near the end of the story, Taylor is scared for the bird, and tries to find civilization and call the hawk lady to save the bird from dieing.

Score Point 2 (out of 4 points)

This response introduces a topic that follows generally from the task and purpose (*Taylor at the beginning is excited to be in the woods but then she hears a frightful screech*). This response demonstrates a literal comprehension of the text (*Taylor at the beginning is excited to be in the woods; At this point in the story, the middle, she is angry and confused but finds a bird; Near the end of the story, Taylor is scared for the bird*). The topic is partially developed with the use of some textual evidence (*but then she hears a frightful screech and climbs the tree to find the source; The bird alone and probably starving lunges at Taylor but stumbles and falls; Taylor is scared for the bird, and tries to find civilization and call the hawk lady to save the bird from dieing*). The response establishes, but fails to maintain, a formal style, with inconsistent use of language and domain-specific vocabulary (*At this point in the story, the middle, she is angry and confused but finds a bird, lunges at Taylor but stumbles and falls*). No concluding statement is provided. The response demonstrates emerging command of conventions, with some errors (*the bird alone, try, civilization*).

GUIDE PAPER 10

45

How does Taylor feel about exploring the woods at the beginning, middle, and end of the story? What causes her feelings to change? Use details from the story to support your response.

In your response, be sure to

- explain how Taylor feels about exploring the woods at the beginning, middle, and end of the story
- explain what causes her feelings to change
- use details from the story to support your response

Taylor feels welcomed to walk in the forest at the Beginning, then Taylor start's getting nervous in the middle, and then Taylor starts to get scared. A storm cause's Taylor's feeling to change because it put's the bird in danger "What if the bird dies in starvation or it fall's?"

Score Point 1 (out of 4 points)

This response introduces a topic that follows generally from the task and purpose (*Taylor feels welcomed to walk in the forest at the Beginning, then Taylor start's getting nervous in the middle, and then Taylor starts to get scared*). This response demonstrates a literal comprehension of the text (*A storm cause's Taylor's feeling to change because it put's the bird in danger*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal evidence which is generally invalid or irrelevant ("what if the bird dies in starvation or it fall's"). This response exhibits little attempt at organization and no concluding statement is provided. The response demonstrates emerging command of conventions, with some errors (*feels, at the Beginning, start's, cause's*).

GUIDE PAPER 11

Additional

45

How does Taylor feel about exploring the woods at the beginning, middle, and end of the story? What causes her feelings to change? Use details from the story to support your response.

In your response, be sure to

- explain how Taylor feels about exploring the woods at the beginning, middle, and end of the story
- explain what causes her feelings to change
- use details from the story to support your response

At first Taylor is sitting in a tree having a good time. Then the bird come crashing down and scares her so she is frightened then she gets out of the tree and is kinda nervous. then she starts walking through the woods and starts to try to fined her way home and she stats to get really scared.

Score Point 1 (out of 4 points)

This response introduces a topic that follows generally from the task and purpose (*At first Taylor is sitting in a tree having a good time. Then, the bird come crashing down and scares her*). This response demonstrates a literal comprehension of the text (*Then the bird come crashing down and scares her so she is frightened then she gets out of the tree and is kinda nervous; then she starts walking through the woods and starts to try to fined her way home; she stats to get really scared*). This response exhibits little attempt at organization and no concluding statement is provided. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*siting, haveing, come crashing down, fined, stats to get*).

GUIDE PAPER 12

45

How does Taylor feel about exploring the woods at the beginning, middle, and end of the story? What causes her feelings to change? Use details from the story to support your response.

In your response, be sure to

- explain how Taylor feels about exploring the woods at the beginning, middle, and end of the story
- explain what causes her feelings to change
- use details from the story to support your response

Her feelings in the start of the story
were awe to sorrow, then to brave, then happy

Her feelings changed when she
found her aunt and uncles farm.

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the text and task (*Her feeling changed when she found her aunt and uncles farm*). No evidence is provided. This response exhibits no evidence of organization and no concluding statement is provided. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension.

GUIDE PAPER 13

45

How does Taylor feel about exploring the woods at the beginning, middle, and end of the story? What causes her feelings to change? Use details from the story to support your response.

In your response, be sure to

- explain how Taylor feels about exploring the woods at the beginning, middle, and end of the story
- explain what causes her feelings to change
- use details from the story to support your response

Taylor Feel about exploring the woods
because at the end of the story
and at the beginning it was not the same
because in the beginning of the story it
was black charred wood contrasted
with the pale bark so distinctly it looked
as though someone had painted it. At the
end of the story the woods no longer
felt like a warm.

Score Point 0 (out of 4 points)

This response introduces a topic that does not logically follow from the task and purpose (*Taylor feel about exploring the woods because at the end of the story and at the beginning it was not the same*). No evidence is provided and the response exhibits no evidence of organization. No concluding statement is provided. This response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*Taylor Feel about exploring, so distinctly, has pinted, felt like a warm*).

GUIDE PAPER 14

Additional

45

How does Taylor feel about exploring the woods at the beginning, middle, and end of the story? What causes her feelings to change? Use details from the story to support your response.

In your response, be sure to

- explain how Taylor feels about exploring the woods at the beginning, middle, and end of the story
- explain what causes her feelings to change
- use details from the story to support your response

Taylor wet in the woods and found a bird. Then Taylor made a treehouse for the bird and herself. The bird died slowly and slowly Taylor was sad happy and the bird chirped and the bird died at the end.

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the text and task (*Taylor wet in the woods and found a bird and slowly Taylor was sad and happy and the bird chirped and the bird died at the end*). No evidence is provided. This response exhibits no evidence of organization and no concluding statement is provided. This response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*Taylor wet and fond a bird*).

EXEMPLARY RESPONSE

46

Why does the relationship between Julianna and her father change? Use two details from the story to support your response.

Possible Exemplary Response:

The relationship between Julianna and her father changes because Julianna is growing older. According to the text it states, “When I got a little older, he still talked about himself and his childhood, but he also started asking questions about me.” Her dad told her stories about himself when she was little, but now he wants to know more about her as she is changing. He even asks her about a boy she likes and tells her to “start looking at the whole landscape.” Julia doesn’t really appreciate this advice, which is a change in their relationship because she usually likes to sit and hear her dad talk.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

46

Why does the relationship between Julianna and her father change? Use two details from the story to support your response.

The relationship between the narrator and her father change because as she gets older her father teaches more life lessons. Flipped states, "...when I was done Dad shook his head and told me in soft, heavy words that I needed to start looking at the whole landscape." Julianna's father is trying to tell her look at everything not only one thing that stands out. "Flipped states, "And the older I got, the more philosophical he became." Her father knew that she needed to learn more about life so he told her more lessons. This indicates that the narrator's Father wants her to succeed in life.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why the relationship between Julianna and her father changed (*as she gets older her father teaches more life lessons*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*. . . when I was done Dad shook his head and told me in soft heavy words that I needed to start looking at the whole landscape.*" *Julianna's father is trying to tell her look at everything not only one thing stands out* and "*And the older I got, the more philosophical he became.*" *Her father knew that she needed to learn more about life*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

46

Why does the relationship between Julianna and her father change? Use two details from the story to support your response.

The relationship between Julianna and her father changes because they get closer to each other (talk more about personal things). For example, "When I got a little older, he still talked about himself and his childhood, but he also started asking questions about me." This shows her father gave interest in what Julianna did. Also, "Then one time he surprised me and asked me about Bryce." "When I was done Dad shook his head and told me in soft heavy words that I needed to start looking at the whole landscape." This shows the dad gave Julianna advice. In conclusion, the relationship between Julianna and her father changes because before he only talked about himself, but later on he showed interest in Julianna and gave her advice. They get closer to each other.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why the relationship between Julianna and her father changed [(they get closer to each other (talk more about personal things))]. The response provides a sufficient number of concrete details from the text for support as required by the prompt ("When I got a little older, he still talked about himself and his childhood, but he also started asking questions about me" and "Then one time he surprised me and asked about Bryce." "When I was done Dad shook his head and told me in soft heavy words that I needed to start looking at the whole landscape."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

46

Why does the relationship between Julianna and her father change? Use two details from the story to support your response.

The relationship between Julianna and her father change because Julianna was getting older. For example in the text it states that "When I got a little older, he still talked about himself and his childhood, but he also started asking questions about me!" Another example is "And the older I got, the more philosophical he seemed to get." This was how the relationship between Julianna and her father change.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why the relationship between Julianna and her father changed (*Julianna was getting older*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("When I got a little older, he still talked about himself and his childhood, but he also started asking questions about me" and "And the older I got the more philosophical he seemed to get"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

46

Why does the relationship between Julianna and her father change? Use two details from the story to support your response.

The relationship between Julianna + her father changed because Julianna was growing up. It states that "And the older I got, the more philosophical he seemed to get!"

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain why the relationship between Julianna and her father changed (*Julianna was growing up*); however, the response only provides one concrete detail from the text for support ("*And the older I got, the more philosophical he seemed to get*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

46

Why does the relationship between Julianna and her father change? Use two details from the story to support your response.

The relationship between Julianna and her father changes because in the story it says "After that he didn't talk so much about events as he did about ideas." Another reason is "I don't know if he really got more philosophical or if he just thought I could handle it now I was in double-digits".

Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text ("After that he didn't talk so much about events as he did about ideas" and "I don't know if he really got more philosophical or if he just thought I could handle it now that I was in double-digits"); however, the response does not provide a valid inference from the text to explain why the relationship between Julianna and her father changed. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

46

Why does the relationship between Julianna and her father change? Use two details from the story to support your response.

He realation ship whith her father chages by
when Julianna is growing up!

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain why the relationship between Julianna and her father changed (*He realationship whith her father chages by when Julianna is growing up*); however, the response does not provide two concrete details from the text for support.

GUIDE PAPER 7

46

Why does the relationship between Julianna and her father change? Use two details from the story to support your response.

the relationship between
Julianna and her father
change because her
father paint a lot and
he might not have
time to be with
her.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*the relationship between Julianna and her father change because her father paint a lot and he might not have time to be with her*).

GUIDE PAPER 8

Additional

46

Why does the relationship between Julianna and her father change? Use two details from the story to support your response.

His dad doesn't seem to see the
backyard or the chickens when he's
painting, though.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*His dad doesn't seem to see the backyard or the chickens when he's painting, though*).

EXEMPLARY RESPONSE

47

How does the father's idea that Julianna "needed to start looking at the whole landscape" (line 32) relate to his description of a painting in lines 46 through 49? Use two details from the story to support your response.

Possible Exemplary Response:

The father's idea that Julianna "needed to start looking at the whole landscape" relates to his description of a painting because they both emphasize the importance of looking at more than the individual parts of a person or a painting. When her father explains, "how the cow by itself is just a cow" he is trying to tell her that she should see people in the same way. For instance, when Julianna tells her dad about Bryce's "eyes and hair and the way his cheeks blush", her dad thinks she needs to look at more than just the boy's looks. There is a "whole landscape," meaning it's important to see the whole person. The cow alone without the grass and flowers is like Bryce's eyes and hair without his feelings and actions. He wants Julianna to look at the boy and all his traits, like a painting of a landscape.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

47

How does the father's idea that Julianna "needed to start looking at the whole landscape" (line 32) relate to his description of a painting in lines 46 through 49? Use two details from the story to support your response.

Father's idea that Julianna "needed to start looking at the whole landscape" relates to his description of a painting in lines 46 through 49 in many ways. For example, when father is talking about how the meadow itself is just grass and flowers and that the cow itself is just a cow, he is referring to how Julianna likes some features of Bryce but when you put all the features of Bryce together, he might not turn out as perfect as Julianna thought. Another example would be that [redacted] father says that if you put all the pieces of the painting together, it makes magic. When father says this he is trying to tell Julianna that you can't just like parts of Bryce, you need to like him when he's all put together.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the father's idea that Julianna "needed to start looking at the whole landscape" relates to his description of a painting in lines 46 through 49 (*he is trying to tell Julianna that you can't just like parts of Bryce, you need to like him when he's all put together*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*when father is talking about how the meadow itself is just grass and flowers and that the cow itself is just a cow, he is referring to how Julianna likes some features of Bryce but when you put all the features of Bryce together, he might not turn out as perfect as Julianna thought and father says that if you put all the pieces of the painting together, it makes magic*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

47

How does the father's idea that Julianna "needed to start looking at the whole landscape" (line 32) relate to his description of a painting in lines 46 through 49? Use two details from the story to support your response.

The father's idea relates to his description of the painting because it shows you need all the parts to understand the whole thing. As stated in the text, "The meadow by itself is just grass and flowers." This shows that anything by itself doesn't have true value and you need the whole picture. Also stated in the text, "but put them all together and you've got magic."

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the father's idea that Julianna "needed to start looking at the whole landscape" relates to his description of a painting in lines 46 through 49 (you need all parts to understand the whole thing). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("The meadow itself is just grass and flowers." This shows that anything by itself doesn't have true value and you need the picture and "but put them all together and you've got magic"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

47

How does the father's idea that Julianna "needed to start looking at the whole landscape" (line 32) relate to his description of a painting in lines 46 through 49? Use two details from the story to support your response.

Julianna's father thinks that Julianna "needed to start looking at the whole landscape"; relates to his description of a painting in lines 46 through 49. Her father wanted Julianna to see past beauty and get to know Bryce. It states in the text, "...but I don't think I explained it very well because when I was done Dad shook his head..." This piece of evidence shows that Julianna's father was trying to show her the bigger picture. Also according to the story, "A painting is more than the sum of its parts," he would tell me... This quote reveals her father believes that small separate things make up the person.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the father's idea that Julianna "needed to start looking at the whole landscape" relates to his description of a painting in lines 46 through 49 (*Her father wanted Julianna to see past beauty and get to know Bryce*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("... but I don't think I explained it very well because when I was done Dad shook his head . . . " *This piece of evidence shows that Julianna's father was trying to show her the bigger picture; "A painting is more than the sum of its parts," he would tell me . . .* *This quote reveals her father believes that small separate things make up the person*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

47

How does the father's idea that Julianna "needed to start looking at the whole landscape" (line 32) relate to his description of a painting in lines 46 through 49? Use two details from the story to support your response.

father's idea relates to his description of painting because in both things he says to not just look at one part of the painting, "but put them all together and you've got magic" is what father says at the end of his description of the painting. With the explanation it tells Julianna to look at the bigger picture and realize what's going on and not focus on just one thing.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the father's idea that Julianna "needed to start looking at the whole landscape" relates to his description of a painting in lines 46 through 49 (*it tells Julianna to look at the bigger picture and realize what's going on and not focus on Just one thing*); however, the response only provides one concrete detail from the text for support (*he says to not just look at one part of the painting, "but put them all together and you've got magic"*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

47

How does the father's idea that Julianna "needed to start looking at the whole landscape" (line 32) relate to his description of a painting in lines 46 through 49? Use two details from the story to support your response.

The father's idea relates to his description of a painting because in line 32, he is saying that so that Julianna will realize that she can't just look at Bryce's good features, there are more parts to him which reimplies when he describes the painting in lines 46-49.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the father's idea that Julianna "needed to start looking at the whole landscape" relates to his description of a painting in lines 46 through 49 (*Julianna will realize that she can't just look at Bryce's good features, there are more parts to him*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

47

How does the father's idea that Julianna "needed to start looking at the whole landscape" (line 32) relate to his description of a painting in lines 46 through 49? Use two details from the story to support your response.

A painting is more than the sum of its parts.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the father's idea that Julianna "needed to start looking at the whole landscape" relates to his description of a painting in lines 46 through 49 (*A painting is more than the sum of its parts*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

47

How does the father's idea that Julianna "needed to start looking at the whole landscape" (line 32) relate to his description of a painting in lines 46 through 49? Use two details from the story to support your response.

Julianna's father's idea relates to his description of a painting in lines 46–49 by telling her the magnificence of art.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Julianna's father's idea relates to his description of a painting in lines 46–49 by telling her the magnificence of art*).

GUIDE PAPER 8

Additional

47

How does the father's idea that Julianna "needed to start looking at the whole landscape" (line 32) relate to his description of a painting in lines 46 through 49? Use two details from the story to support your response.

My father doesn't have a studio or anything, and since the garage is stuffed with things that everyone thinks they need but on one ever uses he paints outside

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*My father doesn't have a studio or anything, and since the garage is stuffed with things that everyone thinks they need but on one ever uses he paints outside*).

EXEMPLARY RESPONSE

48

What is a central idea of “A Universal Language: Futbol 4 Dreams”? Use two details from the article to support your response.

Possible Exemplary Response:

A central idea of “A Universal Language: Futbol 4 Dreams” is people can make a big difference starting out with just a simple idea. Nicolette Iribarne’s idea to send soccer balls to refugee children started with a simple conversation with her family. After that, she started an organization called Futbol 4 Refugees. Her goal was to collect 1,000 soccer balls and send them around the world, but it grew much bigger. According to the text, “Futbol 4 Dreams has now donated almost 3,000 soccer ball to kids all over the world . . .” It’s amazing how she is making such a difference around the world, and it all started with just a dinner conversation.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

48

What is a central idea of "A Universal Language: Futbol 4 Dreams"? Use two details from the article to support your response.

"A Universal Language: Futbol 4 Dreams" has a central idea. That central idea is that soccer brings people together. For example, "The game of led to an instant friendship and showed me that beneath her cultural shields, our cores are all the same." This shows that inside everyone is the same. Also, "It's not our differences that make us stronger, but working with our similarities." This detail proves that soccer brings them together because they realize playing soccer makes us stronger together.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what is a central idea of "A Universal Language: Futbol 4 Dreams" (*soccer brings people together*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*The game of led to an instant friendship and showed me that beneath her cultural shields, our cores are all the same. This shows that inside everyone is the same* and "*It's not our differences that make us stronger; but working with our similarities.*"). The response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

48

What is a central idea of "A Universal Language: Futbol 4 Dreams"? Use two details from the article to support your response.

The Central idea of "A Universal Language: Futbol 4 Dreams," is mostly about sending soccer balls to different people in different countries and to show how fun it can be. One reason I think playing soccer is now fun it can be because Nicolette said "the game of soccer led to instant friendship and showed me that beneath our cultural shields, our cores are all the same" which means they knew that soccer was a universal language, and no matter how many cultural differences there were between kids from different countries, most kids knew how to play the game. Another reason is to make it much fun and enthusiastic they had an idea for instead of plain soccer ball they should hand-decorate it with colorful pictures and messages of friendship like a peace sign or like a sign name "Somebody in the u.s. loves you".

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what is a central idea of "A Universal Language: Futbol 4 Dreams" (*mostly about sending soccer balls to different people in different countries and to show how fun it can be*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*"the game of soccer led to instant friendship and showed me that beneath our cultural shields, our cores are all the same."* Which means they knew that soccer was a universal language, and no matter how many cultural differences there were between kids from different countries, most kids knew how to play the game and to make it much fun and enthusiastic they had an idea for instead of plain soccer ball they should hand-decorate it with colorful pictures and messages of friendship like a peace sign or like a sign name "Somebody in the u.s. loves you"). The response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

48

What is a central idea of "A Universal Language: Futbol 4 Dreams"? Use two details from the article to support your response.

The article "A Universal Language" was mainly about helping poor refugee children by giving them soccer balls. They have sent balls all over the world like Russia, Vietnam, Iraq, Indonesia, Nicoragua, Honduras and many more places. In addition, they also sometimes play with the refugees themselves. They played with a tribe in the Thailand jungle, in Rio de Janeiro Brazil, and even on a Tobacco Ranch in Honduras. What they are doing is really changing these kids' lives around.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what is a central idea of "A Universal Language: Futbol 4 Dreams" (*helping poor refugee children by giving them soccer balls*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*They have sent balls all over the world like Russia, Vietnam, Iraq, Indonesia, Nicoragua, Honduras and many more places and they also sometimes play with the refugees themselves. They played with a tribe in the Thailand jungle, in Rio de Janeiro Brazil, and even on a Tobacco ranch in Honduras*). The response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

48

What is a central idea of "A Universal Language: Futbol 4 Dreams"? Use two details from the article to support your response.

A central idea for Futbol 4 dreams is like a program that donates Supplies and Items to kids. Based On the text it States "Futbol 4 Dreams has now donated almost 3,000 Soccer balls to kids all over the World, In places such as Nombia, Azerbaijan, Iraq, Indonesia, Vieatiam and Russia".

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what is a central idea of "A Universal Language: Futbol 4 Dreams" (*is like a program that donates Supplies and Items to kids*); however, the response only provides one concrete detail from the text for support (*"Futbol 4 Dreams has now donated almost 3,000 soccer balls to kids all over the World, In places such as Nombia, Azerbaijan, Iraq, Indonesia, Vieatiam and Russia"*). The response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

48

What is a central idea of “A Universal Language: Futbol 4 Dreams”? Use two details from the article to support your response.

It is about 2 girls that wanted to help kid refugees and to show that no matter our color or culture we can all bond.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what is a central idea of “A Universal Language: Futbol 4 Dreams” (*It is about 2 girls that wanted to help kid refugees no matter our color or culture we can all bond*); however, the response does not provide two concrete details from the text for support. The response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

48

What is a central idea of "A Universal Language: Futbol 4 Dreams"? Use two details from the article to support your response.

The central idea is that Gabriela and here Sister want to send ball to all the kid that don't have ball to play with

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what is a central idea of "A Universal Language: Futbol 4 Dreams" (*Gabriela and here sister want to send ball to all the kid that don't have ball to play with*); however, the response does not provide two concrete details from the text as required by the prompt. The response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

48

What is a central idea of "A Universal Language: Futbol 4 Dreams"? Use two details from the article to support your response.

The central idea of "A Universal Language Futbol 4 Dreams" is learning different languages and different cultures.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*The central idea of "A Universal Language Futbol 4 Dreams is learning different languages and different cultures*).

GUIDE PAPER 8

Additional

48

What is a central idea of "A Universal Language: Futbol 4 Dreams"? Use two details from the article to support your response.

The central idea of this story was a family dinner table in Mission Viejo, California in 2004 Nicolette Iribarne, her sister, Gabriela and their parents were talking about soccer.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*The central idea of this story was a family dinner table in Mission viejo, California in 2004 Nicolette Iribarne her sister, Gabriela and their Parents were talking about soccer*).

EXEMPLARY RESPONSE

49

In “Recycling Electronic Waste,” why are the results of the survey (lines 27 through 31) important? Use two details from the article to support your response.

Possible Exemplary Response:

The results of the survey are important because it shows how necessary it is that Alex and his organization do something to help the problem with e-waste. For example, in the text, it states, “Of the people who answered the survey, only one in eight even knew what e-waste was, let alone how to properly dispose of it.” This shows that most people had no idea of the dangers of just throwing away computers. They even found one man who threw “50 old Mac computers” into a hole in his backyard. He had no idea he was doing anything wrong. It was obvious something needed to change.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

49

In "Recycling Electronic Waste," why are the results of the survey (lines 27 through 31) important? Use two details from the article to support your response.

The results of the survey is important in the article. It is because "only one in eight even know what e-waste was", which shows how little knowledge people have about e-waste. This also shows that people don't know how to dispose wastes, and one man dug a hole and "dumped about 50 old Mac computers inside it". Based on the information, it can be inferred that the survey is important because a lot of people don't know what is e-waste.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why the results of the survey are important (*because a lot of people don't know what is e-waste*). The response provides a sufficient number of details from the text for support as required by the prompt (*"only one in eight even know what e-waste was"*, which shows how little knowledge people have about e-waste and *one man dug a hole and "dumped about 50 old Mac computers inside it"*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

49

In "Recycling Electronic Waste," why are the results of the survey (lines 27 through 31) important? Use two details from the article to support your response.

In "Recycling Electronic Waste" the results of the survey were important because not many people even new what e-waste was. Only one out of eight people knew what e-waste was. Not many people understand how they are creating e-waste. For example a man dug a hug hole in his hard and put 50 computers in it. He did not think he was doing anything wrong. It was his job. He takes the this that still work in a broken computer and then sell them. But after the man does that he has no where else to put the computers.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why the results of the survey are important (*because not many people even new what e-waste was*). The response provides a sufficient number of details from the text for support as required by the prompt (*Only one out of eight people knew what e-waste was and a man dug a hug hole in his hard and put 50 computers in it. He did not think he was doing anything wrong*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

49

In "Recycling Electronic Waste," why are the results of the survey (lines 27 through 31) important? Use two details from the article to support your response.

In "Recycle Electronic Waste" the results of the survey are very important because they help to see what knowledge Alex's community had about e-waste. For example, without the survey Alex would not have known that only one out of 8 people knew what e-waste was. Moreover, without the survey Alex would not have known that a neighbor of his was dumping old computers that he bought in a hole in his backyard.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why the results of the survey are important (*because they help to see what knowledge Alex's community had about e-waste*). The response provides a sufficient number of details from the text for support as required by the prompt (*without the survey Alex would not have known that only one out of 8 people knew what e-waste was and without the survey Alex would not have known that a neighbor of his was dumping old computers that he bought in a hole in his backyard*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

49

In "Recycling Electronic Waste," why are the results of the survey (lines 27 through 31) important? Use two details from the article to support your response.

In "Recycling Electronic Waste" the results of the survey were important. They were important because only 1 in 8 people knew what e-waste was. To top that off there was a man who took resellable parts out of macs and buried the other stuff in his back yard. That is why the results were important.

Score Point 1 (out of 2 points)

This response provides a sufficient number of concrete details from the text to explain why the results of the survey are important (*because only 1 in 8 people knew what e-waste was and there was a man who took resellable parts out of macs and buried the other stuff in his back yard*); however, no valid inference from the text is provided. This response includes complete sentences where errors do not impact readability.

49

In "Recycling Electronic Waste," why are the results of the survey (lines 27 through 31) important? Use two details from the article to support your response.

In those lines are important because
It Shows that Some people did not
know what damage they were doing.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain why the results of the survey are important (*because it shows that some people did not know what damage they were doing*); however, the response does not provide two concrete details from the text for support as required by the prompt.

GUIDE PAPER 6

49

In "Recycling Electronic Waste," why are the results of the survey (lines 27 through 31) important? Use two details from the article to support your response.

The results of the survey lines 27 through 31 are important because the group learned that not everyone knew what e-waste was or how to properly dispose of it. Only one person knew what e-waste was and how to dispose of it, out of eight.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain why the results of the survey are important (*because the group learned that not everyone knew what e-waste was or how to properly dispose of it*); however, the response only provides one concrete detail from the text for support (*Only one person knew what e-waste was and how to dispose of it, out of eight*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

49

In "Recycling Electronic Waste," why are the results of the survey (lines 27 through 31) important? Use two details from the article to support your response.

The results of the survey was important because they had to find someone who knew what e-waste was. And eventually they did find someone who knew what e-waste was.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The results of this survey was important because they had to find someone who knew what e-waste was*).

GUIDE PAPER 8

Additional

49

In "Recycling Electronic Waste," why are the results of the survey (lines 27 through 31) important? Use two details from the article to support your response.

In lines 27 though 31
is important because their
talking about helping the
earth.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*In lines 27 though 31 is important because that their talking about helping the earth*).

EXEMPLARY RESPONSE

50

What is the author's point of view about electronic waste in the article "Recycling Electronic Waste"? Use two details from the article to support your response.

Possible Exemplary Response:

The author's point of view about electronic waste is it's very important to safely dispose of it. For instance, when Alex helps get an e-waste bill passed in Rhode Island the text states, "And this time, they won!" This language shows the author's excitement for Alex's success in creating legislation for safe disposal of e-waste. Another example is when the author says, "Because of the work of people like Alex and his team, more and more people are getting the message about safe disposal of e-waste." Again, the author is happy to see people learning more about e-waste and its toxic effects.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

50

What is the author's point of view about electronic waste in the article "Recycling Electronic Waste"? Use two details from the article to support your response.

The author's point of view about the electronic waste is that the electronic waste should be reuse instead of burying under the ground. In the article it said, "... e-waste contains posionous chemicals and toxic metal like mercury and lead". This quote shows how dangerous e-waste is if you bury it under ground. Another quote is that, "... reuse some of the old computers so they wouldn't have to be recycled". This quote means that the author wants the computers to be reused instead of recycled. The author is saying an important detail of e-waste.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain the author's point of view about electronic waste (*Electronic waste should be reuse instead of burying it under the ground*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("e-waste contains posionous chemicals and toxic metal like mercury and lead" and "reuse some of the old computers so they wouldn't have to be recycled"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

50

What is the author's point of view about electronic waste in the article "Recycling Electronic Waste"? Use two details from the article to support your response.

The author's point of view is that people should be more aware of e-waste. She thinks that the more e-waste there is, the more we are killing our environment. The article says, "They were burying old computers in backyards, throwing TVs in streams, and throwing cell phones in the garbage. This was dangerous... because e-waste contains poisonous chemicals." It also says, "These harmful substances can leach into the environment, getting into crops, animals, water supplies, — and people."

Score Point 2 (out of 2 points)

This response provides two valid inferences from the text to explain the author's point of view about electronic waste (*people should be more aware of e-waste* and *she thinks that the more e-waste there is, the more we are killing our environment*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*They were burying old computers in backyards, throwing TVs in streams, and throwing cell phones in the garbage* and *e-waste contains poisonous chemicals*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

50

What is the author's point of view about electronic waste in the article "Recycling Electronic Waste"? Use two details from the article to support your response.

The author's point of view about electronic waste in the article is that he wants it gone to help his environment. I think this because it say, "These harmful substances can leak..." and also, "They were burying old computers in their backyard."

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain the author's point of view about electronic waste (*The author's point of view about electronic waste in the article is that he wants it gone to help his environment*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("These harmful substances can leak . . ." and "they were burying old computers in their backyard"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

50

What is the author's point of view about electronic waste in the article "Recycling Electronic Waste"? Use two details from the article to support your response.

The author's point of view about e-waste is that he thinks e-waste is a bad thing, and it is. The point of view for the author is that we should never just throw our electronic objects away. We should put it in a special place where it should be taken care of, the right way.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain the author's point of view about electronic waste (*he thinks e-waste is a bad thing*); however, the response only provides one concrete detail from the text for support (*we should never just throw our electronic objects away*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

50

What is the author's point of view about electronic waste in the article "Recycling Electronic Waste"? Use two details from the article to support your response.

The author's point of view about e-waste is you should recycle instead of just dumping it.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain the author's point of view about electronic waste (*The author's point of view about e-waste is you should recycle instead of just dumping it*); however, the response does not provide two concrete details from the text for support as required by the prompt.

GUIDE PAPER 6

50

What is the author's point of view about electronic waste in the article "Recycling Electronic Waste"? Use two details from the article to support your response.

The authors point of view in the article is that people keep throwing away there Electronics away. Another is there throwing it away like computers in backyards cell phones in the Garbage and TV's into streams.

Score Point 1 (out of 2 points)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (*People keep throwing away there Electronics away and there throwing away like computers in backyards cell phones in the garbage and TV's into streams*); however, no valid inference from the text is provided.

GUIDE PAPER 7

50

What is the author's point of view about electronic waste in the article "Recycling Electronic Waste"? Use two details from the article to support your response.

His Point of view is, when he was 11 he made up a system called e-waste. That's why he wrote the article Recycling Electronic Waste.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*His point of view is when he was 11 he made up a system called e-waste*).

GUIDE PAPER 8

Additional

50

What is the author's point of view about electronic waste in the article "Recycling Electronic Waste"? Use two details from the article to support your response.



The author's point of view about electronic waste was that they were buring computers in their back yards Putting tv into streams and tosting phones into gobigs

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The author's point of view about electronic waste was that they were buring computers in their back yards putting tv into streams and tosting phones into gobigs*).

EXEMPLARY RESPONSE

51

What personal characteristics do Alex and the Iribarne sisters share? How did these qualities help them reach their goals? Use details from **both** articles to support your response.

In your response, be sure to

- identify the personal characteristics Alex and the Iribarne sisters share
 - explain how these qualities helped Alex reach his goal
 - explain how these qualities helped the Iribarne sisters reach their goal
 - use details from both articles to support your response

Possible Exemplary Response:

Alex and the Iribarne sisters share personal characteristics of caring and determination. These two characteristics helped them reach their goals when they were trying to help others in big ways.

All three people are caring because they all wanted to help other people. Alex wanted to help prevent people from getting sick because of electronic trash. He read an article and found out people were just throwing away old computers and TV's, which contain harmful chemicals that hurt the environment, and eventually people. The text states "These harmful substances can leak into the environment, getting into crops, animals, water supplies—and people." Alex was very concerned and set out to help, which motivated him to reach his goal of helping get rid of e-waste. Like Alex, the Iribarne sisters, Nicolette and Gabriela are also caring. They both loved soccer and thought kids all around the world should be able to play. So, to help kids that couldn't play, they started an organization that would send soccer balls to refugee children all around the world. They also realized that there would be a lot of cultural differences, but that didn't stop them. The text says, "Nicolette says, 'The game of soccer led to instant friendship and showed me that beneath our cultural shields, our cores are all the same.'" Their caring personalities helped them see past differences, and look for things in common, which helped them be successful. They passed their goal of sending 1,000 soccer balls to kids and sent almost 3,000!

Another characteristic Alex and the Iribarne sisters share is determination. It's determination that helped them work hard and reach their goals of helping others. For Alex, when it came to helping with the e-waste problem, it wasn't a quick fix. The text states, "Alex and his friends spent several weeks gathering information about the chemicals in e-waste and their effects on humans." This shows Alex's determination to take time and really figure out the problem so he could make a difference. His efforts were evident when his drive collected over 21,000 pounds of e-waste, keeping it out of the ground. And, his determination didn't stop there, as he eventually got a bill passed in his state that forbids the dumping of e-waste. The Iribarne sisters' determination also helped them reach their goal of helping share the joy of soccer with kids all around the world. The girls thought it would be fun to send soccer balls to kids that didn't have any, but this was not an easy goal to reach. At first Nicolette sent out a lot of e-mails, hoping this would be the answer, but it didn't get enough donations to help send out her goal of 1,000 balls. She didn't give up and asked a camp soccer coach to help. According to the text, "He liked Nicolette's idea and allowed Futbol 4 Refugees to be set up within his organization so that donations could be processed more easily and donors would feel comfortable with an established organization." Nicolette and her sister's hard work paid off because they ended up donating almost 3,000 soccer balls to kids all over the world. They even decorated the balls, which also shows their effort to go above and beyond.

Alex and the Iribarne sisters are both caring and determined. They truly cared about others, which was seen when they set out to help others and succeeded. Alex's care and determination was evident when he worked hard to figure out a way to safely dispose of e-waste. And, the Iribarne sisters wanted to help refugee kids get soccer balls, which turned out to be a long process, but they didn't give up and reached their goal.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 4-point holistic rubric.

GUIDE PAPER 1a

51

What personal characteristics do Alex and the Iribarne sisters share? How did these qualities help them reach their goals? Use details from both articles to support your response.

In your response, be sure to

- identify the personal characteristics Alex and the Iribarne sisters share
- explain how these qualities helped Alex reach his goal
- explain how these qualities helped the Iribarne sisters reach their goal
- use details from both articles to support your response

Alex and the Iribarne sisters from "Recycling Electronic Waste" and "A Universal Language: Futbol 4 Dreams" all share personal characteristics. These qualities helped them all reach their goals.

Personal characteristics that Alex and the Iribarne sisters share are perseverance and good will. Both of them want to help a global problem. In "A Universal Language: Futbol 4 Dreams", it says "This project isn't about collecting soccer balls. It's about helping people." In "Recycling Electronic Waste", it says "we could help students in our area and the environment at the same time."

The qualities helped Alex reach his goal because he never gave up when things weren't going his way. It says

GUIDE PAPER 1b

in paragraph 10 that "In 2005, Alex and his team met up with representatives that were trying to pass a bill. ... The law did not pass, ... Then in the spring of 2006, ... tried for new bill ... it passed!"

The qualities helped the Trebaine sisters with their goal because they also didn't give up. It says in the article that "...they didn't tell her it was impossible, instead they helped her put her plan into motion."

For these reasons and more, all these characters persevered and helped their environment.

GUIDE PAPER 1c

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*Personal characteristics that Alex and the Iribarne sisters share are perseverance and good will*). The response demonstrates insightful analysis of the texts (*All of them want to help a global problem, The qualities helped Alex reach his goal because he never gave up when things weren't going his way, The qualities helped the Iribarne sisters with their goal because they also didn't give up!*). The response develops the topic with relevant, well-chosen facts and examples from the texts (*In "A Universal Language: Futbol 4 Dreams", it says "This project isn't about collecting soccer balls. It's about helping people."; In Recycling Electronic Waste", it says "we could help students in our area and the environment at the same time."; Then in the spring of 2006,...testified for new bill...it passed!"*; "...they didn't tell her it was impossible, instead they helped her put her plan into motion). The response exhibits clear organization with the use of appropriate transitions to create a unified whole (*In "A Universal, because he never, Then, For these reasons*). The response establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary (*perseverance, good will, a global problem*). The response provides a concluding statement that is compelling and follows clearly from the topic and information presented (*For these reasons and more, all these characters persevered and helped their environment*). The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 2a

Additional

51

What personal characteristics do Alex and the Iribarne sisters share? How did these qualities help them reach their goals? Use details from both articles to support your response.

In your response, be sure to

- identify the personal characteristics Alex and the Iribarne sisters share
- explain how these qualities helped Alex reach his goal
- explain how these qualities helped the Iribarne sisters reach their goal
- use details from both articles to support your response

In the articles "A Universal Language: fútbol 4 Dreams" and "Recycling Electronic Waste", the main characters share ^{personal} characteristic. They used that characteristic to help them reach their goal.

Alex and the Iribarne sisters share the personal characteristic of having friends and people to support them. They used that characteristic to help reach their goal. Also, Alex and the sisters are also very determined to make accomplish their goal.

In "Recycling Electronic Waste", Alex used his characteristic of determination to get a ^{e-waste} bill past on the state of Rhode Island. He also used his characteristic of having friends when he wanted to get the whole e-waste project started. His friends were the ones who were there to help him.

GUIDE PAPER 2b

Additional

"In "A Universal Language": Fulbol 4 Dreams" the sisters, used their characteristic of determination to keep thier project going even though it was off to a rough start. Also they used their characteristic of having friends when they needed help to keep their project going, when they needed donations, and when they needed extra hands to decorate the balloon.

In conclusion, having the characteristic of determination can help you achieve your goal.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*In the articles “A Universal Language: Futbol 4 Dreams” and “Recycling Electronic Waste”, the main characters share a personal characteristic. They used that characteristic to help them reach their goal.*). The response demonstrates insightful analysis of the texts (*Alex and the Iribarne sisters share the personal characteristic of having friends and people to support them. They used that characteristic to help reach their goal. Also, Alex and the sisters are also very determined to make accomplish their goal.*). The response develops the topic with relevant well-chosen details from the texts (*Alex used his characteristic of determination to get a e-waste bill past on the State of Rhode Island; His friends were the ones who were there to help him; the sisters, used their characteristic of determination to keep their project going even though it was off to a rough start. Also they used their characteristic of having friends when they needed help to keep their project going, when they needed donations, and when the needed extra hands to decorate the balls.*). The response exhibits clear organization with the use of appropriate transitions to create a unified whole (*In the articles, He also, even though, In conclusion*). The response provides a concluding statement that follows from the topic and information presented (*In conclusion having the characteristic of determination can help you achieve your goal*). The response demonstrates grade-appropriate command of conventions with few errors.

GUIDE PAPER 3a

51

What personal characteristics do Alex and the Iribarne sisters share? How did these qualities help them reach their goals? Use details from both articles to support your response.

In your response, be sure to

- identify the personal characteristics Alex and the Iribarne sisters share
- explain how these qualities helped Alex reach his goal
- explain how these qualities helped the Iribarne sisters reach their goal
- use details from both articles to support your response

In the article "A Universal Language: Futbol 4 Dreams", the Iribarne sisters displayed certain characteristics that are similar to the characteristics Alex displayed in the article "Recycling Electronic Waste".

The characteristics that both the Iribarne sisters and Alex share are selflessness, determination and the want to make a change. I know that both Alex and the Iribarne sisters are selfless because they are thinking about what they can do to help others. This characteristic aligns with the want to make a change. Alex was part of club that he joined at age 9 called WIN.

GUIDE PAPER 3b

WIN is an organization where kids make a difference in their community. Gabriela (one of the Tribarne sisters) started a club in her high school that helped decorate soccer balls for them to send over to different countries. That shows their selflessness and want to make a difference. Without determination they couldn't help others. Nicolette (the other Tribarne sister) sent out over 200 emails at first. It took a while but she didn't give up. Alex and his club members from WIN spent weeks researching the topic of e-waste. They must have become impatient at some points but they were determined to create a change that they did research it for weeks.

Alex uses these traits to help him succeed because he didn't give up even when there were pitfalls.

GUIDE PAPER 3c

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*the Iribarne sisters displayed certain characteristics that are similar to the characteristics Alex displayed*). The response demonstrates insightful analysis of the texts (*The characteristic the Inbarne sisters and Alex share are selflessness, determination, and the want to make a change and I know that both Alex and the Iribarne sisters are selfless because they are thinking about what they can do to help others. This characteristic alings with the want to make a change*). The response develops the topic with relevant, well-chosen facts and examples from the texts (*Alex was part of a culb that he joined at age 9 called WIN. WIN is an organization where kids make a difference in their community. Gabriela (one of the Iribarne sisters) started a club in her high school that helped decorate soccer balls for them to send over to different countries. That shows their selflessness and want to make a difference. Without deterimation they couldn't help others. Nicolette (the other Iribarne sister) sent out over 200 emails at first. It took awhile but she didn't give up. Alex and his club members from WIN spent weeks reaserching the topic of e-waste. They must have become impacient at somepoints but they were determined to create a change that they did reaserch it for weeks. Alex uses these trates to help him succeed because he didn't give up even when there were pitfalls*). The response exhibits clear organization and the response establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice (*This characteristic alings with the want to make a change, Alex uses these trates to help him succeed because he didn't give up even when there were pitfalls, make a difference, They must have become impacient at somepoints, selflessness, determination*). The response demonstrates grade-appropriate command of conventions with occasional errors that do not hinder comprehension (*desplayed, deterimation, alings, culb, reaserch, somepoints*).

GUIDE PAPER 4a

51

What personal characteristics do Alex and the Iribarne sisters share? How did these qualities help them reach their goals? Use details from both articles to support your response.

In your response, be sure to

- identify the personal characteristics Alex and the Iribarne sisters share
- explain how these qualities helped Alex reach his goal
- explain how these qualities helped the Iribarne sisters reach their goal
- use details from both articles to support your response

The articles "A Universal language: Futbol 4 Dreams" and, "Recycling Electronic wastes" shows personalities of Alex and the Iribarne sisters had. Alex and the Iribarne sisters had their own similar personal qualities. Their qualities helped both of them to reach their goal.

Alex and the Iribarne sisters had similar qualities. One quality they had is that they liked helping with the needs of other people and their environment. This is because Alex and the Iribarne sisters created projects to help with peoples needs and the environment. Another quality they both share is that they are very determined. The Iribarne sisters and Alex were both determined to make their project successful and to help the environment and the people in it.

Alex's qualities helped him to achieve his

GUIDE PAPER 4b

goal of his "Westerly Innovations Network project." His qualities were helping with the environment and people's needs and determination. In the article "Recycling Electronic wastes" it says "Alex and his friends spent several weeks gathering information about the chemicals in e-waste and their effects on humans". This shows how Alex started to achieve his goal by learning how to help people from avoiding e-waste. The article also shows how Alex's determination payed-off because it says "The bill became law... the fourth state to create legislation for safe disposal of e-waste.

The Iribarne sisters qualities of being helpful and determination helped them to achieve their goal. In the article "A Universal language: Football 4 Dreams" says "We started talking about how soccer is universal... and how everyone should play it without inhibitions." This shows how they cared about people's needs.

The article shows how the sisters' determination helped to achieve their goal because the soccer balls did reach other countries.

In conclusion Alex and the Iribarne sisters had unique qualities. They both shared similar qualities. Their qualities also helped them to reach their goal.

GUIDE PAPER 4c

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*Alex and the Iribarne sisters had their own similar personal qualities. Their qualities helped both of them to reach their goal*). The response demonstrates grade-appropriate analysis of the texts (*Alex and the Iribarne sisters created projects to help with peoples needs and the environment and The Imbarne sisters and Alex were both determined to make their project successful and to help the enviroment and the people in it*). The response develops the topic with relevant facts and examples from the texts (*His qualities were helping with the enviorment and people's needs and determination. "Alex and his friends spent several weeks gathering information about the chemicals in e-waste and their effects on humans. This shows how Alex started to achieve his goal by learning how to help people from avoiding e-waste. The article also shows how Alex's determination payed off because it says "The bill became law . . . the fourth state nation to create legislation for safe disposal of e-waste and The Iribore sisters qualities of being helpfull and determination helped them achieve their goal and "We started talking about how soccer is universal . . . and how everyone should play it without inhibitions." This shows how they cared about peoples needs. The article shows how the sisters determination helped to achieve their goal because the soccerballs did reach other countries*). The response exhibits clear organization with the use of appropriate transitions to create a unified whole (*One quality, Another quality, In conclusion*). The response provides a concluding section that follows clearly from the topic and information presented (*In conclusion Alex and the Iribarne sisters had unique qualities. They both shared similar qualities. Their qualities also helped them to reach their goal*). The response demonstrates grade-appropriate command of conventions with occasional errors that do not hinder comprehension (*enviorment, payed, soccerballs, unique*).

GUIDE PAPER 5a

Additional

51

What personal characteristics do Alex and the Iribarne sisters share? How did these qualities help them reach their goals? Use details from both articles to support your response.

In your response, be sure to

- identify the personal characteristics Alex and the Iribarne sisters share
- explain how these qualities helped Alex reach his goal
- explain how these qualities helped the Iribarne sisters reach their goal
- use details from both articles to support your response

Both Alex and the Iribarne sisters share personal characteristics. And these qualities help them reach their goals. That's what I'll be discussing in my essay.

The personal characteristics Alex and the Iribarne sisters have are caring. Alex heard about an issue about e-waste that could be putting his environment in danger. So he stood up to say something and take a stand. Same goes for the Iribarne sisters. They cared enough to donate soccer balls to kids all over the world creating her own organization Soccer for Hope.

GUIDE PAPER 5b

Additional

The characteristic caring helped Alex to reach his goals by letting everyone know about this issue and being able to collect over 21,000 pounds of e-waste. Rhode Island soon became the fourth state in the nation to create legislation for the safe disposal of e-waste. The Iribarne sisters shared the same characteristic helping them reach their goal by caring enough to create a organization called Soccer for Hope, which provides assistance to children with severe illness. They managed to donate almost 3,000 soccer balls to kids all over the world.

In conclusion, Alex and the Iribarne sisters share the characteristics of caring.

Score Point 3 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*Both Alex and the Iribarne sisters share personal characteristics. And these qualities help them reach their goals*). The response demonstrates grade-appropriate analysis of the texts (*The personal characteristics Alex and the Iribarne sisters have are caring. Alex heard about an issue about e-waste that could be putting his environment in danger. So he stood up to say something and take a stand and same goes for the Iribarne sisters. They cared enough to donate soccer balls to kids all over the world creating her own organization Soccer for Hope*). The response sustains the use of relevant evidence, with some lack of variety (*caring helped Alex to reach his goals by letting everyone know about this issue and being Able to collect over 21,000 pounds of ewaste and Rhode Island soon became the fourth state in the nation to create legislation for the safe disposal of e-waste and The Iribarne sisters shared the same characteristic helping them reach their goal by caring enough to create a organization called Soccer for Hope, which provdes Assistance to children with severe illness. They managed to donate almost 3,000 soccer balls to kids all over the world*). The response exhibits clear organization and the response provides a concluding statement that follows generally from the topic and information presented (*In conclusion, Alex and the Iribarne sisters share the characteristic of caring*). The response demonstrates grade-appropriate command of conventions with occasional errors that do not hinder comprehension (*enviorment and provdes*).

GUIDE PAPER 6

51

What personal characteristics do Alex and the Iribarne sisters share? How did these qualities help them reach their goals? Use details from both articles to support your response.

In your response, be sure to

- identify the personal characteristics Alex and the Iribarne sisters share
- explain how these qualities helped Alex reach his goal
- explain how these qualities helped the Iribarne sisters reach their goal
- use details from both articles to support your response

Alex and the Iribarne sisters wanted to make a difference. They were both determined and were caring about others. These qualities helped Alex reach his goal. His determination helped him to keep trying to pass a law about e-waste even though the government denied the law. Also, since he cared about his state, he changed the state to a better one. The Iribarne sisters used their determination to make this happen by figuring out how to donate soccer balls across the world and how to get people to donate soccer balls around their area; they donate soccer balls across the country. This shows they are caring people.

Score Point 3 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*Alex and the Iribarne sisters wanted to make a difference*). The response demonstrates grade-appropriate analysis of the texts (*They were both determined and were caring about this. These qualities helped Alex reach his goal and the Iribarne sisters used their determination*). The response partially develops the topic of the essay with the use of some textual evidence (*His determination helped him to keep trying to pass a law about e-waste even though the government denied the law. Also, since he cared about his state, he changed the state to a better one and The Iribarne sisters used their determination to make this happen by figuring out how to donate soccer balls across the world and how to get people to donate soccer balls*). The response exhibits some attempt at organization, and does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 7

51

What personal characteristics do Alex and the Iribarne sisters share? How did these qualities help them reach their goals? Use details from both articles to support your response.

In your response, be sure to

- identify the personal characteristics Alex and the Iribarne sisters share
- explain how these qualities helped Alex reach his goal
- explain how these qualities helped the Iribarne sisters reach their goal
- use details from both articles to support your response

Alex and the Iribarne sisters shared quite a lot of characteristics. They both were caring, kind, and they were definitely determined. They stuck with what they decided to start and never gave up.

These characteristics helped Alex reached his goal because he wouldn't care otherwise. The only reason why he wanted to clean e-waste was because he was concerned for the environment and others. This shows when Alex said he was worried in line 8 and passed the law in line 60.

These qualities helped the Iribarne sisters because they wanted to make people smile and have fun universally. They cared for others and wanted them to have strong bonds, as shown in line 14 and 15.

Score Point 2 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*Alex and the Iribarne sisters shared quite a lot of characteristics. They both were caring, kind, and they were definitely determined*). The response demonstrates a literal comprehension of the texts (*They stuck with what they decided to start and never gave up*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*The only reason why he wanted to clean e-waste was because he was concerned for the environment and others. This shows when Alex said he was worried in line 8 and passed the law in line 60 and These qualities helped the Iribarne sisters because they wanted to people smile and have fun universally. They cared for others and wanted them to have strong bonds, as shown in line 14 and 15*). The response maintains a formal style, however, no concluding statement is provided. The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 8

Additional

51

What personal characteristics do Alex and the Iribarne sisters share? How did these qualities help them reach their goals? Use details from both articles to support your response.

In your response, be sure to

- identify the personal characteristics Alex and the Iribarne sisters share
- explain how these qualities helped Alex reach his goal
- explain how these qualities helped the Iribarne sisters reach their goal
- use details from both articles to support your response

Alex and Iribarne sisters are very much alike and diffrent ... Alex is hard working. Because he never gave up. He also is caring most people would have read the article is the news paper and wouldnt have cared.

The Iribarne sisters are alike. They never stopped searching for a way to get those balls to the kids. They are also hard working because they found a cause and worked at it. The Iribarne sisters and Alex are hardworking and smart .

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*Alex and the Iribarne sisters are very much alike and diffrent*). The response partially develops the topic of the essay with the use of some textual evidence, but only develops some ideas with minimal evidence (*The Iribarne sisters are alike. They never stopped searching for a way to get those balls to the kids. They are also hard working because they found a cause and worked at it and Alex is hard working. Because he never gave up. He also is caring most people would have read the article is the news paper and wouldnt have cared*). The response exhibits some attempt at organization, and the response establishes but fails to maintain a formal style. The response provides a concluding statement that follows generally from the topic and information presented (*The Iribarne sisters and Alex are hardworking and smart*). The response demonstrates emerging command of conventions with some errors that may hinder comprehension (*Because he never gave up. He also is caring most people would have read the article is the news paper and wouldnt have cared*).

GUIDE PAPER 9

51

What personal characteristics do Alex and the Iribarne sisters share? How did these qualities help them reach their goals? Use details from both articles to support your response.

In your response, be sure to

- identify the personal characteristics Alex and the Iribarne sisters share
- explain how these qualities helped Alex reach his goal
- explain how these qualities helped the Iribarne sisters reach their goal
- use details from both articles to support your response

Alex and the Iribarne sisters share the same characteristics they both want to help the world be a better place with help from family and friends. Alex want to stop the effects of e-waste. The Iribarne Sisters donate soccer ball to kids who don't have one. Alex bring Awearness that the lead from eletronos can infect people kids pets and other animals.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*Alex and the Iribarne sisters share the same characteristics they both want to help the world be a better place. with help from family and friends*). The response partially develops the topic of the essay with the use of some textual evidence (*Alex want to stop the effects of e-waste, The Iribarne sisters donate soccer ball to kids who don't have one and Alex bring Awearness that the lead from eletronos can infect people kids pets and other animals*). The response exhibits some attempt at organization, and the response establishes but fails to maintain a formal style. The response does not provide a concluding statement. The response demonstrates emerging command of conventions with some errors that may hinder comprehension (*share the same characteristics they both want to help the world, With help from family and friends, Awearness, eletronos*).

GUIDE PAPER 10

51

What personal characteristics do Alex and the Iribarne sisters share? How did these qualities help them reach their goals? Use details from both articles to support your response.

In your response, be sure to

- identify the personal characteristics Alex and the Iribarne sisters share
- explain how these qualities helped Alex reach his goal
- explain how these qualities helped the Iribarne sisters reach their goal
- use details from both articles to support your response

Alex's qualities for reaching his goal are first reading an article on e-waste. Then coming up with a practical way to solve the solution. The Iribarne sisters qualities for reaching there goal is just by talking about how kids all around the world know about but just don't have a soccer ball.

Alex and the Iribarne sisters are similar because they all had the idea of coming up with an organization to make the world a better place.

Score Point 1 (out of 4 points)

This response demonstrates little understanding of the task. The response demonstrates an attempt to use evidence, but only develops ideas with minimal evidence that is generally invalid (*Alex's qualities for reaching his goal are first reading an article on e-waste. Then coming up with a practical way to solve the solution. The Iribarne sisters qualities for reaching there goal is just by talking about how kids all around the world know about but just don't have a soccer ball*). The response demonstrates little attempt at organization. The response lacks a formal style, and uses language that is imprecise for the text and task (*Alex's qualities for reaching his goal are first reading an article on e-waste. Then coming up with a practical way to solve the solution*). The response provides a concluding statement that is unrelated to the information presented (*Alex and the Iribarne sisters are similar because they all had the idea of coming up with an organization to make the world a better place*). The response demonstrates emerging command of conventions with some errors that may hinder comprehension (*Alex's qualities for reaching his goal are first reading an article on e-waste, Then coming up with a practical way to solve the solution, there*).

GUIDE PAPER 11

Additional

51

What personal characteristics do Alex and the Iribarne sisters share? How did these qualities help them reach their goals? Use details from both articles to support your response.

In your response, be sure to

- identify the personal characteristics Alex and the Iribarne sisters share
- explain how these qualities helped Alex reach his goal
- explain how these qualities helped the Iribarne sisters reach their goal
- use details from both articles to support your response

In both stories "Recycling Electronic waste" and "A universal Language: Fubol 4 Dreams" there are many characteristics that are shared and it all about helping the earth be a better place for all of us. The goals also help understand why our earth was like and how it would be if we change. Alex and Inbarne sisters both share how to help the earth.

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*In both stories "Recycling Electronic waste" and "A universal Language: Fubol 4 Dreams" there are many characteristics that are shared and it all about helping the earth be a better place for all of us*). The response demonstrates little understanding of the texts and the response demonstrates an attempt to use evidence, but only develops ideas with minimal evidence (*The goals also help understand why our earth was like and how it would be if we change*). The response provides a concluding sentence that is illogical (*Alex and Inbarne sisters both share how to help the earth*). The response demonstrates emerging command of conventions with some errors that may hinder comprehension.

GUIDE PAPER 12

51

What personal characteristics do Alex and the Iribarne sisters share? How did these qualities help them reach their goals? Use details from both articles to support your response.

In your response, be sure to

- ✓ identify the personal characteristics Alex and the Iribarne sisters share
- ✓ explain how these qualities helped Alex reach his goal
- ✓ explain how these qualities helped the Iribarne sisters reach their goal
- ✓ use details from both articles to support your response

One personal characteristics Alex and the Iribarne sisters share is that they stand up for what they believed in. Both alex and the Iribarne are determined to change the world. Alex reached his goal by standing up for what he believed in and he tryed different ways to change his environment. The Iribarne sisters reached their goal by the help of an adult which is their parents.

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*One personal characteristics Alex and the Tribarne sisters share is that they stand up for what they believed in*). The response provides no evidence and is inaccurate (*Both alex and the Tribarne are determined to change the world. Alex reached his goal by standing up for what he believed in and he tryed different ways to change his environment. The Tribarne sisters reached their goal by the help of an adult which is their parents*). The response demonstrates little attempt at organization. The response does not provide a concluding statement. The response demonstrates emerging command of conventions with some errors that may hinder comprehension (*tryed and by the help of*).

GUIDE PAPER 13

51

What personal characteristics do Alex and the Iribarne sisters share? How did these qualities help them reach their goals? Use details from both articles to support your response.

In your response, be sure to

- identify the personal characteristics Alex and the Iribarne sisters share
- explain how these qualities helped Alex reach his goal
- explain how these qualities helped the Iribarne sisters reach their goal
- use details from both articles to support your response

They both have something that the articles want to say about, don't harm anything that's not right to do. They reached their goal and did it in a way that's going to help them.

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the texts and task. The response provides no evidence. There is no evidence of organization and no concluding statement is provided. The response demonstrates emerging command of conventions with some errors that may hinder comprehension (*don't harm anything that's not right to do*).

GUIDE PAPER 14

Additional

51

What personal characteristics do Alex and the Iribarne sisters share? How did these qualities help them reach their goals? Use details from both articles to support your response.

In your response, be sure to

- identify the personal characteristics Alex and the Iribarne sisters share
- explain how these qualities helped Alex reach his goal
- explain how these qualities helped the Iribarne sisters reach their goal
- use details from both articles to support your response

For a lasting solution to e-waste, the drop-off center wasn't enough. In 2005, Alex and his team met with state representatives who were pushing for an e-waste bill in Rhode Island.

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the texts and task. The response provided is copied from the text and does not present any original student work. The response is minimal, making assessment of conventions unreliable.