

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



# ***New York State Testing Program***

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**2023**

**English Language Arts Test  
Session 1**

**Grade 3**

**April 19–21, 2023**

**RELEASED QUESTIONS**

# Session 1



## TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read all the directions carefully.
- Most questions will make sense only when you **read the whole passage**. You may need to read the passage more than once to answer a question.
- When a question includes a quotation from a passage, you **may** need to review **both** the quotation and the whole passage in order to answer the question correctly.
- Read each question carefully and think about the answer before making your choice or writing your response.
- In writing your responses, be sure to
  - clearly organize your writing;
  - completely answer the questions being asked;
  - support your responses with examples or details from the text; and
  - write in complete sentences using correct spelling, grammar, capitalization, and punctuation.

# ***D*irections**

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

*In this story, Troy and his family are celebrating the birthday of his younger brother, Trent. As is their tradition, the boys' mother measures their height on the side of the door.*

## **Excerpt from *Brothers on Ice***

*by John Danakas*

- 1            “It’s time to see how much you’ve grown since last year,” Mom answered.
- 2            How could Trent and I have forgotten? Every year on our birthday Mom has us stand up straight against the bedroom doorjamb and she makes a mark to indicate how much we’d grown since the year before. My marks are in blue pencil crayon. Trent’s are in red.
- 3            “Do I have to right now, Mom?” Trent pleaded. “I want to get this aquarium ready for my new discus fish.” . . .
- 4            “Come on now, it won’t take long,” Mom persisted. She held out a red pencil crayon and directed Trent to the door. “Head and shoulders straight, back against the doorjamb. Let’s go!”
- 5            In a hurry to get this over with, Trent trotted to the doorway and stood up against the jamb. He waited as Mom made sure he wasn’t slouching or stretching and carefully marked the spot on the jamb where the top of his head reached.
- 6            “Done?” Trent asked.
- 7            Mom ignored him. “Isn’t that interesting,” she said.
- 8            “What?” Dad inquired.
- 9            “Yeah, what?” Trent echoed.
- 10           “Well,” Mom smiled, “your mark is higher than Troy’s last mark. That’s the first time that’s ever happened.”
- 11           “No way,” Trent squealed with delight.
- 12           “Take a look for yourself,” Mom instructed.

**GO ON**

13 I rushed over to the doorway and actually nudged Trent out of the way  
to get a better look. I couldn't believe my eyes. The red mark was indeed a  
little higher than the blue.

14 "I'm taller than Troy!" Trent celebrated. "Awesome!"

15 "You must have made a mistake," I protested to Mom. I could feel my  
stomach churning.

16 "No, honey. I'm really careful with this." Mom looked me in the eyes,  
patted my shoulder. "Anyhow, there's very little difference." . . .

17 "Why don't the two of you stand back to back?" Dad suggested. "Then  
you'll see exactly who's taller." Now Dad was really thinking.

18 "Sure," I volunteered. I wanted to lay this matter to rest as soon as  
possible.

19 "Sounds good to me," Trent echoed.

20 Trent and I turned and stepped backwards towards each other. We  
jostled a few seconds, adjusting ourselves to the tallest possible posture. His  
bony shoulder blades dug into my back. His long hair tickled my neck.

21 "Well, what do you say?" I asked.

22 "Hold on," Dad answered. He had moved in close and was making sure  
neither of us were standing on our tiptoes or stretching our necks. His  
hands rested on each of our heads, keeping us in place. Meanwhile, Mom  
tilted her head to inspect us closely.

23 "Well?" I asked again.

24 Mom emitted a nervous little cough. "I could be wrong, but . . ."

25 "But what?" I prodded.

prodded = gently tried to get someone to do something

26 "I think Trent is just a smidgen taller." She coughed again. "Of course,  
that could be because he has more hair."

27 Trent hurriedly lifted his hand to his head and patted down his hair.  
“How about now?” he asked.

28 “Um . . .” Mom stalled.

29 “Dad?” I pleaded. Standing tall, I kept my head forward and my back  
straight. I trusted his judgment.

30 “Well, Troy, you may not like to hear this, but as far as I can tell Trent is  
in fact taller. Not by much, that’s for sure, but there is a difference. Nine-  
tenths of a centimeter, I’d say.”

centimeter = unit of measure equal to less than 1/2 inch

31 “Nine-tenths of a centimeter?” I repeated.

32 “Yes!” Trent celebrated.

33 “I can’t believe this,” I whined. “There’s just no way.” My mind raced.  
Something had to be wrong about this. Even Dad could make mistakes  
sometimes. “Bring me a mirror,” I demanded.

34 “A mirror?” Mom gasped.

35 “Don’t be ridiculous,” Dad scoffed.

scoffed = said in a way that did not show respect and  
seemed bothered

36 “Just bring me a mirror, please,” I begged. “Please!”

**GO ON**

- 37 Mom shuffled off to her and Dad's room and came back with her make-up mirror, round-faced with a long handle, almost like the kind you see in old fairytale picture books. I grabbed it roughly and held it out to the side. Immediately Trent and I both turned our heads to see the evidence. It was tough to make out the difference between us, but there it was, reflected back at me, as undeniable as the pain that was settling right now into the pit of my stomach.

undeniable = certain

- 38 Trent was taller than I was.

- 1** Which theme is **best** supported by paragraphs 10 through 13 in the story?
- A** Change can sometimes take people by surprise.
  - B** Brothers often enjoy doing the same things.
  - C** Family activities can be fun for everyone.
  - D** Every family has its own way of doing things.
- 2** What do the details in paragraphs 3 and 14 show about Trent?
- A** Trent is not worried about his brother's feelings until Troy is upset.
  - B** Trent would rather be measured later when he has had more time to grow.
  - C** Trent would rather spend time on his birthday having fun by himself.
  - D** Trent is not interested in his height until he learns that he is taller than Troy.
- 3** In paragraph 18, what does it mean when the narrator says, "I wanted to lay this matter to rest . . ."?
- A** He wants to know the truth.
  - B** He is tired after many activities.
  - C** He needs time to get ready for bed.
  - D** He is worried that his father is busy.

**GO ON**

- 4 Which detail from the story shows the **best** evidence for the claim that Trent is taller than Troy?
- A “. . . Trent trotted to the doorway and stood up against the jamb.” (paragraph 5)
  - B “The red mark was indeed a little higher than the blue.” (paragraph 13)
  - C “Trent and I turned and stepped backwards towards each other.” (paragraph 20)
  - D “. . . hands rested on each of our heads, keeping us in place.” (paragraph 22)

- 5 How is the information in paragraph 37 important to the story?
- A It compares the feelings of two main characters.
  - B It explains the cause and the effect of a problem.
  - C It tells why the setting is important to the events.
  - D It explains how the conflict in the story is settled.

- 6 Which detail would be **best** to include in a summary of the story?
- A Trent is excited about his new fish.
  - B Trent’s mark on the door is higher than Troy’s.
  - C Troy is tired of being measured on his birthday.
  - D Troy’s hair is different than Trent’s.



**Directions**  
Read this story. Then answer questions 19 through 25.

*In this excerpt, the narrator visits her Dadima, her grandmother. She learns about the Indian custom of wearing long flowing dresses called saris.*

## Excerpt from *My Dadima Wears a Sari*

*by Kashmiri Sheth*

1           Every day my dadima wears saris—saris as bright and cheerful as a bouquet of wildflowers. . . .

bouquet = bunch
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2           She wears them around the house. She wears them around the town. She wears them made out of cotton. She wears them made out of silk.

3           Sometimes she tucks the pallu, the end of her sari, tightly. And sometimes she lets it dance in the breeze.

4           “Your saris are beautiful, Dadima,” I say one day. “But don’t you get tired of wearing them?”

5           “Never, Rupa,” Dadima says. . . .

6           “Why not?” I want to know.

7           “Because a sari is a sari and I can do so much with it,” she says.

8           “What can you do with a sari?” I ask.

9           “Suppose you and I are sitting out on the porch and it gets hot,” Dadima says. “Then we can keep cool.” She begins to fan the two of us with the end of her sari.

10          “Oh,” I say. “That’s nice.”

**GO ON**

11 “If we go to the beach and collect seashells, we can wrap the shells in  
my sari,” Dadima says.

12 “Like this?” I ask. I make a pouch with the end of her sari.

pouch = pocket or other holder
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13 “Yes,” Dadima answers.

14 “What else?” I ask.

15 “Suppose we go for a walk and it begins to sprinkle,” Dadima says. “I  
can make an umbrella.” And right then she covers both our heads with her  
sari.

16 I like the feel of it, light and cool as a breeze. . . .

17 Just then my little sister Neha comes to find me. “Rupa, Rupa, where  
are you?” she calls.

18 I decide to play a game with Neha. Quickly, I cover myself with  
Dadima’s sari. While I am hiding under there, I make a secret knot in the  
corner of her pallu. That way Dadima will remember to give me a hug.

19 “I found you, Rupa!” Neha says. “My turn to hide.”

20 I come out and Neha hides under the pallu.

21 “Dadima, did your dadima wear a sari too?” I ask.

22 “Yes,” Dadima answers. “And so did my dadima’s dadima.”

23 Neha pokes her head out. “When I grow up, will you make me a sari?”  
she asks.

24 “You and Rupa can wear my saris,” Dadima says.

25 “But they won’t fit,” Neha says. She looks sad.

26 “A sari can fit anyone,” Dadima tells her. “Come with me.”

27 We all go to Dadima’s room.

- 28 Dadima takes out a bright yellow sari from her closet. “Unfold this,” she says.
- 29 Neha and I unfold and unfold and unfold some more.
- 30 “But this is just a lot of cloth,” I say, shaking my head.
- 31 “That’s right,” Dadima says. “A sari is a long piece of material that you wrap around yourself in a special way.” . . .
- 32 Dadima takes out many saris. . . .
- 33 “Which one is your favorite, Dadima?” I ask.
- 34 “I like all of them,” Dadima says. “But I have three special saris.”
- 35 Dadima takes out a pale yellow sari with rainbow-colored polka dots. “This one is a half-sari. It is special because it was my first sari,” she tells us.
- 36 Next she picks up a pink sari as soft as Neha’s cheeks. “I wore this sari on the plane when I came from India to America,” she says.
- 37 Then Dadima shows Neha and me a sari that shimmers. It is red with a pallu stitched in gold.

shimmers = shines

- 38 “This is my wedding sari,” she whispers. . . .
- 39 Dadima puts the sari with polka dots on Neha and the soft pink one on me. . . .
- 40 Dressed in our saris, all three of us stand in front of the mirror.
- 41 Dadima draws her sari over her head, making a snug frame around her face. Neha and I do the same. Our eyes twinkle in the mirror like the golden threads in Dadima’s wedding pallu.

snug = tight

**GO ON**

42 “We look like you, Dadima,” I say.  
43 “Yes,” she says, taking Neha and me in her arms. “Very much so.”  
44 I hug Dadima back.  
45 Then I untie the secret knot I made in her sari.

- 19 What does Rupa **most likely** think about saris at the beginning of the story?
- A She thinks that grandmothers wear saris but that young women should not.
  - B She thinks that saris are pretty but would not want to wear one every day.
  - C She thinks that saris are only worn on special days and are not good for every day.
  - D She thinks that people wear saris because they are helpful but not comfortable.
- 20 How does Dadima **best** support her claim that she never gets tired of wearing saris?
- A She shows that many of her saris are very beautiful.
  - B She gives examples of things a sari can be used for.
  - C She explains that her own grandmother wore saris.
  - D She is able to dress her granddaughters in her own saris.
- 21 Why does Dadima show the girls some of her saris?
- A She wants to teach her granddaughters how to wrap a sari to wear it correctly.
  - B She wants to show her granddaughters how to choose a sari that will look good.
  - C She wants to share special memories from her life with her granddaughters.
  - D She wants to give her granddaughters a chance to play dress up with pretty clothes.

**GO ON**

**22** In paragraph 29, the phrase “unfold and unfold and unfold some more” suggests that

- A** the girls are joking
- B** the sari is tied in knots
- C** the girls are confused
- D** the sari is very large

**23** Sometimes people have customs of wearing special clothing for certain occasions. Which detail from the story **best** connects to this idea?

- A** Dadima shows the girls the saris that she wore on important days in her life.
- B** Dadima helps the girls put on saris so they can look more like her.
- C** Dadima explains how saris are helpful and can be used to stay comfortable.
- D** Dadima tells the girls that her own grandmother’s grandmother also wore saris.

**24** This question is worth 2 credits.

In “Excerpt from *My Dadima Wears a Sari*,” how do Rupa’s thoughts about wearing a sari change in the story? Use **two** details from the story to support your response.

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

Writing on this page will not be scored.

**25** This question is worth 2 credits.

How do the details in paragraphs 8 through 13 support a theme of “Excerpt from *My Dadima Wears a Sari*”? Use **two** details from the story to support your response.

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

Writing on this page will not be scored.

**STOP**

# Session 2



## TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

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- In writing your responses, be sure to
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**Directions**  
Read this story. Then answer questions 26 through 31.

## Funderstorm

*by John Samony*

1        So my mom mentions to the Clarksons that I'm sort of the baby-sitter  
in our building and that if they ever need me, I'm responsible and have  
reasonable rates (meaning I work cheap).

2        Three days later, I'm playing a matching game with Mr. and  
Mrs. Clarkson's five-year-old son, Billy, while they enjoy dinner and a movie.

3        Things get interesting after a lightning bolt brightens the darkening sky  
like a camera flash, followed by a loud crash of thunder. Billy flies off the  
couch and runs to his room.

4        The Clarksons gave me emergency numbers and other instructions, but  
they didn't tell me what to do if their kid decides to hide under his bed.

5        "What's wrong, Billy?" I ask as if I don't already know. . . .

6        Silence for a moment, then the truth. "I'm afraid of thunderstorms," he  
says.

7        Part of being a great baby-sitter is being an expert in a lot of fields—a  
nurse for bandaging banged-up knees, a chef for concocting interesting  
snacks, and a writer for coming up with good bedtime stories. This time, I  
need to be a psychologist.

concocting = making by mixing parts

psychologist = person who studies how people act and feel

8        "Billy, a lot of people don't like thunderstorms," I say.

9        "I'm not a lot of people," he points out.

**GO ON**

- 10 I don't know how to respond to that. I make a mental note to brush up  
on my psychology and I take a more basic approach. "You'll miss my famous  
cheese-and-pepper-flavored popcorn. . . ."
- 11 I don't want Billy to have a miserable night. What can I do?
- 12 I look around for inspiration and spot Billy's sports trophies and  
ribbons. Then it hits me. "If you don't come out, you're going to miss the  
funderstorm."
- 13 "You mean 'thunderstorm,'" he corrects.
- 14 "Nope. I mean *funderstorm*."
- 15 Billy peeks his head out. "What's that?"
- 16 "It's having fun during a thunderstorm," I explain. "When the lightning  
strikes, you see how many things you can do before the thunder comes. . . ."
- 17 At that moment, lightning lights up the room. Billy looks at me  
expectantly.
- 18 I spot a lone sock dangling from his dresser drawer. "How many socks  
can you put on one foot? Go!"
- 19 He runs to his dresser and starts putting on socks. His right foot grows  
bigger with each new one.
- 20 I count along. "3 . . . 4 . . . 5 . . ." He gets to 8 before the thunder booms  
and rattles the windows.
- 21 It also rattles his nerves. Before he can dive back under the bed, I yell,  
"Fruits! How many can you name?"
- 22 The sky lights up.
- 23 "Apple, banana, pear . . .," he chants. He's in the middle of listing  
melons when the round ends with a sharp crack.
- 24 "Pretty impressive," I say.
- 25 "What else?" he says.
- 26 I smile. Now he's really on board. "Let's see your hopping skills." I peek  
out the window. "Ready, set . . ." At the flash, I yell, "Go!"

27        He starts hopping on one foot. After 10 seconds, he switches to the  
other foot, then back again at 20 seconds. He's at 29 hops when a softer  
boom signals the end of the round.

28        "That's the best I've ever done," he says.

29        "You getting hungry?" I ask, grinning like a cheetah. "At the next  
lightning bolt, go to the kitchen, grab the popcorn, and come back."

30        I can still see a little worry in his eyes. "You OK?" I ask.

31        "Yes," he says confidently, surprising me with the speed of his answer.

32        I yell, "Go!" exactly when the flash comes.

33        He peels out of his room. Sixteen seconds later, he leaps back in, drops  
the container of popcorn on his dresser, and falls breathlessly onto the floor.

34        "Sixteen seconds," I say, looking at my watch and smiling. "Not bad."

35        We don't hear anything for a minute or two.

36        "I think the storm is going away," he says.

37        So is the worried look in his eyes.

38        When the Clarksons return, they apologize for not calling home. They  
were in the theater and didn't hear the storm.

39        "How'd our boy weather the thunderstorm?" Mrs. Clarkson asks as she  
gives Billy a hug.

40        "*Funderstorm*," he corrects, giving me a sly look. "And I can't wait till  
the next one!"

41        Billy isn't kidding.

42        I can't take other baby-sitting jobs if storm clouds start rolling in  
because I'll know to expect a call from the Clarksons.

43        Billy has a lot of records to break.

**26** What do the details in paragraphs 7 and 12 show about the baby-sitter?

- A** The baby-sitter has a good idea.
- B** The baby-sitter enjoys sports.
- C** The baby-sitter knows Billy very well.
- D** The baby-sitter has many hobbies.

**27** How does paragraph 6 connect to paragraph 16 in the story?

- A** The paragraphs show the cause and effect of the storm.
- B** The paragraphs reveal how the narrator changes over time.
- C** The paragraphs compare the characters' feelings.
- D** The paragraphs show a problem and the solution.

**28** Read this sentence from paragraph 21 of the story.

**It also rattles his nerves.**

What is the meaning of the phrase “rattles his nerves”?

- A** Billy is jumping around.
- B** Billy has hurt himself.
- C** Billy feels frightened.
- D** Billy is laughing hard.

- 29** How does Billy feel about the baby-sitter's ideas for what to do during the thunderstorm?
- A** Billy likes the ideas so much that he wants him to come back again.
  - B** Billy thinks that the ideas are not as much fun as other games.
  - C** Billy believes that the ideas are so silly that he jokes about them later.
  - D** Billy is confused about the ideas and asks his parents to explain them.

- 30** From whose point of view is the story told?

- A** Billy's
- B** the baby-sitter's
- C** Mrs. Clarkson's
- D** an unknown character's

- 31** Which statement **best** shows a central idea of the story?

- A** Doing other things can make scary events easier.
- B** Hiding when you are afraid can make you feel better.
- C** Making new friends is easy when you make up games together.
- D** Practicing any skill is important when you want to improve.

**GO ON**

**Directions**  
Read this passage. Then answer questions 32 through 34.

## Excerpt from *The Sensory System:* *Why Am I Ticklish?*

*by Sue Barraclough*

1 Your sensory system is made of the parts of your body that help you to understand the world around you. There are parts you can see, such as your nose and eyes. There are also parts inside your body that you cannot see, such as your brain.

2 You have five main senses. They are seeing, hearing, tasting, smelling, and touch. Your senses are involved in everything you do.

### **What Do My Eyes Do?**

3 Your eyes are organs that help you to see. An organ is a part of your body that is made to do a certain job. Your eyes are in holes in your skull at the front of your head.

4 Your eyes are soft balls. Your eyelids and eyelashes protect your eyes from dirt and sunshine. Blinking keeps your eyes wet and clean.

5 Your eyes collect light that bounces off things around you. Light goes into the eyeball through the pupil. The pupil is the round black hole in the middle of your eye. . . .

### **How Do Ears Work?**

6 Your ears work by collecting sounds. Sounds make movements in the air called sound waves. Sound waves travel into your ears through the ear canal.

7 The sound waves make your eardrum move. As your eardrum moves it moves three tiny bones in your ear. Inside your ear these movements are picked up and sent as signals to your brain. . . .

**GO ON**

### **What Does My Nose Do?**

8        Your nose picks up different smells. Smelling things can keep you safe. A smell can tell you if food is rotten. The smell of smoke can warn you of a fire.

9        Smells are carried in the air and go into your nose as you breathe. There are tiny parts at the top of your nose that pick up smells.

10       Your nose sends signals about the smells to your brain. Your brain has lots of smells stored in your memory. Your brain can tell you what each smell is.

### **What Does My Tongue Do?**

11       Your tongue is a part of your mouth. You use your tongue to help chew and swallow food. You use your tongue to help make sounds when you speak.

12       Your tongue helps you to taste and enjoy food. Your tongue also lets you know if something is not good to eat. Something that is bad to eat may taste bitter or horrible.

13       Your senses of smell and taste work together. When your nose is plugged from a cold your sense of taste does not work very well. . . .

### **What Is My Sense of Touch?**

14       Your sense of touch tells you what something feels like. It tells you if something is rough or smooth, or hot or cold.

15       Your sense of touch sends signals to the brain. This helps you to react to things. Touch tells you to scratch an itch on your leg. Touch helps you to move away from something that is prickly or hot. . . .

### **The Sensory System**

16       Your brain sorts and stores all the signals from your senses. Then it instantly sends millions of messages back to your body parts. Your brain tells all the different parts of your body what is happening and what to do.

**GO ON**

**32** This question is worth 2 credits.

In “Excerpt from *The Sensory System: Why Am I Ticklish?*,” what is a central idea of the first two paragraphs? Use **two** details from the passage to support your response.

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**33** This question is worth 2 credits.

In “Excerpt from *The Sensory System: Why Am I Ticklish?*,” how does the nose work to help people? Use **two** details from the passage to support your response.

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**GO ON**

34

**This question is worth 2 credits.**

In “Excerpt from *The Sensory System: Why Am I Ticklish?*,” how does the author support the claim she makes in paragraph 16? Use **two** details from the passage to support your response.

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**STOP**

**THE STATE EDUCATION DEPARTMENT**  
**THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234**  
**2023 English Language Arts Tests Map to the Standards**  
**Grade 3 Released Questions**

Question	Type	Key	Points	Standard	Subscore	Multiple Choice Questions	Constructed Response Questions	
						Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)
Session 1								
1	Multiple Choice	A	1	NGLS.ELA.Content.NY-3.R.2	Reading	0.7154		
2	Multiple Choice	D	1	NGLS.ELA.Content.NY-3.R.3	Reading	0.6252		
3	Multiple Choice	A	1	NGLS.ELA.Content.NY-3.R.4	Reading	0.6975		
4	Multiple Choice	B	1	NGLS.ELA.Content.NY-3.R.8	Reading	0.6600		
5	Multiple Choice	D	1	NGLS.ELA.Content.NY-3.R.5	Reading	0.3271		
6	Multiple Choice	B	1	NGLS.ELA.Content.NY-3.R.2	Reading	0.6785		
19	Multiple Choice	B	1	NGLS.ELA.Content.NY-3.R.6	Reading	0.5658		
20	Multiple Choice	B	1	NGLS.ELA.Content.NY-3.R.8	Reading	0.6679		
21	Multiple Choice	C	1	NGLS.ELA.Content.NY-3.R.3	Reading	0.5289		
22	Multiple Choice	D	1	NGLS.ELA.Content.NY-3.R.4	Reading	0.5818		
23	Multiple Choice	A	1	NGLS.ELA.Content.NY-3.R.9	Reading	0.5129		
24	Constructed Response		2	NGLS.ELA.Content.NY-3.R.3	Writing to Sources		0.4336	0.2168
25	Constructed Response		2	NGLS.ELA.Content.NY-3.R.2	Writing to Sources		0.5320	0.2660
Session 2								
26	Multiple Choice	A	1	NGLS.ELA.Content.NY-3.R.3	Reading	0.6081		
27	Multiple Choice	D	1	NGLS.ELA.Content.NY-3.R.5	Reading	0.4571		
28	Multiple Choice	C	1	NGLS.ELA.Content.NY-3.R.4	Reading	0.7439		
29	Multiple Choice	A	1	NGLS.ELA.Content.NY-3.R.3	Reading	0.7234		
30	Multiple Choice	B	1	NGLS.ELA.Content.NY-3.R.6	Reading	0.6222		
31	Multiple Choice	A	1	NGLS.ELA.Content.NY-3.R.2	Reading	0.5510		
32	Constructed Response		2	NGLS.ELA.Content.NY-3.R.2	Writing to Sources		0.5457	0.2729
33	Constructed Response		2	NGLS.ELA.Content.NY-3.R.3	Writing to Sources		0.6380	0.3190
34	Constructed Response		2	NGLS.ELA.Content.NY-3.R.8	Writing to Sources		0.5552	0.2776

\*This item map is intended to identify the primary analytic skills necessary to successfully answer each question on the 2023 operational ELA test. However, each constructed-response question measures proficiencies described in multiple standards, including writing and additional reading and language standards. For example, the two-point constructed-response questions require students to first conduct the analyses described in the mapped standard and then produce written responses that are rated based on writing standards. To gain greater insight into the measurement focus for constructed-response questions, please refer to the rubrics shown in the Educator Guides.

## 2-Credit Constructed-Response Rubric

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

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

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

## EXEMPLARY RESPONSE

24

In “Excerpt from *My Dadima Wears a Sari*,” how do Rupa’s thoughts about wearing a sari change in the story? Use **two** details from the story to support your response.

### Possible Exemplary Response:

Throughout “Excerpt from *My Dadima Wears a Sari*,” Rupa’s thoughts about wearing a sari change, because at first, she was unsure as she thought saris were boring even though they were colorful. Then, the more she learned from her Dadima the more she started to like saris and think they were useful. For example, in the beginning, “Your saris are beautiful, Dadima,” I say one day. “But don’t you get tired of wearing them?” This shows how Rupa thinks that wearing a sari every day would be very boring. But later on, you can see her thoughts changing, “Suppose you and I are sitting out on the porch and it gets hot,” Dadima says.... She begins to fan the two of us with the end of her sari. “Oh,” Rupa says. “That’s nice.” This shows when Rupa starts to see saris as useful.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-credit holistic rubric.

## GUIDE PAPER 1

24

In “Excerpt from *My Dadima Wears a Sari*,” how do Rupa’s thoughts about wearing a sari change in the story? Use **two** details from the story to support your response.

in "Excerpt from my Dadima wears a Sari"rupa's thoughts change in the story by 1st thought a Sari was wierd and now likes it. Next in the text says "but don't you get tired of wearing them ?" this shows that Rupa thinks it's wierd.Last also in the text says"we look like you , Dadima I say"this shows Rupa likes saris now.

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

This response provides a valid inference from the text to explain how Rupa’s thoughts about wearing a sari change in “Excerpt from *My Dadima Wears a Sari*” (*by 1st thought a Sari was wierd and now likes it*). The response provides evidence of analysis (*shows that Rupa thinks it’s wierd and shows Rupa likes saris now*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*but don’t you get tired of wearing them ?*” and “*we look like you , Dadima I say*”). This response includes complete sentences where errors do not impact readability.

24

In “Excerpt from *My Dadima Wears a Sari*,” how do Rupa’s thoughts about wearing a sari change in the story? Use **two** details from the story to support your response.

In "Exerpt from My Dadima Wears a Sari", two details I can use is that at fisrt it says Rupa asks if her Dadima ever gets tired wearing saris cause she says "Your saris are beautiful' Dadima," She says. "But don't you get tired of wearing them?" Then Rupa's thoughts change because she asks questions and then soon enough Rupa says that's nice, then she tries on a sari herself and thinks the saris are great to wear.

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

This response provides a valid inference from the text to explain how Rupa’s thoughts about wearing a sari change in “Excerpt from *My Dadima Wears a Sari*” (*at fisrt it says Rupa asks if her Dadima ever gets tired wearing saris [...] Then Rupa’s thoughts change [...] thinks the saris are great to wear*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (“*Your saris are beautiful’ Dadima,*” *She says. “But don’t you get tired of wearing them?”* and *soon enough Rupa says that’s nice, then she tries on a sari herself*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

24

In "Excerpt from *My Dadima Wears a Sari*," how do Rupa's thoughts about wearing a sari change in the story? Use two details from the story to support your response. [2]

Rupa's thoughts change. First she was confused because she did not know why Dadima was always wearing a sari. At the end when she understood what they were for she wanted one.

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

This response provides a valid inference from the text to explain how Rupa's thoughts about wearing a sari change in "Excerpt from *My Dadima Wears a Sari*" (*First she was confused [...] At the end when she understood what they are for*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*she did not know why Dadima was always wearing a sari and she wanted one*). This response includes complete sentences where errors do not impact readability.



## GUIDE PAPER 4

24

In "Excerpt from *My Dadima Wears a Sari*," how do Rupa's thoughts about wearing a sari change in the story? Use **two** details from the story to support your response. [2]

A I think Rupa is starting to  
D get intrysited about the sari because  
D Bupa said that "Neha and I look  
D like you".

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

This response provides a valid inference from the text to explain how Rupa's thoughts about wearing a sari change in "Excerpt from *My Dadima Wears a Sari*" (*Rupa is starting to get intrysited*); however, the response only provides one relevant detail from the text for support (*Rupa said that "Neha and I look like you"*). This response includes complete sentences where errors do not impact readability.

24

In “Excerpt from *My Dadima Wears a Sari*,” how do Rupa’s thoughts about wearing a sari change in the story? Use **two** details from the story to support your response.

Rupa’s thoughts change in the story because her dadima shows her all of useful stuff saris can do such as “Suppose we go for a walk and it begins to sprinkle,” Dadima says. “I can make an umbrella.” And right then she covers both their heads with the sari and “Suppose you and I are sitting out on the porch and it gets hot,” Dadima says. “Then we can keep cool.” She begins to fan the two of us with the end of her sari.

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

This response provides a sufficient number of concrete details from the text for support as required by the prompt (“Suppose we go for a walk and it begins to sprinkle,” Dadima says. “I can make an umbrella.” And right then she covers both their heads with the sari and “Suppose you and I are sitting out on the porch and it gets hot,” Dadima says. “Then we can keep cool.” She begins to fan the two of us with the end of her sari); however, the response does not provide a valid inference from the text to explain how Rupa’s thoughts about wearing a sari change in “Excerpt from *My Dadima Wears a Sari*.” This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

24

In “Excerpt from *My Dadima Wears a Sari*,” how do Rupa’s thoughts about wearing a sari change in the story? Use **two** details from the story to support your response.

Rups's thoughts about wearing a sari change in the story. Dadima tells them they can be used in many different ways. Did you know that if it rains she can cover her self with her sari. As you can see thats how Rup's thoughts about wearing a sari changed in the story.

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

This response only provides one relevant detail from the text for support (*Dadima tells them they can be used in many different ways. Did you know that if it rains she can cover her self with her sari*). The response does not provide a valid inference from the text to explain how Rupa’s thoughts about wearing a sari change in “Excerpt from *My Dadima Wears a Sari*.” This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

24

In “Excerpt from *My Dadima Wears a Sari*,” how do Rupa’s thoughts about wearing a sari change in the story? Use **two** details from the story to support your response.

rupas thoughts of wering a sira changed by she dous not like wearing them eney more so she stobt wearing them. and now she dous not like theme. but now she dous not an she dous not want to werw theme eney more.

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

This response does not address any of the requirements of the prompt (*rupas thoughts of wering a sira changed by she dous not like wearing them eney more so she stobt wearing them. and now she dous not like theme. but now she dous not an she dous not want to werw theme eney more*).

24

In "Excerpt from *My Dadima Wears a Sari*," how do Rupa's thoughts about wearing a sari change in the story? Use **two** details from the story to support your response. [2]

the way to wear it is be  
putting it on your neck and  
on your face

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

This response does not address any of the requirements of the prompt (*the way to wear it is be putting it on your neck and on your face*).

## EXEMPLARY RESPONSE

25

How do the details in paragraphs 8 through 13 support a theme of “Excerpt from *My Dadima Wears a Sari*”? Use **two** details from the story to support your response.

### Possible Exemplary Response:

The details in paragraphs 8 through 13 support a theme of “Excerpt from *My Dadima Wears a Sari*” by giving several examples of how something that you don’t understand can be more useful than you might have thought. For example, “‘Suppose you and I are sitting out on the porch and it gets hot,’ Dadima says. ‘Then we can keep cool.’ She begins to fan the two of us with the end of her sari.” Another example is, “‘If we go to the beach and collect seashells, we can wrap the shells in my sari.’ Dadima says. ‘Like this?’ I ask. I make a pouch with the end of her sari.” These are both examples of different new ways to use a sari that Rupa had not thought of that made saris seem more useful than she had ever thought before.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-credit holistic rubric.

## GUIDE PAPER 1

25

How do the details in paragraphs 8 through 13 support a theme of "Excerpt from My Dadima Wears a Sari"? Use **two** details from the story to support your response. [2]

Paragraphs 8 through 13 support a theme of "Excerpt from my Dadima Wears a Sari" because her Dadima wears a 'Sari' so much and shows examples. One example is, "Suppose you and I are sitting out on the porch and it gets hot. Another example, 's' in the story it says, 'if we go to the beach and collect Sea Shells, we can wrap the shells in my sari.' As you can see Paragraphs 8 through 13 support the theme of "Excerpt from my Dadima Wears a Sari."

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

This response provides a valid inference from the text to explain how the details in paragraphs 8 through 13 support a theme of "Excerpt from *My Dadima Wears a Sari*" (because her Dadima wears a sari so much and shows examples). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Suppose you and I are sitting out on the porch and it gets hot and "if we go to the beach and collect. Sea Shells, we can wrap the Shells in my sari). This response includes complete sentences where errors do not impact readability.



25 How do the details in paragraphs 8 through 13 support a theme of “Excerpt from *My Dadima Wears a Sari*”? Use **two** details from the story to support your response.

Paragraphs 8 through 13 support a theme of Excerpt from *My Dadima Wears a Sari* by listing things on what I can do with a sari. It says that I can make a fan with the end of the sari. Then, I can keep cool on hot days. I can also make a pouch in the sari. If I go to the beach I can collect shells and cool rocks. That's how paragraphs 8 through 13 support a theme of Excerpt from *My Dadima Wears a Sari*.

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

This response provides a valid inference from the text to explain how the details in paragraphs 8 through 13 support a theme of “Excerpt from *My Dadima Wears a Sari*” (*by listing things on what I can do with a sari*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*I can make a fan with the end of the sari. Then, I can keep cool on hot days and I can also make a pouch in the sari. If I go to the beach I can collect shells and cool rocks*). This response includes complete sentences where errors do not impact readability.



## GUIDE PAPER 3

25

How do the details in paragraphs 8 through 13 support a theme of "Excerpt from *My Dadima Wears a Sari*"? Use **two** details from the story to support your response. [2]

it says things about  
the sari being helpful  
to the drama.  
It said like it could  
Hould seashells  
and can keep you  
cool.

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

This response provides a valid inference from the text to explain how the details in paragraphs 8 through 13 support a theme of "Excerpt from *My Dadima Wears a Sari*" (*it says things about the sari being HelpfuL*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*it could Hould seashells* and *can keepyou cool*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

25

How do the details in paragraphs 8 through 13 support a theme of “Excerpt from *My Dadima Wears a Sari*”? Use **two** details from the story to support your response.

It shows how and what you can do with a sari. For an exsample the grandma said "if it starts to rain she could make unbrala.

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

This response provides a valid inference from the text to explain how the details in paragraphs 8 through 13 support a theme of “Excerpt from *My Dadima Wears a Sari*” (*It shows how and what you can do with a sari*); however, the response only provides one relevant detail from the text for support (“*if it starts to rain she could make unbrala*”). This response includes complete sentences where errors do not impact readability.

25 How do the details in paragraphs 8 through 13 support a theme of “Excerpt from *My Dadima Wears a Sari*”? Use **two** details from the story to support your response.

In paragraphs 8 through 13 support a theme of “Excerpt from *My Dadima Wears a Sari*” because you can use as a pouch or fan. When your at the beach you can collect seashells in a pouch. When you sit on your porch and its hot out side you can fan your self.  
D

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

This response provides a sufficient number of relevant details from the text for support as required by the prompt (*you can use as a pouch or fan. When your at the beach you can collect seashells in a pouch and When you sit on your porch and its hot out side you can fan your self*); however, the response does not provide a valid inference from the text to explain how the details in paragraphs 8 through 13 support a theme of “Excerpt from *My Dadima Wears a Sari*.” This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

25

How do the details in paragraphs 8 through 13 support a theme of "Excerpt from *My Dadima Wears a Sari*"? Use two details from the story to support your response. [2]

Rv      Rupa says "What can you do  
wv      with a sari?" I ask. Suppose you and  
cv      I are sitting out on the porch and it  
cv      gets hot," Dadima says "Then we  
ev      can keep cool."

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

This response only provides one concrete detail from the text for support ("What can you do with a sari?" I ask. Suppose you and I are sitting out on the porch and it gets hot," Dadima says. "Then we can keep cool."). The response does not provide a valid inference from the text to explain how the details in paragraphs 8 through 13 support a theme of "Excerpt from *My Dadima Wears a Sari*." This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

25

How do the details in paragraphs 8 through 13 support a theme of “Excerpt from *My Dadima Wears a Sari*”? Use **two** details from the story to support your response.

A theme for example in paragraph 8 through 13 it talks about a sari so the theme could be a sari Another example is in paragraph 10 and 11 it talks about a beach and collecting seashells and sitting out on the porch maybe that could be it.

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

This response does not address any of the requirements of the prompt (*A theme for example in paragraph 8 through 13 it talks about a sari so the theme could be a sari Another example is in paragraph 10 and 11 it talks about a beach and collecting seashells and sitting out on the porch maybe that could be it*).

25

How do the details in paragraphs 8 through 13 support a theme of "Excerpt from *My Dadima Wears a Sari*"? Use two details from the story to support your response. [2]

the Girls thought if they could go to  
the Beach to collect seashells for the  
scarf. in page 13 they did not go to the  
Beach But they did show scarfs. to  
there grandma

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

This response does not address any of the requirements of the prompt (*the Girls thought if they could go to the Beach to collect seashells for the scarf. in page 13 they did not go to the Beach But they did show scarfs. to there grandma*).

## EXEMPLARY RESPONSE

32

In “Excerpt from *The Sensory System: Why Am I Ticklish?*” what is a central idea of the first two paragraphs? Use **two** details from the passage to support your response.

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### Possible Exemplary Response:

A central idea from the first two paragraphs of “Excerpt from *The Sensory System: Why Am I Ticklish?*” is how your five senses work with different parts of your body. These paragraphs explain the sensory system: “You have five main senses. They are seeing, hearing, tasting, smelling, and touch.” These senses send signals to your brain from your body, “Your sensory system is made of the parts of your body that help you to understand the world around you.” The eyes, ears, nose, and tongue must work together to send and receive messages to and from the brain so you will know what is happening.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-credit holistic rubric.

## GUIDE PAPER 1

32

In “Excerpt from *The Sensory System: Why Am I Ticklish?*,” what is a central idea of the first two paragraphs? Use **two** details from the passage to support your response.

The central idea of the first two paragraphs was all about your sensory system and what it controls. One example is when the text said, Your sensory system is made of the parts of your body that help you to understand the world around you. There are parts you can see, such as your nose and eyes. There are also parts inside your body that you cannot see, such as your brain. This fits because it is telling you all about what your sensory system does. Another example is when the text said Your sensory system has five main senses. They are seeing, hearing, tasting, smelling, and touch. Your senses are involved in everything you do. The central idea of the first two paragraphs is all about your sensory system and what it does and what it controls.

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

This response provides a valid inference from the text to explain a central idea from the first two paragraphs of “Excerpt from *The Sensory System: Why Am I Ticklish?*” (*all about your sensory system and what it controls [...] all about your sensory system and what it does and what it controls*). The response provides evidence of analysis (*this fits because it is telling you all about what your sensory system does*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*Your sensory system is made of the parts of your body that help you to understand the world around you. There are parts you can see, such as your nose and eyes. There are also parts inside your body that you cannot see, such as your brain and Your sensory system has five main senses. They are seeing, hearing, tasting, smelling, and touch. Your senses are involved in everything you do*). This response includes complete sentences where errors do not impact readability.



32

In "Excerpt from *The Sensory System: Why Am I Ticklish?*," what is a central idea of the first two paragraphs? Use **two** details from the passage to support your response. [2]

The 2 paragraphs tell you you have 5 senses for example "you have 5 main senses, seeing, hearing, tasting, touching and smelling." Another example is "you sensory system is parts of your body helping you understand the world."

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

This response provides a valid inference from the text to explain a central idea from the first two paragraphs of "Excerpt from *The Sensory System: Why Am I Ticklish?*" (*you have 5 senses*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*you have 5 main Senses, Seeing, hearing, tasting, touching and Smelling.*" and "*you sensory system is parts of your body helping you understand the world.*"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

32

In "Excerpt from *The Sensory System: Why Am I Ticklish?*," what is a central idea of the first two paragraphs? Use **two** details from the passage to support your response. [2]

The central idea of the first two paragraphs are about our five main senses. First, there are parts you can see such as your nose and eyes. Second, there are parts you cannot see such as your brain.

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

This response provides a valid inference from the text to explain a central idea from the first two paragraphs of "Excerpt from *The Sensory System: Why Am I Ticklish?*" (*are about our five main senses*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*there are parts you can see such as your nose and eyes and there are parts you cannot see such as your brain*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

32

In "Excerpt from *The Sensory System: Why Am I Ticklish?*," what is a central idea of the first two paragraphs? Use **two** details from the passage to support your response. [2]

The central idea is that we have body part that are sensory for our body that we can't see, But use. These sensory are involved of ever thing we do. I learn that there are thing inside us that we didn't even know about.

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

This response provides a valid inference from the text to explain a central idea from the first two paragraphs of "Excerpt from *The Sensory System: Why Am I Ticklish?*" (*we have body part that are sensory for our body*); however, the response only provides one concrete detail from the text for support (*These Sensory are involved of ever thing we do*). This response includes complete sentences where errors do not impact readability.

32

In “Excerpt from *The Sensory System: Why Am I Ticklish?*,” what is a central idea of the first two paragraphs? Use **two** details from the passage to support your response.

A central idea could be "Body Parts". For example in p1 it says that the parts of your body help you understand the world around you. Another example is that in p2 it says that you have five main senses. This shows that a central idea for p1 & 2 could be "Body Parts".

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

This response provides a sufficient number of concrete details from the text for support as required by the prompt (*parts of your body help you understand the world around you* and *you have five main senses*); however, the response does not provide a valid inference from the text to explain a central idea from the first two paragraphs of “Excerpt from *The Sensory System: Why Am I Ticklish?*” This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

32

In “Excerpt from *The Sensory System: Why Am I Ticklish?*,” what is a central idea of the first two paragraphs? Use **two** details from the passage to support your response.

The central idea is telling about your body and how it works and telling you about your 5 senses.

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

This response provides a valid inference from the text to explain a central idea from the first two paragraphs of “Excerpt from *The Sensory System: Why Am I Ticklish?*” (*telling you about your 5 senses*); however, the response does not provide two relevant details from the text for support. This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

32

In “Excerpt from *The Sensory System: Why Am I Ticklish?*,” what is a central idea of the first two paragraphs? Use **two** details from the passage to support your response.

your tongue is a part of your mouth. your tonge helps you swallow food.

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

This response does not address any of the requirements of the prompt (*your tongue is a part of your mouth. your tonge helps you swallow food*).

32

In "Excerpt from *The Sensory System: Why Am I Ticklish?*," what is a central idea of the first two paragraphs? Use **two** details from the passage to support your response. [2]

the central idea is ~~that~~ explaining  
how your tickleLish so it explains how your body  
parts work to be ticklish

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

This response does not address any of the requirements of the prompt (*the central idea is explaining how Your tickleLish so it explains how your body parts work to be tickLish*).

## EXEMPLARY RESPONSE

33

In “Excerpt from *The Sensory System: Why Am I Ticklish?*” how does the nose work to help people? Use **two** details from the passage to support your response.

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### Possible Exemplary Response:

According to “Excerpt from *The Sensory System: Why Am I Ticklish?*” how our noses work to help people is by smelling things that could be dangerous and protecting us from those things. For example, “A smell can tell you if food is rotten.” and rotten food could make you sick. Paragraph 8 also tells us that, “The smell of smoke can warn you of fire.” Our noses can pick up smells and keep us safe by giving a warning if there could be danger like a fire.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-credit holistic rubric.



## GUIDE PAPER 1

33

In “Excerpt from *The Sensory System: Why Am I Ticklish?*,” how does the nose work to help people? Use **two** details from the passage to support your response.

The nose helps us by smelling objects and telling what they are. In the text it said smelling things can keep us safe by sensing if a food is rotten so you don't eat it, "a smell can tell you if a food is rotten." In addition your sense of smell can also warn your brain of a fire, "your nose picks up different smells."

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

This response provides a valid inference from the text to explain how the nose works to help people in “Excerpt from *The Sensory System: Why Am I Ticklish?*” (*by smelling objects and telling what they are*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*smelling things can keep us safe; “a smell can tell you if a food is rotten.”; your sense of smell can also warn your brain of a fire; “your nose picks up different smells.”*). This response includes complete sentences where errors do not impact readability.

33

In "Excerpt from *The Sensory System: Why Am I Ticklish?*," how does the nose work to help people? Use **two** details from the passage to support your response. [2]

The nose works and helps people by letting them know if they are safe or not. One way this helps is to let them know if there's a fire. Another way the nose helps is if you smelled rotten food, you can know it's rotten by how it smells.

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

This response provides a valid inference from the text to explain how the nose works to help people in "Excerpt from *The Sensory System: Why Am I Ticklish?*" (by letting them know if they are safe or not). The response provides a sufficient number of relevant details from the text for support as required by the prompt (to let them know if there's a fire and if you smelled rotten food, you can know it's rotten by how it smells). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

33

In "Excerpt from *The Sensory System: Why Am I Ticklish?*," how does the nose work to help people? Use **two** details from the passage to support your response. [2]

The nose is the one that smells.  
Without the nose you'll won't be able  
to sense if something is rotten. The  
nose even senses signals to your  
brain to tell you something.

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

This response provides a valid inference from the text to explain how the nose works to help people in "Excerpt from *The Sensory System: Why Am I Ticklish?*" (*The nose is the one that smells*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*Without the nose you'll won't be able to sense if something is rotten and senses signals to your brain to tell you something*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

33

In “Excerpt from *The Sensory System: Why Am I Ticklish?*,” how does the nose work to help people? Use **two** details from the passage to support your response.

The nose works to help people when your in danger because it gives a signal to the brain. The nose is also helpful so when your gonna eat a food your gonna know that its rotten because of smell.

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

This response provides a valid inference from the text to explain how the nose works to help people in “Excerpt from *The Sensory System: Why Am I Ticklish?*” (*when your in danger because it gives a signal to the brain*); however, the response only provides one relevant detail from the text for support (*when your gonna eat a food your gonna know that its rotten because of smell*). This response includes complete sentences where errors do not impact readability.

33

In "Excerpt from *The Sensory System: Why Am I Ticklish?*," how does the nose work to help people? Use **two** details from the passage to support your response. [2]

In "Excerpt from the sensory system: Why I am ticklish?" in paragraph 9 it says "smells are carried in the air and go into your nose as you breathe," and in paragraph 8 it says "A smell can tell you if food is rotten."

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

This response provides a sufficient number of concrete details from the text for support as required by the prompt ("*Smells are carried in the air and go into your nose as you breathe.*" and "*A smell can tell you if food is rotten.*"); however, the response does not provide a valid inference from the text to explain how the nose works to help people in "Excerpt from *The Sensory System: Why Am I Ticklish?*" This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

33

In “Excerpt from *The Sensory System: Why Am I Ticklish?*,” how does the nose work to help people? Use **two** details from the passage to support your response.

Two details to show how your nose works are, One smells are carried in air, Two when you breathe the smell gets closer to you.

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

This response only provides one concrete detail from the text for support (*smells are carried in air*). The response does not provide a valid inference from the text to explain how the nose works to help people in “Excerpt from *The Sensory System: Why Am I Ticklish?*” This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

33

In "Excerpt from *The Sensory System: Why Am I Ticklish?*," how does the nose work to help people? Use **two** details from the passage to support your response. [2]

In the story it says, "your nose when you walk near stuff it has scent. like when you walk near a dumpster it has scent of a bad smell."

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

This response does not address any of the requirements of the prompt (*In the story it says, "your nose when you walk near stuff it has scent. like when you walk near a dumpster it has scent of a bad smell).*

33

In “Excerpt from *The Sensory System: Why Am I Ticklish?*,” how does the nose work to help people? Use **two** details from the passage to support your response.

you have five main senses.They are seeing smelling and touch your senses are involved in evrything you do.

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

This response does not address any of the requirements of the prompt (*you have five main senses.They are seeing smelling and touch your senses are involved in evrything you do*).



## EXEMPLARY RESPONSE

34

In “Excerpt from *The Sensory System: Why Am I Ticklish?*,” how does the author support the claim she makes in paragraph 16? Use **two** details from the passage to support your response.

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### Possible Exemplary Response:

The author supports the claim that she makes in paragraph 16 of “Excerpt from *The Sensory System: Why Am I Ticklish?*” by giving examples of how the sensory system works, for example, “Your nose picks up different smells...Your nose sends signals about the smells to your brain.” This detail shows an example of the types of signals the author is talking about in paragraph 16: “Your brain sorts and stores all the signals from your senses.” Another example of this is, “Your sense of touch sends a signal to the brain. This helps you to react to things.”

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-credit holistic rubric.

# GUIDE PAPER 1

34

In "Excerpt from *The Sensory System: Why Am I Ticklish?*," how does the author support the claim she makes in paragraph 16? Use **two** details from the passage to support your response. [2]

The author support the claim she makes in paragraph 16 because you're brain does help you with all your senses. For example in the text it says "your sense of touch sends signals to the brain. This shows that the brain helps with the sense of touch. Another example is that in the text it says "your nose sends signals to the brain. This shows that your brain helps with the sense of the nose.

## Score Point 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the author supports the claim she makes in paragraph 16 of "Excerpt from *The Sensory System: Why Am I Ticklish?*" (*shows that the brain helps with the sense of touch and shows that your brain helps with the sense of the nose*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("your sense of touch sends signals to the brain and "your nose sends signals to the brain). This response includes complete sentences where errors do not impact readability.

34

In “Excerpt from *The Sensory System: Why Am I Ticklish?*,” how does the author support the claim she makes in paragraph 16? Use **two** details from the passage to support your response.

The author support the claim she makes in paragraph 16 by proving the from all the other paragraphs how the sensory system works.

For example "Your nose sends signals about the smells to your brain. Your brain has lots of smells stored in your memory."

Also "Your sense of touch sends signals to the brain. This helps you to react to things."

This proves how the author support the claim she makes in paragraph 16.

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

This response provides a valid inference from the text to explain how the author supports the claim she makes in paragraph 16 of “Excerpt from *The Sensory System: Why Am I Ticklish?*” (*by proving the from all the other paragraphs how the sensory system works*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ( “*Your nose sends signals about the smells to your brain. Your brain has lots of smells stored in your memory.*” and “*Your sense of touch sends signals to the brain. This helps you to react to things.*”). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

34

~~XXXX~~

In "Excerpt from *The Sensory System: Why Am I Ticklish?*," how does the author support the claim she makes in paragraph 16? Use **two** details from the passage to support your response. [2]

In paragraph 16 It's aysthat  
your brain sorts and stores  
signals that have been sent  
to your brain by your eyes,  
ears, nose, mouth, and skin, it  
tells us how our senses work

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

This response provides a valid inference from the text to explain how the author supports the claim she makes in paragraph 16 of "Excerpt from *The Sensory System: Why Am I Ticklish?*" (*it tells us how our senses work*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*your brain sorts and stores signals that have been sent* and *your eyes, ears, nose, mouth, and skin*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

34

In “Excerpt from *The Sensory System: Why Am I Ticklish?*,” how does the author support the claim she makes in paragraph 16? Use **two** details from the passage to support your response.

The author supports the claim in paragraph 16 because the paragraph tells you about "The Sensory System" And in the first paragraph the text tells you about your brain and your brain is very important.

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

This response provides a valid inference from the text to explain how the author supports the claim she makes in paragraph 16 of “Excerpt from *The Sensory System: Why Am I Ticklish?*” (*the paragraph tells you about “The Sensory System”*); however, the response only provides one relevant detail from the text for support (*first paragraph the text tells you about your brain*). This response includes complete sentences where errors do not impact readability.

34

In "Excerpt from *The Sensory System: Why Am I Ticklish?*," how does the author support the claim she makes in paragraph 16? Use **two** details from the passage to support your response. [2]

The claim the author makes is  
in paragraph 16 she tells about  
your sensory system and how  
your eye and nose and toght and  
mouth work. She tried to claim  
the purpose.

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

This response provides a valid inference from the text to explain how the author supports the claim she makes in paragraph 16 of "Excerpt from *The Sensory System: Why Am I Ticklish?*" (she tells about your sensory system and how your eye and nose and toght and mouth work); however, the response does not provide two relevant details from the text for support. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

34

In “Excerpt from *The Sensory System: Why Am I Ticklish?*,” how does the author support the claim she makes in paragraph 16? Use **two** details from the passage to support your response.

In paragraph 16 of why am I ticklish? the author claims that your brain sorts and stores all th signals and your senses.

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

This response only provides one concrete detail from the text for support (*your brain sorts and stores all th signals and your senses*). The response does not provide a valid inference from the text to explain how the author supports the claim she makes in paragraph 16 of “Excerpt from *The Sensory System: Why Am I Ticklish?*” This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

34

In “Excerpt from *The Sensory System: Why Am I Ticklish?*,” how does the author support the claim she makes in paragraph 16? Use **two** details from the passage to support your response.

The hand do it touch it, eyes do sees even colors, nose can smell, mouth tastes everything.

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

This response does not address any of the requirements of the prompt (*The hand do it touch it, eyes do sees even colors, nose can smell, mouth tastes everything*).



34

In "Excerpt from *The Sensory System: Why Am I Ticklish?*" how does the author support the claim she makes in paragraph 16? Use **two** details from the passage to support your response. [2]

The author support its response by use  
-ing what he or she nows. another resonis  
that he or she leand and discover.

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

This response does not address any of the requirements of the prompt (*the author support its response by use-ing what he or she nows. another resonis that he or she leand and discover*).