

New York NYSTP 2022 Grade 6 English Language Arts

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Name: _____



New York State *Testing Program*

2022
English Language Arts Test
Session 1

Grade 6

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RELEASED QUESTIONS

Session 1



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

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

Directions

Read this story. Then answer questions 1 through 7.

Aven, a girl born without arms, feels nervous about performing with a group during an arts festival.

Excerpt from *Insignificant Events in the Life of a Cactus*

by Dusti Bowling

- 1 I walked outside and was disappointed to find people weren't already pouring in at the entrance—and more disappointed that Connor wasn't out there. Around ten o'clock, a few people trickled in. As the morning wore on, the trickle became a steady flow.
- 2 The Flap-Jackeroos started playing on the newly cleaned stage around noon. I had no idea what to expect of breakfast entertainers, but they weren't bad. And except for a song about bacon or eggs benedict thrown in here and there, they mostly played normal country music.
- 3 By late afternoon, the parking lot was fuller than it had ever been. I wandered around, enjoying the festivities and talking to the vendors¹ about their art.
- 4 I found Zion, and we ate an obscene amount of junk food together in the rodeo arena. He was normally so strict about what he ate, so I was glad to see him relax a bit about that.
- 5 We watched the large group of kids in the petting zoo. Some of them even gave Spaghetti a little attention, though he didn't seem to care much.
- 6 I introduced Zion to Josephine and Henry, shot a rubber snake at the shooting range, and even stuck my face through a wooden painting of a cactus so Zion could take a picture. . . .
- 7 At six o'clock, I left Zion and made my way into the apartment to get changed for the evening events. Mom and I had gone shopping together the day before to pick out a new dress for the festival, and she had laid it out on my bed for me, perhaps worried I might pick something else to wear at the last minute.

GO ON

- 8 With a thumping heart, I carefully slipped the dress over my head and shimmied it down, tugging at the bottom with my toes. It took me a few minutes to get it all straightened and smoothed out. I stood up and looked at myself in the mirror over my dresser. . . .
- 9 I gazed at myself in the mirror, wondering if I was really going to go out in front of other people looking like this. . . .
- 10 The sky looked like cotton candy as I made my way downstairs. I loved all the sounds and smells of the festival—corn dogs and kettle corn and chili and funnel cakes. Walking over to the Flap-Jackeroos, I ran into Jessica and a large group of girls from soccer. . . .
- 11 As they walked behind me, I spotted Zion sitting at a table by himself, munching on a box of popcorn. I walked with the girls over to him and introduced them. He mumbled a hello to the girls as he stared at his feet and tried to hide his popcorn behind his back.
- 12 I made my way to the stage and stood at the bottom of the steps. When the lead singer of the Flap-Jackeroos saw me, he told the audience they had a special accompaniment, and I walked up the stairs to join them. He placed my guitar in front of a chair on the stage for me, and I sat down.
- 13 But it wasn't my guitar. It was the guitar we had found in the storage room hidden under the old desk. It was the guitar that had belonged to my mother. It had been cleaned, repaired, and restrung. I looked out into the audience and saw my parents watching me. Mom put her fingers to her mouth and blew me a kiss. I slipped my feet out of my flowery flats and carefully plucked at a string with one not quite steady toe.
- 14 We played "Tumbling Tumbleweeds," which I had been feverishly practicing all week, even though my part was quite simple. A large audience formed to watch as we played, and I saw that all their eyes were on me—me in my strappy pink dress. Me in my mother's necklace, playing my mother's guitar. Me with terribly flushed cheeks, beaming as the lead singer winked at me while we played. I looked out into the crowd and saw Jessica and the other girls watching me with excited faces. I saw Zion smiling and waving and I nodded back. I saw my parents, arms around each other, swaying to the music. . . .

GO ON

15 As the fireworks exploded over the lights of the city—millions of lights for millions of people—I didn’t feel so insignificant anymore. I felt as big as the giant saguaro² beside me. I felt like I was shining, and this time I thought maybe it wasn’t just the moon. Maybe the light was in me.

¹**vendors:** people who sell things

²**saguaro:** a kind of cactus that is often 15 feet tall, and can sometimes grow much taller

GO ON

1 How does paragraph 9 contribute to the development of a theme in the story?

- A** by suggesting that Aven often observes herself
- B** by describing the care Aven puts into her appearance
- C** by showing Aven is worried about what people think
- D** by illustrating how Aven prepares herself for a performance

2 How does paragraph 13 **mainly** develop the character of the narrator?

- A** by informing the reader that the guitar belonged to the narrator's mother
- B** by telling the reader that the narrator found the guitar in a storage closet
- C** by informing the reader that the narrator's parents were watching her
- D** by telling the reader about the type of shoes the narrator wears while performing

3 What is the effect of the narrator's repetition of the word "me" in paragraph 14?

- A** She thinks the audience is impressed with her ability to play the guitar.
- B** She hopes people will notice the objects which belong to her mother.
- C** She thinks it is remarkable that she is performing in front of an audience.
- D** She hopes that people appreciate how much she practiced during the week.

GO ON

4 What does the word “insignificant” mean as it is used in paragraph 15?

- A** talentless
- B** brave
- C** unimportant
- D** accepted

5 Which phrase from paragraph 15 **best** conveys a theme of the story?

- A** “the fireworks exploded”
- B** “the lights of the city”
- C** “millions of people”
- D** “the light was in me”

6 Which detail **best** represents how Aven changes at the end of the story?

- A** “...plucked at a string with one not quite steady toe.” (paragraph 13)
- B** “...I saw that all their eyes were on me ...” (paragraph 14)
- C** “... arms around each other, swaying to the music.” (paragraph 14)
- D** “I felt as big as the giant saguaro ...” (paragraph 15)

GO ON

7

Read this phrase from paragraph 15.

I felt like I was shining . . .

Which sentence **best** represents the meaning of this phrase?

- A** Aven feels proud of who she is.
- B** Aven is looking forward to more performances.
- C** Aven understands she is more important than others.
- D** Aven is relieved the audience enjoyed her performance.

GO ON

Directions

Read this article. Then answer questions 8 through 14.

Excerpt from *The Bat Scientists*

by Mary Kay Carson

From Nature Boy to Batman

- 1 Merlin Tuttle can't remember a time when nature didn't fascinate him. Even as a little kid he collected seashells, brought home toads, and kept a journal of his wildlife observations. "I happened to get especially interested in bats beginning when I was about nine," says Merlin. He came across some bats living in an old cabin. That started him researching and reading about bats. When Merlin was a teenager, his family moved to Tennessee. Their new home just happened to be near a bat cave. "I caught some and identified them in a book," remembers Merlin. They were gray bats. "The book said that this was a species that lived in the same cave year round and didn't migrate." After a year of watching when the bats entered and exited the cave, Merlin figured out that the books were wrong. These gray bats weren't there all year—they migrated.
- 2 Armed with what he'd learned, high school kid Merlin Tuttle convinced scientists at the Smithsonian Institution that they might be wrong. "They gave me several thousand bat bands and said, 'Why don't you go back and band them and see if you can figure out where they go,'" remembers Merlin. Bat bands are small metal clips with identification numbers on them. The bands fit around a bat's winged arm like a bracelet. Merlin Tuttle ended up studying gray bats for many years. He visited their caves all across the southeastern United States through college and after he became a bat scientist. "I eventually banded over forty thousand bats and traced some of the migrants all the way from Florida to the Virginia border," said Merlin. Because of his research, books had to be rewritten to say that gray bats not only migrate, but also often travel a really long way.

From Scientist to Conservationist

- 3 Merlin kept studying bats and other animals through college. He eventually got an advanced degree in mammalogy, the study of mammals, the kind of animals bats are. While Merlin became a respected bat scientist in the 1970s, bats themselves got very little respect. Merlin traveled around the world studying bats—Africa, Asia,

GO ON

Latin America, and North America. “Everywhere I went, people were killing bats in large numbers just out of ignorance,” says Merlin. Many people are afraid of bats. Bats live in dark spooky places like caves and abandoned buildings, and only come out at night. Merlin saw bat caves dynamited or bulldozed shut. Misguided farmers told him they killed bats to protect their fruit trees or crops. Even the caves where Merlin studied gray bats were under attack. In 1976 Merlin visited an Alabama cave that was once home to 250,000 gray bats. What he found shocked him. All the bats were gone. Inside the cave were sticks, stones, rifle cartridges, and fireworks wrappers.

- 4 Merlin Tuttle decided he had to do something to help the bats he loved to study, so he started an organization in 1982. It wasn’t easy. “When I started Bat Conservation International (BCI), most people would’ve rather paid to kill a bat than to save one,” says Merlin. “They ranked between cockroaches and rattlesnakes in opinion polls.” People misunderstand bats. They mistakenly believe that bats are blind, fierce, disease-carrying, scary critters that want to bite. So Merlin set out to educate people about how gentle, amazing, and important bats really are.
- 5 Photography quickly became an important tool. “People fear most what they understand least,” explains Merlin. Bats are misunderstood partly because they are hard to see. Bats fly at night and spend the day in dark places. When Merlin started writing books about bats, most photographs showed bats with snarling teeth held up by their wings. Merlin knew the bats in the photographs looked frightening because they were scared and stressed. So he started taking his own photographs of bats at ease—bats just being bats. His stunning natural photos soon showed up in magazines and books. The photos of bats flying, eating nectar, catching fish, and caring for pups helped people see bats for what they really are—and want to save them.

8

Which statement represents a central claim of the article?

- A** Environments often influence career choices.
- B** Bats are misunderstood creatures who need protecting.
- C** Photographs can help people overcome their fears of the unknown.
- D** Bats often travel a great distance when they migrate.

9

What does the information presented in the last two lines of paragraph 3 illustrate?

- A** People forced the bats to leave the cave.
- B** Bats had already migrated to another place.
- C** People enjoyed using the cave for activities.
- D** Bats left the cave because of the amount of garbage.

10

Why does the author use words like “Misguided” (paragraph 3) and “misunderstand” (paragraph 4) in the article?

- A** to suggest that bats have been the victims of myths
- B** to emphasize why a solution to bat removal is needed
- C** to explain why many bats travel great distances every year
- D** to indicate that books do not always give accurate information about bats

GO ON

11

Read this sentence from paragraph 3.

“Everywhere I went, people were killing bats in large numbers just out of ignorance,” says Merlin.

Which quotation from the article **best** explains the cause of the “ignorance” described by Merlin?

- A** “...Merlin figured out that the books were wrong.” (paragraph 1)
- B** “Many people are afraid of bats.” (paragraph 3)
- C** “What he found shocked him.” (paragraph 3)
- D** “Bats fly at night and spend the day in dark places.” (paragraph 5)

12

What is the **main** way paragraph 5 helps develop ideas in the article?

- A** by explaining the habits of bats during daytime hours
- B** by describing the stress bats often experience
- C** by explaining why Merlin is interested in bat photographs
- D** by describing how Merlin helps people better understand bats

GO ON

13

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

- A** Merlin Tuttle studied bats and helped educate the public about their importance.
- B** Farmers told Merlin Tuttle that bats were bad for their fruit trees and crops.
- C** Merlin Tuttle earned a degree in advanced mammalogy when he was in college.
- D** People told Merlin Tuttle they were afraid of bats when he talked to them.

14

How does the author develop an important idea in the article?

- A** by describing Merlin's discovery of gray bat migration, which shows how ideas can change
- B** by referring to traditional photographs of bats, which make bats appear to be threatening
- C** by describing Merlin's effort to inform people about bats, which shows the importance of education
- D** by referring to caves where bats live, which indicates that ideas may sometimes be based on fear

GO ON

Directions

Read this story. Then answer questions 22 through 28.

On a snowy night at his family inn, Milo makes an unusual discovery.

Excerpt from *Greenglass House*

by Kate Milford

- 1 It looked like a blue leather wallet, only bigger. Milo climbed down onto the rails behind the car and picked it up.
- 2 And that's how he found the first map.
- 3 It was tucked into the left-hand pocket of the leather wallet, folded into quarters. The paper was old and green-tinged, the way the copper pots in the inn's kitchen were tinted green from verdigris—only Milo had never seen paper turn green like that. He unfolded it carefully with cold fingers. It was brittle and delicate and didn't look as if it could stand much more folding and unfolding, but he could tell it had once been thick and expensive. Milo held it up so that the light from the closest lamp post shone through, and he could just make out a watermark:¹ it looked like a wrought-iron gate, but slightly warped and wrenched out of its original shape.
- 4 It was then, with the page lit up from behind, that Milo realized what he was looking at. He turned and hopped across the rails to the shed that housed the big winch, turned on the overhead light, and held the paper up again to get a better look. . . .
- 5 Milo knew a thing or two about maps. This, of course, came from twelve years of growing up around smugglers and sailors. And as he stared at the paper in his hands, he realized it reminded him of a very specific sort of map, one that he saw fairly often. It looked like a nautical chart, the kind that ships' navigators use.
- 6 Yes, a nautical chart. That was exactly what it was, with the shadings of blue and the green dots meant to represent the different depths of the waterway. The bird shape must be the compass rose, which would mean the wing with the arrow was supposed to be pointing north.
- 7 He turned the page so that the arrow pointed up, but that didn't make the waterway any more familiar. He turned it again and again, trying to find the orientation that would transform it into something recognizable: the Skidwrack River, or the Magothy Bay it emptied into, or one of the Skidwrack's inland tributaries. But no matter which way he held the map, it didn't look like any river or bay Milo knew of.

GO ON

8 Then, outside in the pavilion, he heard a voice muttering curses. He put his eye to the crack between the door and its frame. A person wrapped in a heavy coat crossed Milo's view, head hunched low into the collar. A short, sharp breeze kicked up, swirling snow around the figure. It wasn't his mother or father, but between the snow and the twinkling lights, he couldn't quite work out which of the guests it was.

9 The person strode out of view and back in again, making a circuit of the pavilion, then hopped down onto the tracks inside it. Milo heard footsteps crunching over the stones between the steel rails.

10 He or she had to be looking for the leather wallet Milo had just found. The logical thing to do would be to step out and announce that he'd found it. It was, after all, the property of one of the guests, and at some point, he was going to have to give it back. Still, when the dark shadow swung itself back up off the tracks, something made Milo edge deeper into the shed and tuck himself as far behind the winch as he could.

11 He held his breath and waited. Long minutes passed without any sound from outside. As quietly as he could, he refolded the map and tucked it inside the leather wallet. He slipped it into his other back pocket, making certain it was hidden by his coat. Then, when he was sure, absolutely sure, that he was alone in the pavilion again, he crept out of the shed. Whoever it had been, he or she had left footprints, but already the swirling snow was busy erasing them.

¹**watermark:** a faint design placed on paper that can only be read when held up to a light

GO ON

22

What does the word “brittle” mean as it is used in paragraph 3?

- A** very valuable
- B** cold to the touch
- C** easily broken
- D** hard to read

23

How does Milo respond to the discovery of the map?

- A** with slight nervousness
- B** with intense curiosity
- C** with extreme astonishment
- D** with mild amusement

24

How does the plot change in paragraphs 8 through 10?

- A** Someone arrives in search of Milo.
- B** Milo hides the wallet in the shed.
- C** Someone arrives in search of the wallet.
- D** A guest departs because of the snow.

GO ON

25

Read this quotation from paragraph 10.

Still, when the dark shadow swung itself back up off the tracks, something made Milo edge deeper into the shed and tuck himself as far behind the winch as he could.

What effect does this quotation have on the tone of the story?

- A** It adds to the mysterious tone.
- B** It introduces a judging tone.
- C** It creates a discouraged tone.
- D** It establishes a concerned tone.

26

How do Milo’s actions in paragraphs 9 through 11 contribute to the development of the plot?

- A** by revealing his intention to keep the wallet
- B** by showing that he fears the guest in the pavilion
- C** by suggesting that he knows there are more maps
- D** by emphasizing his preference for being alone

27

The author **mainly** develops Milo’s point of view by

- A** expressing Milo’s opinion about where the map leads
- B** revealing Milo’s thoughts about his discovery and the guest
- C** commenting on Milo’s decision to keep the wallet
- D** explaining Milo’s unwillingness to communicate with the guest

GO ON

28

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

- A** Milo notices that the paper has a watermark.
- B** Milo turns the map so that the compass rose points north.
- C** Milo sees that the guest is wearing a heavy coat.
- D** Milo hides in the shed until the person outside leaves.

GO ON

Session 2



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

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

Directions

Read this story. Then answer questions 36 through 38.

Excerpt from *A Legend of the Wooden Shoes*

by Robert San Souci

- 1 Long ago, Holland was covered with forests. Pine, birch, and ash trees grew in abundance. But the most favored was the oak. It provided acorns, which the forest dwellers ate roasted, boiled, mashed, or ground into meal that they baked into a kind of bread. The sturdy wood was used to build houses and boats. Oak bark was used to tan hides for leather. Humans even believed the trees had the power to heal, and they often laid sick people near the trunks hoping they would be cured.
- 2 For countless years, people lived in the forests. But, as time went on, they began to build cities and towns, clear lands for fields and pastures, and replace the wild woods with orchards and gardens. Faster and faster the greenwoods were cut down.
- 3 Now it happened there was a certain carpenter who bitterly mourned the loss of his beloved forests. He loved the oaks most of all. He even gave his family the name van Eyck (pronounced “Ike”), as eyck is Dutch for “oak.”
- 4 One day, while he sat sadly on his doorstep, considering that there might soon be no oaks left in Holland, van Eyck saw two tree spirits approaching, hand in hand. They were dainty little creatures, almost girlish—though he knew well that such sprites were as old as the oldest forest. One he recognized as a moss maiden, and the other as a tree elf.
- 5 “Go to your ancestral oak in the heart of the forest,” said the moss maiden.
- 6 “We know how sad you are,” added the tree elf, “but the oak has a message of hope for you.”
- 7 Then the two laughed prettily and vanished.
- 8 The carpenter knew exactly which tree they meant. There was a magnificent, ancient oak deep in the forest that his father, his grandfather, and all of his ancestors had loved and allowed no one to cut down. When he stood beneath its spreading branches, the

GO ON

leaves overhead began to rustle. The sound shaped itself into words. “You must stop mourning,” the tree told him. “I and my fellow oak trees must pass away. But, in time, we will return and furnish your children and your children’s children with warmth, comfort, and wealth.”

9 “How can this be?” the carpenter wondered.

10 “Don’t worry. The promise will be kept,” the voice assured him. Then the leaves ceased their rustling.

11 As he started home, he saw the moss maiden and tree elf on the path before him.

12 “Tonight, cut two pieces of oak wood each about a foot long,” the moss maiden instructed him.

13 “Dry them well,” said the tree elf, “then leave them on the kitchen table when you go to bed.”

14 Then they vanished into the green shade.

15 Puzzled, the carpenter nonetheless did what they said. When he returned home, he went to his woodshed and prepared the two lengths of wood. That night, before the family retired, he set the wood blocks side by side on the table.

16 In bed, the carpenter dreamed he saw two sprites come through the window into his kitchen. One was a kabouter, a dark and ugly gnome, who carried a box of tools. The other, an elf, whose skin seemed to glow, began to speak to his companion, clearly instructing him. Using a hatchet, augur, chisel-like knife, and plane, the gnome shaped the wood blocks into shoes. Then the two climbed out the window and disappeared.

17 In the morning, the man found a pair of wooden shoes, just like in his dream, though there was no trace of wood shavings to be seen. They had the sweet fragrance of oak. Smooth inside and out, they had sturdy heels and smartly pointed toes. Trying them on, he found they were unsteady on the wooden kitchen floor. But when he stepped outside, he found them light, easy to walk in, and pleasant to his feet. Wandering a bit, he found they were ideal for walking in fields, on soft soil, even in the mud. And they kept out water far better than leather shoes could.

18 Recalling his dream, he went to the blacksmith and had the man shape him a set of tools just like the elfin craftsman in his dream had used.

19 When he returned home, he set to work carving shoes for his wife and children, who loved them, too. . . .

20 When their friends and neighbors saw the family wearing their comfortable and practical wooden shoes, they begged the carpenter to make them some. In short order, the demand grew so that the carpenter set up a klompenwinkel, a wooden shoe store, in town. Soon he and his family were rich beyond his wildest dreams.

GO ON

36

How does paragraph 3 fit into the structure of “Excerpt from *A Legend of the Wooden Shoes*”?
Use **two** details from the story to support your response.

GO ON

37

In paragraph 8, how does the power of the old oak tree support a theme of the story? Use **two** details from the story to support your response.

GO ON

38

In “Excerpt from *A Legend of the Wooden Shoes*,” how does the carpenter’s point of view change throughout the story? Use **two** details from the story to support your response.

GO ON

Directions

Read this article. Then answer question 39.

Excerpt from *Thomas Jefferson Builds a Library*

by Barb Rosenstock

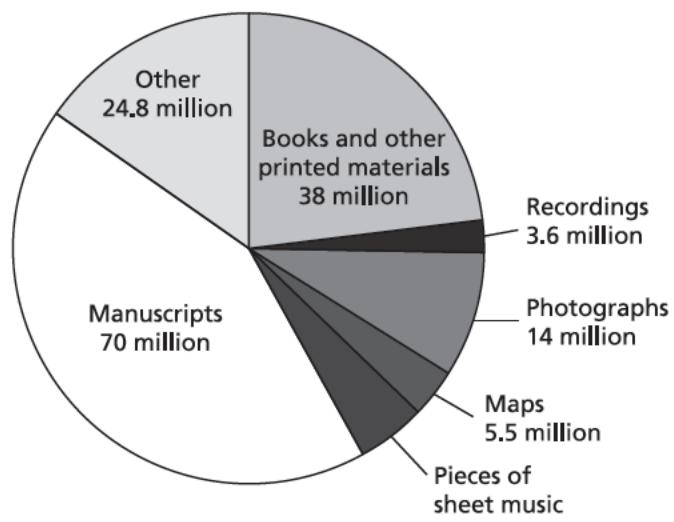
- 1 Tom gobbled books the way a starving man eats. Before he turned six, people said he'd read every book in his father's library....
- 2 Tom married, and he read. He built a house, and he read. And Tom made sure his children read, too.
- 3 Jefferson designed his home, Monticello, on a hilltop outside Charlottesville, Virginia. At first, the library was located on the second floor. But later, Jefferson moved it downstairs as part of his private rooms for reading, writing, drawing, and sleeping....
- 4 Tom belonged in that library at Monticello. He never wanted to leave his wife, Martha, his children, his farm, or his books. But when the colonists wanted their freedom from England, the people of Virginia needed someone smart to represent them.
- 5 Guess who they picked?!
- 6 At the Continental Congress in Philadelphia, Tom used all he knew, from all the books he'd read, to write the Declaration of Independence. These words started a new country, the United States of America. Now, many famous folks knew Thomas Jefferson—that tall redhead, standing off in the corner, reading....
- 7 Tom packed his memories and traveled across the ocean for the first time....
- 8 When he wasn't busy with kings and courtiers, Tom shopped for new books—from Paris, Amsterdam, Frankfurt, Madrid, and London—in languages he knew (English, Latin, Greek, Italian, French, Spanish, Anglo-Saxon) and languages he wished to know (German, Dutch, Bengali, Arabic, and Welsh).
- 9 Booksellers loved to see Thomas Jefferson. He bought books from those he liked and those he didn't, in shops or street markets, for pennies or pounds. A few cost more

GO ON

than a working man made in a lifetime.

- 10 Tom bought two thousand books in five years, more than a book a day. . . .
- 11 In 1805, Jefferson estimated that, in thirty-four years of collecting, he had spent \$15,000 on books for his library, more than a quarter of a million dollars in today's money. . . .
- 12 In 1814, England and the United States were at war again. British soldiers invaded Washington and set fire to the Capitol. Tom heard the terrible news: They'd burned the Library of Congress. Three thousand precious books, gone forever.
- 13 After fifty years of collecting, Tom owned more books than just about anyone else in America. He couldn't let his country go without a library. Guess what he did?!
- 14 He sorted, and he read. He labeled, and he read. He wrapped, and he read. And sent his books to Washington, D.C. Jefferson planned the exact route that the ten wagons took from Monticello to Washington. Each wagon carried about one ton of books. . . .

**THE LIBRARY OF CONGRESS COLLECTION TODAY:
MORE THAN 164 MILLION ITEMS.**



Source of data: Library of Congress

GO ON

39

Based on paragraphs 6 and 13, what is the author’s purpose for writing the article? Use **two** details from the article to support your response.

GO ON

Directions

Read this article. Then answer questions 40 through 42.

Do Space is the name of a technology library located in Omaha, Nebraska.

Excerpt from *In Omaha, A Library With No Books Brings Technology to All*

by Bill Kelly

- 1 There are no books in this library. Instead it's jammed with high-end technology that it provides free to the public.
- 2 As director Rebecca Stavick tells visitors, it's a logical evolution from traditional libraries.
- 3 "I've always thought of libraries as places full of tools. Books are tools, scrolls are tools, computers are tools," she says. "This vision of bringing technology to everyone in the community, it just gets people very excited."
- 4 Taxpayers didn't fund this library. Instead, Heritage Services, a coalition¹ of Omaha philanthropists,² donated \$7 million to renovate the building—which had been a Borders bookstore—and pay for computers, 3-D printers and the Internet bandwidth. Sue Morris speaks for the donors.
- 5 "With 1 [gigabit]³ minimum, to go up to 10 gig, to have that in a public building that's free?" she says. "That's really amazing; that is unheard of anywhere."
- 6 That computing power also makes it a launchpad for entrepreneurs.⁴
- 7 "We know people run businesses out of this building, and we're OK with that," Morris says.
- 8 Hans Bekale is among them.
- 9 "This is probably the biggest dream of any developer, anybody in this space, to have a place like this, right?" he says. "Because this is our modern-day office."
- 10 Bekale manages his small multimedia business from Do Space. He says technology attracted him, as well as the informal community of creative people who hang out there.

GO ON

11 “I would be locked into my office, just sort of myself, right? Not hearing fresh ideas,” he says. “Some of the simplest and the most innovative things that I’ve thought of just happened through conversation.”

12 Across the country, other libraries are expanding their tech options, from 3-D printers to video equipment. Susan Benton of the Urban Libraries Council says the Omaha experiment takes the concept to a new level.

13 “To be sure, other public libraries are looking at this,” Benton says. “The density of the technology, and the scope and the ability for a variety of programming to be going on at the same time, in one space, is unique.”

14 It can be loud at Do Space, and the range of activity under way is a little disorienting —from enthusiastic little kids gaming in front of a giant flat screen to classes for the blind on using home computers.

15 High school student Frank Fu uses the laser cutter and 3-D printer to design jewelry he sells online.

16 “The people that you meet at the Do Space, it’s diverse,” he says. “You never know if they’re going to become your next business partner or your next best friend.”

¹**coalition:** group

²**philanthropists:** people who give large sums of money to good causes

³**gigabit:** a very large unit of information

⁴**entrepreneurs:** people who start their own businesses

GO ON

40

What is the central message of the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*”? Use **two** details from the article to support your response.

GO ON

41

In the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” how do paragraphs 10 and 15 support the author’s central idea? Use **two** details from the article to support your response.

GO ON

Planning Page

You may PLAN your writing for question 42 here if you wish, but do NOT write your final answer on this page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on Pages 17 and 18.



GO ON

42

The authors of the articles “Excerpt from *Thomas Jefferson Builds a Library*” and “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” present information about two important libraries. How were these libraries established? How are these libraries similar and different? Use evidence from **both** articles to support your response.

In your response, be sure to

- describe how the libraries were established
 - explain how these libraries are similar
 - explain how these libraries are different
 - 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

2022 English Language Arts Tests Map to the Standards

Grade 6

Question	Type	Key	Points	Standard	Strand	Subscore
Session 1						
1	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.6.2	Reading Standards for Literature	Reading
2	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.6.5	Reading Standards for Literature	Reading
3	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.6.4	Reading Standards for Literature	Reading
4	Multiple Choice	C	1	CCSS.ELA-Literacy.L.6.4	Language Standards	Reading
5	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.6.2	Reading Standards for Literature	Reading
6	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.6.3	Reading Standards for Literature	Reading
7	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.6.4	Language Standards	Reading
8	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.6.2	Reading Standards for Informational Text	Reading
9	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.6.3	Reading Standards for Informational Text	Reading
10	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.6.4	Reading Standards for Informational Text	Reading
11	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.6.3	Reading Standards for Informational Text	Reading
12	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.6.5	Reading Standards for Informational Text	Reading
13	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.6.2	Reading Standards for Informational Text	Reading
14	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.6.3	Reading Standards for Informational Text	Reading
22	Multiple Choice	C	1	CCSS.ELA-Literacy.L.6.4	Language Standards	Reading
23	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.6.3	Reading Standards for Literature	Reading
24	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.6.3	Reading Standards for Literature	Reading
25	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.6.4	Reading Standards for Literature	Reading
26	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.6.3	Reading Standards for Literature	Reading
27	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.6.6	Reading Standards for Literature	Reading
28	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.6.2	Reading Standards for Literature	Reading
Session 2						
36	Constructed Response	2	CCSS.ELA-Literacy.RL.6.5	Reading Standards for Literature	Writing to Sources	
37	Constructed Response	2	CCSS.ELA-Literacy.RL.6.2	Reading Standards for Literature	Writing to Sources	
38	Constructed Response	2	CCSS.ELA-Literacy.RL.6.6	Reading Standards for Literature	Writing to Sources	
39	Constructed Response	2	CCSS.ELA-Literacy.RL.6.6	Reading Standards for Informational Text	Writing to Sources	
40	Constructed Response	2	CCSS.ELA-Literacy.RL.6.2	Reading Standards for Informational Text	Writing to Sources	
41	Constructed Response	2	CCSS.ELA-Literacy.RI.6.5	Reading Standards for Informational Text	Writing to Sources	
42	Constructed Response	4	CCSS.ELA-Literacy.RI.6.9	Reading Standards for Informational Text	Writing to Sources	

* This item map is intended to identify the primary analytic skills necessary to successfully answer each question on the 2022 operational ELA test. However, each constructed-response question measures proficiencies described in multiple standards, including writing and additional reading and language standards. For example, two-point and four-point constructed-response questions require students to first conduct the analyses described in the mapped standard and then produce written responses that are rated based on writing standards. To gain greater insight into the measurement focus for constructed-response questions, please refer to the rubrics shown in the Educator Guides.

2-Point Rubric—Short Response

Score	Response Features
2 Points	<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 Points*	<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 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 ideas and information clearly and accurately in order to support analysis of topics or text(s)	W.2 R.1–9	—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)	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s)	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)	—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 text(s) to support analysis and reflection	W.2 R.1–8	—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	—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	—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	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
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	—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	—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	—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	—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	—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	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

- If the 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

36

How does paragraph 3 fit into the structure of “Excerpt from *A Legend of the Wooden Shoes*”?

Use **two** details from the story to support your response.

Possible Exemplary Response:

Paragraph 3 fits into the structure by introducing the main character, the carpenter, and showing how the problem of the disappearing trees in Holland affects him. The carpenter “bitterly mourned the loss of his beloved forests,” and the oaks in particular because he “loved the oaks most of all.” The carpenter’s love of oak trees was so deep that he “gave his family the name van Eyck,” which is the Dutch word for “oak.” The carpenter, his love of the forests, and his lament of them disappearing, all first introduced in paragraph 3, sets up the problem that is developed throughout the rest of the story.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

36

How does paragraph 3 fit into the structure of “Excerpt from *A Legend of the Wooden Shoes*”?

Use **two** details from the story to support your response.

Paragraph 3 fits into the structure of "Excerpt form A Legend of the Wooden Shoes" because it introduces the carpenter who is one of the main characters and started to introduce the problem. In paragraph 3 the text says, "Now it happened there was a certain carpenter who bitterly mourned the loss of his beloved forest." It introduces the carpenter and says how he mourned the loss of his beloved forest. In paragraph 3 it also says, "He loved the oaks most of all." It shows he loves the oak trees which are one of the trees the are being destroyed. That caused him to be sad which is now the problem in the story. That is why paragraph 3 fits into the structure of the story.

Score Point 2 (out of 2 points)

This response provides valid inferences from the text to explain how paragraph 3 fits into the structure of “Excerpt from *A Legend of the Wooden Shoes*” (*it introduces the carpenter who is one of the main characters and started to introduce the problem*). The response provides evidence of analysis (*It shows he loves the oak trees which are one of the trees the are being destroyed. That caused him to be sad which is now the problem in the story*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Now it happened there was a certain carpenter who bitterly mourned the loss of his beloved forest.*” and “*He loved the oaks most of all.*”). This response includes complete sentences where errors do not impact readability.

36

How does paragraph 3 fit into the structure of “Excerpt from *A Legend of the Wooden Shoes*”?

Use **two** details from the story to support your response.

Paragraph 3 fits into the structure of “A Legend of the Wooden Shoes”. Paragraph 3 fits into the structure by giving back round of the carpender. To begin with, the Carpender is sad because there getting rid of trees to build building and gardens etc. Additionally, he even gave his family the name van Eych with means Oak in dutch. This shows his love for the forest and the oak tree that his grandparents protected. In conclusion, this is how Paragraph 3 fits into the structure of “A Legend of the Wooden Shoes”.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraph 3 fits into the structure of “Excerpt from *A Legend of the Wooden Shoes*” (by giving back round of the carpenter). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*the Carpender is sad because there getting rid of trees to build building and gardens etc., and he even gave his family the name van Eych with means oak in dutch*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

36

How does paragraph 3 fit into the structure of “Excerpt from *A Legend of the Wooden Shoes*”?

Use **two** details from the story to support your response.

Paragragh 3 fits into the structure of “Excerpt from *A Legend of the Wooden Shoes*” because it basically ex Plains his love for oak trees. For example, on Paragraph 3 it said “He loves oaks most of all” and also it said “He ever gave his family the name van Eyck (Pronounced “Ike”), as eyck is dutch for oak.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraph 3 fits into the structure of “Excerpt from *A Legend of the Wooden Shoes*” (it basically ex Plains his love for oak trees). The response provides a sufficient number of concrete details from the text for support as required by the prompt [“He loved oaks most of all” and “He ever gave his family the name van Eyck (Pronounced “Ike”), as eyck is dutch for oak]. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

36

How does paragraph 3 fit into the structure of “Excerpt from *A Legend of the Wooden Shoes*”?

Use **two** details from the story to support your response.

Paragraph 3 fits into the structure of “Excerpt from a legend of the wooden shoes” by describing the tree's and how they gave him the name because of the Oaks tree. I know this because On paragraph 3 it states “Now it happened there was a certain Carpenter who bitterly mourned the loss of his beloved forests.” It also states “He loved the oaks most of all. He even gave his family the name van Eyck (pronounced “Ike”), as eyck is Dutch for “oak”

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 [“Now it happened there was a certain Carpenter who bitterly mourned the loss of his beloved forests.” and “He loved the oaks most of all. He even gave his family the name van Eyck (pronounced “Ike”), as eyck is Dutch for “oak”]; however, the response does not provide a valid inference from the text to explain how paragraph 3 fits into the structure of “Excerpt from *A Legend of the Wooden Shoes*.” This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

36

How does paragraph 3 fit into the structure of “Excerpt from *A Legend of the Wooden Shoes*”?

Use **two** details from the story to support your response.

paragraph 3 fits in to the story because it introduces the carpenter and tells us about the family name

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how paragraph 3 fits into the structure of “Excerpt from *A Legend of the Wooden Shoes*” (*because it introduces the carpenter*); however, the response does not provide two concrete details from the text for support. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

36

How does paragraph 3 fit into the structure of “Excerpt from *A Legend of the Wooden Shoes*”?

Use **two** details from the story to support your response.

That all the trees were being cut down.

Score Point 1 (out of 2 points)

This response only provides one relevant detail from the text for support (*That all the trees were being cut down*). The response does not provide a valid inference from the text to explain how paragraph 3 fits into the structure of “Excerpt from *A Legend of the Wooden Shoes*. ” This response includes an incomplete sentence.

GUIDE PAPER 7

36

How does paragraph 3 fit into the structure of “Excerpt from *A Legend of the Wooden Shoes*”?

Use **two** details from the story to support your response.

It makes the oks seam like they are a real person and that they where the carpenters only family.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*It makes the oks seam like they are a real person and that they where the carpenters only family*).

GUIDE PAPER 8

Additional

36

How does paragraph 3 fit into the structure of “Excerpt from *A Legend of the Wooden Shoes*”?

Use **two** details from the story to support your response.

it fits in because at the end of the story he finds a pair of shoes he did not make so in paragraph 3 it shows how magical things can happen in the forest

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*it fits in because at the end of the story he finds a pair of shoes he did not make so in paragraph 3 it shows how magical things can happen in the forest*).

EXEMPLARY RESPONSE

37

In paragraph 8, how does the power of the old oak tree support a theme of the story? Use **two** details from the story to support your response.

Possible Exemplary Response:

The power of the old oak tree supports a theme of the story by the oak imparting its wisdom on the carpenter. The oak consoles the carpenter by revealing that, while “I and my fellow oak trees must pass away,” they “will return and furnish your children and your children’s children with warmth, comfort, and wealth.” This interaction supports a theme of the story because the carpenter is mourning the disappearance of the forests now, but the old oak tree knows that further in the future they will return to be loved by and be a help to humans again.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

37

In paragraph 8, how does the power of the old oak tree support a theme of the story? Use **two** details from the story to support your response.

In paragraph 8, the power of the old oak tree supports the theme of 'Don't worry about something you can't change' because the tree is telling him to stop worrying. This is shown in paragraph 8 when the tree is talking, "You must stop mourning," the tree told him." This is also shown in paragraph 8 when the tree says, "I and my fellow oak trees must pass away. But, in time, we will return and furnish your children and your children's children with warmth, comfort, and wealth." These pieces of evidence prove my answer because in both details the carpenter learns that it's unnecessary to worry about something you can't change which is the theme of the story.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in paragraph 8, how the power of the old oak tree supports a theme of the story (*supports the theme of, 'Don't worry about something you can't change' because the tree is telling him to stop worrying*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*You must stop mourning," the tree told him.*" and "*I and my fellow oak trees must pass away. But, in time, we will return and furnish your children and your children's children with warmth, comfort, and wealth.*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

37

In paragraph 8, how does the power of the old oak tree support a theme of the story? Use two details from the story to support your response.

In paragraph 8, the power of the old tree supports a theme of the story by telling him not to be sad and to get on with life. It says, "you must stop mourning, I and my fellow oak trees must pass away." The tree told him a good thing to say, "but, in time, we will return and furnish your children and your children's children with warmth, comfort and wealth." The tree is saying to get on with life and go make your family proud.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in paragraph 8, how the power of the old oak tree supports a theme of the story (*by telling him not to be sad and to get on with life*). The response provides a sufficient number of relevant details from the text for support as required by the prompt ("you must stop mourning, I and my fellow oak trees must pass away." and "but, in time, we will return and furnish your children and your children's children with warmth, comfort and wealth."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

37

In paragraph 8, how does the power of the old oak tree support a theme of the story? Use **two** details from the story to support your response.

In paragraph 8, the power of the old oak tree supports a theme of the story which is that sometimes you have to let something go, and if you do something better will come along. "You must stop mourning,". This shows that you have to let go of things. "I and my fellow oak trees must pass away. But, in time, we will return and furnish your children and your children's children with warmth, comfort, and wealth."

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in paragraph 8, how the power of the old oak tree supports a theme of the story (*sometimes you have to let something go, and if you do something better will come along*). The response provides evidence of analysis (*This shows that you have to let go of things*). The response provides a sufficient number of relevant details from the text for support as required by the prompt ("*You must stop mourning,*" and "*I and my fellow oak trees must pass away. But, in time, we will return and furnish your children and your children's children with warmth, comfort, and wealth.*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

37

In paragraph 8, how does the power of the old oak tree support a theme of the story? Use **two** details from the story to support your response.

In paragraph 8, the pwer of the old oak tree supports the theme of the story. It supports it because it talks about that you dont have to do something that your ancestors do. You can do something and start something new.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain, in paragraph 8, how the power of the old oak tree supports a theme of the story (*because it talks about that you dont have to do something that your ancestors do. You can do something and start something new*); however, the response does not provide two concrete details from the text for support. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

37

In paragraph 8, how does the power of the old oak tree support a theme of the story? Use **two** details from the story to support your response.

The power of the old oak tree support a theme of the story by foreshadowing. “I and my fellow oak trees must pass away. But, in time, we will return and furnish your children and your children’s children with warmth, comfort, and wealth.” “You must stop mourning,” the tree told him.

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 (“*I and my fellow oak trees must pass away. But, in time, we will return and furnish your children and your children’s children with warmth, comfort, and wealth.*” and “*You must stop mourning,*” the tree told him); however, the response does not provide a valid inference from the text to explain, in paragraph 8, how the power of the old oak tree supports a theme of the story. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

37

In paragraph 8, how does the power of the old oak tree support a theme of the story? Use two details from the story to support your response.

In paragraph 8 the power of the oak tree supports the theme of the story. It supports it by developing the article. First, it gave him instructions. For example, "You must stop mourning."

Score Point 1 (out of 2 points)

This response does not provide a valid inference from the text to explain, in paragraph 8, how the power of the old oak tree supports a theme of the story. This response only provides one concrete detail from the text for support ("You must stop mourning."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

37

In paragraph 8, how does the power of the old oak tree support a theme of the story? Use **two** details from the story to support your response.

The trees helped make shoes houses and
you could make fires to keep warm.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*The trees helped make shoes houses and you could make fires to keep warm*).

GUIDE PAPER 8

Additional

37

In paragraph 8, how does the power of the old oak tree support a theme of the story? Use **two** details from the story to support your response.

tHEY WERE TALKIMG ABOUT THE TREES AND HOW THEY used them

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*tHEY WERE TALKIMG ABOUT THE TREES AND HOW THEY used them*).

EXEMPLARY RESPONSE

38

In “Excerpt from *A Legend of the Wooden Shoes*,” how does the carpenter’s point of view change throughout the story? Use **two** details from the story to support your response.

Possible Exemplary Response:

The carpenter’s point of view changes from distraught to overjoyed. At first, the carpenter “sat sadly on his doorstep” thinking the oak trees might disappear from Holland altogether. This demonstrates the carpenter is distraught in the beginning of the story, almost beside himself with grief. By the end of the story, the carpenter is overjoyed with his success. With the wisdom of the old oak tree and the guidance of the forest sprites, the carpenter fashions wooden shoes from oak that prove to be both “comfortable and practical.” His invention soon gains popularity and he opens a shop to sell them. At the end of the story, “he and his family were rich beyond his wildest dreams,” and the carpenter is most likely overjoyed with his success selling shoes he loves made from wood he loves.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

38

In “Excerpt from *A Legend of the Wooden Shoes*,” how does the carpenter’s point of view change throughout the story? Use **two** details from the story to support your response.

The carpenter's point of view changed throughout the story because around the begginig he was sad and was bitterly mourned the loss of his beloved forest. I know this because paragraph 3 it states "Now it happened there was a certain carpenter who bitterly mourned the loss of his beloved forest", and he was sad because there is not going to be oak in Holland. And the he started getting happy and I know this because it states "There was a magnificent, ancient oak deep the forest that his father, his grandfather and all of his ancestors had loved and allow no one to cut down". And the last one he was glad that they grew his klompenwinkel. "In short order, the demand grew so that carpenter set up a klompen twinkle! a wooden shoe store, in town. This shows how the carpenter point of view changed threw out the story.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in “Excerpt from *A Legend of the Wooden Shoes*,” how the carpenter’s point of view changes throughout the story (*around the begginig he was sad [...] And the he started getting happy*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“Now it happened there was a certain carpenter who bitterly mourned the loss of his beloved forest”; “There was a magnificent, ancient oak deep the forest that his father, his grandfather and all of his ancestors had loved and allow no one to cut down”; “In short order, the demand grew so that carpenter set up a klompen twinkle! a wooden shoe store, in town). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

38

In “Excerpt from *A Legend of the Wooden Shoes*,” how does the carpenter’s point of view change throughout the story? Use **two** details from the story to support your response.

At first the carpenter was all sad because there were not a lot of oak trees left. In the text it said "... while he sat sadly on his doorstep ,considering there might be no oaks left in Hollond. At the end of the story he was happy. He learned how to make shoes because creatures came in his dream and told him how to make shoes. Everybody was asking him to make them these really comtorable shoes. It said in the text "soon he and his family became rich beyond his wildest dreams. This is how i think the carpentars point of view changes from the beginning to the end of the story.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in “Excerpt from *A Legend of the Wooden Shoes*,” how the carpenter’s point of view changes throughout the story (*At first the carpenter was all sad [...] At the end of the story he was happy*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“... while he sat sadly on his doorstep ,considering there might be no oaks left in Hollond and “soon he and his family became rich beyond his wildest dreams”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

38

In “Excerpt from *A Legend of the Wooden Shoes*,” how does the carpenter’s point of view change throughout the story? Use **two** details from the story to support your response.

He was sad but then later he come more happier.it say We know how sad you are.it states Soon he and his family were rich beyond his wildest dreams.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in “Excerpt from *A Legend of the Wooden Shoes*,” how the carpenter’s point of view changes throughout the story (*He was sad but then later he come more happier*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*We know how sad you are* and *Soon he and his family were rich beyond his wildest dreams*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

38

In “Excerpt from *A Legend of the Wooden Shoes*,” how does the carpenter’s point of view change throughout the story? Use **two** details from the story to support your response.

It changes by it is better when they tell it because they real now what happened. It change because at the begining of the story they were sad but at the end of the story they are happy because they made wood shoes and they opened a store and the earn alot of money and they turned rich and happy.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain, in “Excerpt from *A Legend of the Wooden Shoes*,” how the carpenter’s point of view changes throughout the story (*at the begining of the story they were sad but at the end of the story they are happy*); however, the response only provides one relevant detail from the text for support (*they opened a store and the earn alot of money and they turned rich*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

38

In “Excerpt from *A Legend of the Wooden Shoes*,” how does the carpenter’s point of view change throughout the story? Use **two** details from the story to support your response.

the carpender's point of view changed throughout the story. it changed by sad to happy the ancestral oak. the oak said stuff to help him in the long run he became happy.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain, in “Excerpt from *A Legend of the Wooden Shoes*,” how the carpenter’s point of view changes throughout the story (*it changed by sad to happy*); however, the response does not provide two concrete details from the text for support. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

38

In “Excerpt from *A Legend of the Wooden Shoes*,” how does the carpenter’s point of view change throughout the story? Use **two** details from the story to support your response.

They all carved the woden shoes. Also they got rich

Score Point 1 (out of 2 points)

The response does not provide a valid inference from the text to explain, in “Excerpt from *A Legend of the Wooden Shoes*,” how the carpenter’s point of view changes throughout the story. This response only provides one relevant detail from the text for support (*they got rich*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

38

In “Excerpt from *A Legend of the Wooden Shoes*,” how does the carpenter’s point of view change throughout the story? Use **two** details from the story to support your response.

In “Excerpt from *A Legend of the Wooden Shoes*,” the carpenter’s point of view changes throughout the story by the carpenter loving the forests but it changed to a city with lots of buildings and towns.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*In “Excerpt from *A Legend of the Wooden Shoes*,” the carpenter’s point of view changes throughout the story by the carpenter loving the forests but it changed to a city with lots of buildings and towns*

GUIDE PAPER 8

Additional

38

In “Excerpt from *A Legend of the Wooden Shoes*,” how does the carpenter’s point of view change throughout the story? Use **two** details from the story to support your response.

In the beagining he sees trees than he sees no trees.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*In the beagining he sees trees than he sees no trees*).

EXEMPLARY RESPONSE

39

Based on paragraphs 6 and 13, what is the author’s purpose for writing the article? Use **two** details from the article to support your response.

Possible Exemplary Response:

Based on paragraphs 6 and 13, the author’s purpose for writing the article is to illustrate the importance of Thomas Jefferson’s love of reading and its impact on the United States. In paragraph 6, “At the Continental Congress in Philadelphia, Tom used all he knew, from all the books he’d read, to write the Declaration of Independence. These words started a new country, the United States of America.” In paragraph 13, the author conveys how fanatical Jefferson is about reading by how many books he owned and how long he’d been collecting them. The author also eludes to his love for the United States by the sizeable donation of books he made to the Library of Congress, “He couldn’t let his country go without a library.”

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

39

Based on paragraphs 6 and 13, what is the author's purpose for writing the article? Use **two** details from the article to support your response.

The author's purpose based on paragraphs 6 and 13 is that it is a very useful hobby to collect books. According to the text it states that "Tom used all he knew from all the books he'd read, to write the Declaration of Independence" (Paragraph 6). This shows that it was found useful reading all the books he collected since he was able to use all his knowledge to write a very important piece. Also, in the text it also states that "He couldn't let his country go without a library. Guess what he did?" (Paragraph 13). This shows that it was useful that since he has a love for books he made a library to share his love of books with everyone. Therefore, throughout paragraphs 6 and 13 the author's purpose is that collecting books is a useful hobby.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, based on paragraphs 6 and 13, what the author's purpose is for writing the article (*shows that it was found useful reading all the books he collected*). The response provides evidence of analysis (*since he was able to use all his knowledge to write a very important piece* and *This show that it was useful that since he has a love for books he made a library to share his love of books with everyone*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Tom used all he knew from all the books he'd read, to write the Declaration of Independence" and "He couldn't let his country go without a library. Guess what he did?"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

39

Based on paragraphs 6 and 13, what is the author's purpose for writing the article? Use **two** details from the article to support your response.

The authers purpose is to inform the reader about how much Thomas Jefferson loves to read. In paragraph 6 it says "Tom used all he knew, from all the books he'd read, to write the Declaration of Indapendence." Paragraph 13 also states "Tom owend more books than just about anyone else in America."

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, based on paragraphs 6 and 13, what the author's purpose is for writing the article (*to inform the reader about how much Thomas Jefferson loves to read*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*Tom used all he knew, from all the books he'd read, to write the Declaration of Indapendence.*" and "*Tom owend more books than just about anyone else in America.*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

39

Based on paragraphs 6 and 13, what is the author's purpose for writing the article? Use **two** details from the article to support your response.

The author's purpose for writing the article is to tell about Thomas Jefferson's life and how he made the library of congress. One reason I know this is in paragraph 8 the article states that Thomas spent most of his life shopping and reading (for) books. One more reason that I know this is in paragraph 11 the passage states that Thomas Jefferson had spent about \$15,000 on books (that's a lot of books) just for his library (and as the article states later the library of congress)

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, based on paragraphs 6 and 13, what the author's purpose is for writing the article (*to tell about Thomas Jefferson's life*). The response provides a sufficient number of relevant details from the text for support as required by the prompt [*Thomas spent most of his life shopping and reading (for) books and Thomas Jefferson had spent about \$15,000 on books (that's a lot of books) just for his library*]. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

39

Based on paragraphs 6 and 13, what is the author's purpose for writing the article? Use **two** details from the article to support your response.

to show us abought toms books and his library and my prof is "After fifty years of collecting, Tom owned more books than just about anyone else in America. He couldn't let his country go without a library. Guess what he did?!" that is the prposse of this text.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain, based on paragraphs 6 and 13, what the author's purpose is for writing the article (*to show us abought toms books and his library*); however, the response only provides one concrete detail from the text for support (*"After fifty years of collecting, Tom owned more books than just about anyone else in America. He couldn't let his country go without a library. Guess what he did?!"*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

39

Based on paragraphs 6 and 13, what is the author's purpose for writing the article? Use **two** details from the article to support your response.

in the article it said when he was kid he read every book in his fathers library tom owned more books than anyone else he could not let his countrey go without a library.

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 (*when he was a kid he read every book in his fathers library and tom owned more books than anyone else he could not let his countrey go without a library*); however, the response does not provide a valid inference from the text to explain, based on paragraphs 6 and 13, what the author's purpose is for writing the article. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

39

Based on paragraphs 6 and 13, what is the author's purpose for writing the article? Use two details from the article to support your response.

These words started a new country the
united states of america. Now many famous
folks knows Thomas jefferson that tall
red head standing off in the corner
reading. after fifty year of collecting Tom
owned more books than just about
anyone else in america

Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (*after fifty year of collecting Tom owned more books than just about anyone else in america*). The response does not provide a valid inference from the text to explain, based on paragraphs 6 and 13, what the author's purpose is for writing the article. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

39

Based on paragraphs 6 and 13, what is the author's purpose for writing the article? Use **two** details from the article to support your response.

The two porpuse to the author is a the pharapha 6 he porpuse a Continetal Congress in pholadelphia. The pharaphe 12 he explain in 1814,England and United States.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is unintelligible (*The two porpuse to the author is a the pharapha 6 he porpuse a Continetal Congress in pholadelphia. The pharaphe 12 he explain in 1814,England and United States*).

GUIDE PAPER 8

Additional

39

Based on paragraphs 6 and 13, what is the author's purpose for writing the article? Use **two** details from the article to support your response.

The author's purpose for writing this article is to know more about the congress in Washington D.C. That all the books that he read was about the delclaration of independence. Also He is known as thomas Jefferson.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*The author's purpose for writing this article is to know more about the congress in Washington D.C. That all the books that he read was about the delclaration of independence. Also He is known as thomas Jefferson*).

EXEMPLARY RESPONSE

40

What is the central message of the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*”? Use **two** details from the article to support your response.

Possible Exemplary Response:

The central message that the author is trying to convey is that technology can integrate well into any setting, even a library, and can sometimes even exceed the usefulness of the traditional model. For example, in paragraph 3, the author quotes Rebecca Stavick, who states that having a library like Do Space and “bringing technology to everyone in the community, it just gets people very excited.” In paragraph 13, the author quotes Susan Benton, who says that “other public libraries are looking at this” model of library. Overall, both these quotes point to the fact that the author feels that a library that places emphasis on technology is useful to and desired by the public.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1a

40

What is the central message of the article "Excerpt from *In Omaha, A Library With No Books Brings Technology to All*"? Use **two** details from the article to support your response.

The central message of the article "In Omaha, A library With No books Brings Technology to All" is to show how America and technology has changed over the years. In paragraph 15. It states "High School student Frank Fu uses the laser cutter and 3-D printer to design jewelry he sells online." Another example that shows the central idea is shown in paragraph 14. It states "-from enthusiastic little kids gaming in front of a giant flat screen to classes for the blind on using home computers. This why the central idea for Excerpt from In Omaha, A Library With No Books Brings Technology to All" is to present how America and technology has changed.

GUIDE PAPER 1b

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the central message is of the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” (*to show how America and technology has changed over the years*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*High School student Frank Fu uses the laser cutter and 3-D printer to design jewelry he sells online.*” and “*—from enthusiastic little kids gaming in front of a giant flat screen to classes for the blind on using home computers*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

40

What is the central message of the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*”? Use **two** details from the article to support your response.

The central message of this article is that technology can be good for everyone. The text says, "This is probably the biggest dream of any developer, anybody in this space, to have a place like this, right? he says. Because this is our modern-day office." The text also says, "There is no books in this library. Instead it's jammed with high-end technology that it provides free to the public. That is what the central message of this article is.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the central message is of the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” (*that technology can be good for everyone*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*This is probably the biggest dream of any developer, anybody in this space, to have a place like this, right? he says. Because this is our modern-day office.*” and “*There is no books in this library. Instead it's jammed with high-end technology that it provides free to the public*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

40

What is the central message of the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*”? Use **two** details from the article to support your response.

The central message is that you should always try to make a library more accessible for everybody around the world.

Two details that support this are the 3d printer on para 4 and para 9 by saying that the library is our modern day office.

In conclusion, the new library is a help to everyone in the community.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the central message is of the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” (*the new library is a help to everyone in the community*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*the 3d printer on para 4 and by saying that the library is our modern day office*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

40

What is the central message of the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*”? Use **two** details from the article to support your response.

I think the message is it doesent matter if a library has books or tech they are both useful. The other message is that tech is better than books

Score Point 1 (out of 2 points)

This response provides valid inferences from the text to explain what the central message is of the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” (*it doesent matter if a library has books or tech they are both useful* and *tech is better than books*); however, the response does not provide two concrete details from the text for support. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

40

What is the central message of the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*”? Use **two** details from the article to support your response.

The message in these two articles is a library with or without books is still a library.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what the central message is of the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” (*a library with or without books is still a library*); however, the response does not provide two concrete details from the text for support. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

40

What is the central message of the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*”? Use **two** details from the article to support your response.

He says technology attracted him, as well as the informal community of creative people who hang out.

Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (*He says technology attracted him, as well as the informal community of creative people who hang out*). The response does not provide a valid inference from the text to explain what the central message is of the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*. ” This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7a

40

What is the central message of the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*”? Use **two** details from the article to support your response.

I’ve always thought of libraries as places full of tools. Books are tools, scrolls are tools, computers are tools,” she says. “This vision of bringing technology to everyone in the community, it just gets people very excited.”

Taxpayers didn’t fund this library. Instead, Heritage Services, a coalition¹ of Omaha philanthropists,² donated \$7 million to renovate the building—which had been a Borders bookstore—and pay for computers, 3-D printers and the Internet bandwidth. Sue Morris speaks for the donors.

“With 1 [gigabit³] minimum, to go up to 10 gig, to have that in a public building that’s free?” she says. “That’s really amazing; that is unheard of anywhere.”

That computing power also makes it a launchpad for entrepreneurs.⁴

“We know people run businesses out of this building, and we’re OK with that,” Morris says.

Hans Bekale is among them.

“This is probably the biggest dream of any developer, anybody in this space, to have a place like this, right?” he says. “Because this is our modern-day office.”

Bekale manages his small multimedia business from Do Space. He says technology attracted him, as well as the informal community of creative people who hang out there.

“I would be locked into my office, just sort of myself, right? Not hearing fresh ideas,” he says. “Some of the simplest and the most innovative things that I’ve thought of just happened through conversation.

GUIDE PAPER 7b

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*I've always thought of libraries as places full of tools. Books are tools, scrolls are tools, computers are tools,*" she says. "This vision of bringing technology to everyone in the community, it just gets people very excited." Taxpayers didn't fund this library. Instead, Heritage Services, a coalition¹ of Omaha philanthropists,² donated \$7 million to renovate the building—which had been a Borders bookstore—and pay for computers, 3-D printers and the Internet bandwidth. Sue Morris speaks for the donors. "With 1 [gigabit³] minimum, to go up to 10 gig, to have that in a public building that's free?" she says. "That's really amazing; that is unheard of anywhere." That computing power also makes it a launchpad for entrepreneurs.⁴ "We know people run businesses out of this building, and we're OK with that," Morris says. Hans Bekale is among them. "This is probably the biggest dream of any developer, anybody in this space, to have a place like this, right?" he says. "Because this is our modern-day office." Bekale manages his small multimedia business from Do Space. He says technology attracted him, as well as the informal community of creative people who hang out there. "I would be locked into my office, just sort of myself, right? Not hearing fresh ideas," he says. "Some of the simplest and the most innovative things that I've thought of just happened through conversation). The copying of large portions of text, regardless of where in the text the portion comes from, does not demonstrate intent of providing one or more details relevant to the prompt.

GUIDE PAPER 8

Additional

40

What is the central message of the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*”? Use **two** details from the article to support your response.

The central message of the article is about a library with no books JUST technology

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The central message of the article is about a library with no books JUST technology*).

EXEMPLARY RESPONSE

41

In the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” how do paragraphs 10 and 15 support the author’s central idea? Use **two** details from the article to support your response.

Possible Exemplary Response:

Paragraphs 10 and 15 support the author’s central idea about the usefulness of Do Space compared to traditional libraries by providing examples that demonstrate the overwhelming benefits of having technology in a library. In paragraph 10, the author indicates that Hans “Bekale manages his small multimedia business” from this library, and that it is the technology that drew Bekale and others like him to Do Space. This quote supports the author’s central idea by showing that it is the technology in the library that helped to build this business community of entrepreneurs. Paragraph 15 echoes this idea with the reference to Frank Fu, who “uses the laser cutter and 3-D printer to design jewelry he sells online,” which also shows that the community is able to utilize technology that might not otherwise be available to them in this new type of library, and therefore is able to achieve new successes. Both of these paragraphs support the author’s central idea that this new type of library with its expanded resources is more beneficial and useful to the community than the traditional, book-filled library.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

41

In the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” how do paragraphs 10 and 15 support the author’s central idea? Use **two** details from the article to support your response.

In the article "Excerpt from In Omaha, A Library With No Books Brings Technology to All," paragraphs 10 and 15 support the authors central idea by, showing how the library is a improvement to Omaha, Nebraska that helped everyone. One example is, "There are no books in this library. Instead it's jammed with high-end technology that it provides free to the public." This shows how they renevated the library to a space for everyone to use. Another example is, "'This is probably the biggest dream of any developer, anybody in this space, to have a place like this, right?' he says. 'Because this is our modern-day office.' and High school student Frank Fu uses the laser cutter and 3-D printer to design jewelry he sells online." This shows how many people were thrilled with the improvsments of the library. To sum things up many people were excited about the library and how it improved Oaha, Nebraska.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” how paragraphs 10 and 15 support the author’s central idea (*by, showing how the library is a improvment to Omaha, Nebraska that helped everyone*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*There are no books in this library. Instead it's jammed with high-end technology that it provides free to the public.*”; “*'This is probably the biggest dream of any developer, anybody in this space, to have a place like this, right?' he says. 'Because this is our modern-day office.'*; *High school student Frank Fu uses the laser cutter and 3-D printer to design jewelry he sells online.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

41

In the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” how do paragraphs 10 and 15 support the author’s central idea? Use **two** details from the article to support your response.

Paragraphs 10 and 15 support the author’s central idea because it shows how technology effects our lives.

In paragraph 10, it says, "He says technology attracted him, as well as the informal community of creative people who hang out there." This supports the central idea because it shows how technology can inspire us, and make us curious.

In paragraph 15, it says, "High school student Frank Fu uses the laser cutter and 3-D printer to design jewelry he sells online." This supports the central idea because it shows how technology is important to some magior buisnesses.

So, in conclusion, paragraphs 10 and 15 support the author’s central idea because it shows how technology effects our lives.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” how paragraphs 10 and 15 support the author’s central idea (*it shows how technology effects our lives*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*He says technology attracted him, as well as the informal community of creative people who hang out there.*” and “*High school student Frank Fu uses the laser cutter and 3-D printer to design jewelry he sells online.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

41

In the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” how do paragraphs 10 and 15 support the author’s central idea? Use **two** details from the article to support your response.

Paragraphs 10 and 15 support the central idea by talking about how technology is useful. In paragraph 10 it talks about how technology got attracted to Bekale. He used technology for his business. Also, in paragraph 15 it says how Frank Fu uses technology to make jewelry that he sells online.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” how paragraphs 10 and 15 support the author’s central idea (*by talking about how technology is useful*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*Bekale. He used technology for his business and Frank Fu uses technology to make jewelry that he sells online*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

41

In the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” how do paragraphs 10 and 15 support the author’s central idea? Use **two** details from the article to support your response.

In this article “Excerpt from in Omaha” shows that a Library is not Just a Library Because technology is coming into play Like in paragraph fifteen this guy named frank fu says that he uses the 3D and the Laser cutter to make Jewlary he sells online

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain, in the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” how paragraphs 10 and 15 support the author’s central idea (*shows that a Library is not Just a Library Because technology is coming into play*); however, the response only provides one relevant detail from the text for support (*frank fu says that he uses the 3D and the Laser cutter to make Jewlary he sells onLine*). This response includes an incomplete sentence where errors do not impact readability.

GUIDE PAPER 5

Additional

41

In the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” how do paragraphs 10 and 15 support the author’s central idea? Use **two** details from the article to support your response.

It supports the central idea because in paragraph 10 it says "He says technology attracted him, as well as the informal community of creative people who hang out there." Also in paragraph 15 it says "High school student Frank Fu uses the laser cutter and 3-D printer to design jewelry he sells online." Which also helps support his central idea.

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 (“*He says technology attracted him, as well as the informal community of creative people who hang out there.*” and “*High school student Frank Fu uses the laser cutter and 3-D printer to design jewelry he sells online.*”); however, the response does not provide a valid inference from the text to explain, in the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” how paragraphs 10 and 15 support the author’s central idea. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

41

In the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” how do paragraphs 10 and 15 support the author’s central idea? Use **two** details from the article to support your response.

The library is stacked with high end tech.

Score Point 1 (out of 2 points)

This response only provides one relevant detail from the text for support (*The library is stacked with high end tech*). The response does not provide a valid inference from the text to explain, in the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” how paragraphs 10 and 15 support the author’s central idea. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

41

In the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” how do paragraphs 10 and 15 support the author’s central idea? Use **two** details from the article to support your response.

The resion why that supports that is beacusr he talks about how to program t and etc,such as how he built the 3d printer and how he delivereded it.He has space deliver it.The buissnes he built was the as he did back home.Thats how their a like. Then they started to talk.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*The resion why that supports that is beacusr he talks about how to program t and etc,such as how he built the 3d printer and how he delivereded it.He has space deliver it.The buissnes he built was the as he did back home.Thats how their a like. Then they started to talk*).

GUIDE PAPER 8

Additional

41

In the article “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” how do paragraphs 10 and 15 support the author’s central idea? Use **two** details from the article to support your response.

Paragraphs 10 and 15 support the authors idea by telling the reader how you can start a community very simply.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*Paragraphs 10 and 15 support the authors idea by telling the reader how you can start a community very simply*).

EXEMPLARY RESPONSE

42

The authors of the articles “Excerpt from *Thomas Jefferson Builds a Library*” and “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” present information about two important libraries. How were these libraries established? How are these libraries similar and different? Use evidence from **both** articles to support your response.

In your response, be sure to

- describe how the libraries were established
 - explain how these libraries are similar
 - explain how these libraries are different
 - use details from **both** articles to support your response

Possible Exemplary Response:

In “Excerpt from *Thomas Jefferson Builds a Library*” and “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” two unique and important libraries are described. Because they are both unique to their time periods, the two libraries differ in the types of resources they offer but are similar in that their creation was made possible by the generosity of donors.

The libraries described in both articles were founded through the generous donations of individuals. This is also an important similarity between the two otherwise very different libraries. In “Excerpt from *Thomas Jefferson Builds a Library*,” the Library of Congress was destroyed by the English during a war with the United States. In response, and because he valued both reading and his country, Thomas Jefferson donated his entire personal library to begin replenishing what had been lost. The author states, “After fifty years of collecting, Tom owned more books than just about anyone else in America. He couldn’t let his country go without a library.” This began the process of re-establishing the Library of Congress. In “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” Do Space, a new type of library that has replaced traditional books with high-end technology, was funded by “Heritage Services, a coalition of Omaha philanthropists,” who “donated \$7 million to renovate the building.” Their donation also covered the cost of “computers, 3-D printers and the Internet bandwidth.” These examples demonstrate that both libraries were established through generosity and the donors’ desire to create something beneficial for the larger community.

One of the most notable differences between these two libraries is the types of resources they offer. This is also partially dependent on the time period in which they were established. In “Excerpt from *Thomas Jefferson Builds a Library*,” in the early 1800s, Jefferson donated an approximate total of ten tons of books to the Library of Congress from his personal library. His desire was that the recently destroyed flagship library of the United States be bolstered with literature of all kinds. The author gives examples of some types of books Jefferson donated, “Tom shopped for new books—from Paris, Amsterdam, Frankfurt, Madrid, and London—in languages he knew (English, Latin, Greek, Italian, French, Spanish, Anglo-Saxon) and languages he wished to know (German, Dutch, Bengali, Arabic, and Welsh).” While the rebuilding Library of Congress could then only offer books, this quote demonstrates the variety of books available. In “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*,” the range of technologies available to patrons at Do Space surpasses any collection available elsewhere. The author claims that “the Omaha experiment takes the concept to a new level.” Susan Benton of the Urban Libraries Council supports this by stating, “The density of the technology, and the scope and the ability for a variety of programming to be going on at the same time, in one space, is unique.” The variance demonstrated in the amount and types of resources available at each library is the most notable and obvious difference between the two libraries.

In conclusion, these unique libraries described in each article are both important to their place and time. Both libraries are prime examples of how the generosity of donors can blossom to become something that benefits the entire community. Both libraries are also prime examples of how the types of resources they offer can differ greatly even though they are both libraries.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 4-point holistic rubric.

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42

The authors of the articles “Excerpt from *Thomas Jefferson Builds a Library*” and “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” present information about two important libraries. How were these libraries established? How are these libraries similar and different? Use evidence from **both** articles to support your response.

In your response, be sure to

- describe how the libraries were established
- explain how these libraries are similar
- explain how these libraries are different
- use details from **both** articles to support your response

In both of these excerpts, the libraries are established very similarly to each other, despite the time period. In "Excerpt from Omaha, A Library With Books Brings Technology To All," the library was established by donations given by a coalition of philanthropists. In "Excerpt from Thomas Jefferson Builds A Library," the original Library of Congress, the British burned it and the Capitol in the War of 1812. Thomas Jefferson loved to read, and had more books than anyone in America, so he gave them up, and donated them for a new library, they came in 10 wagons, each weighing one ton. How these two libraries were established are similar because people donated for its creation or restoration, by one group and one man.

GUIDE PAPER 1b

These libraries are similar because they were established the same way, by donations. They are also similar in the effect they caused because of their generous donation, especially on the people. The Library of Congress, because of Thomas Jefferson, was restored as a historical place, and a place to read their archives. A detail from the text is, "Jefferson planned the exact route that the ten wagons took from Monticello to Washington D.C. Each wagon contained one ton of books." For DoSpace, because of Heritage Services, people could have the new feel of modern tech for free. A detail from the text is, "With 1 [Gigabit] minimum to go up to 10 gig, to have that for free in a public building that's free?", she says. "That's really amazing; that is unheard of anywhere."

These libraries are different because of the different time periods, one is full of books, one is without it. DoSpace is instead filled with modern technology such as the newest computers or a 3-D printer. Also, the Library of Congress is just a library, there are a lot of libraries, but DoSpace is the first of its kind. A detail from the text is, "A director Rebecca Stanwick tells visitors, it's a logical evolution

GUIDE PAPER 1c

from traditional libraries." Another detail is, "After fifty years of collecting, Tom owned more books than anyone in America. He couldn't let his country go without a library." These two passages also shows us that the generosity of others can lead to wonderful things.

Score Point 4 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (*In both of these excerpts, the libraries are established very similarly to each other, despite the time period*). The response demonstrates insightful analysis of the texts (*because people donated for its creation or restoration; the effect they caused because of their generous donation, especially on the people; restored as a historical place; because of Heritage Services, people could have the new feel of modern tech for free; because of the different time periods; the Library of Congress is just a library, there are a lot of libraries, but Do Space is the first of its kind*). The response develops the topic with relevant, well-chosen details from the texts (*the library was established by donations given by a coalition of philanthropists; the original Library of Congress, the British burned it and the Capitol in the war of 1812. Thomas Jefferson loved to read, and had more books than anyone in America, so he gave them up, and donated them for a new library, they came in 10 wagons, each weighing one ton; "Jefferson planned the exact route that the ten wagons took from Monticello to Washington D.C. Each wagon contained one ton of books."; "With 1 [Gigabit] minimum to go up to 10 gig, to have that for free in a public building that's free?" she says. "That's really amazing; that is unheard of anywhere; Do Space is instead filled with modern technology such as the newest computers or a 3-D printer; "A director Rebecca Stavick tells visitors, it's a logical evolution from traditional libraries."; "After fifty years of collecting, Tom owned more books than anyone in America, He couldn't let his country go without a library."*), and sustains the use of varied, relevant evidence. The response exhibits clear organization with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning (*In, despite, so, How these, because, by, also, especially, A detail from the text is, For, such as, Another, shows us that, These*). The response establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice (*original, he gave them up, creation or restoration, generous, historical, archives, new feel, first of its kind, generosity, wonderful*). The response provides a concluding statement that follows generally from the topic and information presented (*These two passages also shows us that the generosity of others can lead to wonderful things*). The response demonstrates grade-appropriate command of conventions, with few errors.

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Additional

42

The authors of the articles “Excerpt from *Thomas Jefferson Builds a Library*” and “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” present information about two important libraries. How were these libraries established? How are these libraries similar and different? Use evidence from **both** articles to support your response.

In your response, be sure to

- describe how the libraries were established
- explain how these libraries are similar
- explain how these libraries are different
- use details from **both** articles to support your response

The library in "Excerpt from *Thomas Jefferson Builds a Library*," and the library in "Excerpt from *In Omaha, A Library With No Books Brings Technology to All*," are similar and different in many ways. The libraries were also founded in different ways. The library in "Excerpt from *In Omaha, A Library With No Books Brings Technology to All*," called Do Space, was founded by philanthropists who donated \$7 million to make the library. The library in "Excerpt from *Thomas Jefferson Builds a Library*," was founded by Thomas Jefferson's love for reading. He bought over two-thousand books in his life, and they were all put in his library. Jefferson's books were then brought to Washington D.C.

The two libraries are similar because they are both libraries, and enhance people's lives, along with being places to enjoy yourself. In the story "Excerpt from *Thomas Jefferson Builds a Library*," it states, "Tom gobbled books the way a starving man eats." Thomas Jefferson used books for enjoyment, and when his library was made, everyone could enjoy the world of reading. In the story "Excerpt from *In Omaha, A Library With No Books Brings Technology to All*," it states, "It can be loud at Do Space, and the range of activity under way is a little bit disorienting — from enthusiastic little kids gaming in front of a giant flat screen to classes for the blind on using home computers." Do Space is also a place for enjoyment, and to learn. Clearly, the two libraries are similar because they are both libraries, and enhance people's lives, along with being places to enjoy yourself.

GUIDE PAPER 2b

Additional

The two libraries are different because Do Space has no books and only uses technology, while Jefferson's library is all about books and uses no technology. In the story, "Excerpt from *In Omaha, A Library With No Books Brings Technology to All*," it states, "There are no books in this library. Instead, it's jammed with high-end technology that it provides free to the public." Do Space's approach to enhancing the lives of people is to use technology and look to the future. In the story "Excerpt from *Thomas Jefferson Builds a Library*," it states, "After fifty years of collecting, Tom owned more books than just about anyone else in America. He couldn't let his country go without a library." Thomas Jefferson's library is all about enhancing lives by sticking to the past, and reading books.

In conclusion, this is how they are similar and different and founded.

Score Point 4 (out of 4 points)

This response clearly introduces the topic in a manner that is compelling and follows logically from the task and purpose (*The library in “Excerpt from Thomas Jefferson Builds a Library,” and the library in “Excerpt from In Omaha, A Library With No Books Brings Technology to All,” are similar and different in many ways. The libraries were also founded in different ways*). The response demonstrates insightful analysis of the texts (*when his library was made, everyone could enjoy the world of reading; Do Space is also a place for enjoyment, and to learn; Do Space has no books and only uses technology, while Jefferson’s library is all about books and uses no technology; Do Space’s approach to enhancing the lives of people is to use technology and look to the future; Thomas Jefferson’s library is all about enhancing lives by sticking to the past, and reading books*). The response develops the topic with relevant details from the texts (*Do Space, was founded by philanthropists who donated \$7 million to make the library; He bought over two-thousand books in his life, and they were all put in his library. Jefferson’s books were then brought to Washington D.C.; “Tom gobbled books the way a starving man eats.”; “It can be loud at Do Space, and the range of activity under way is a little bit disorienting —from enthusiastic little kids gaming in front of a giant flat screen to classes for the blind on using home computers.”; “There are no books in this library. Instead, it’s jammed with high-end technology that it provides free to the public.”; “After fifty years of collecting, Tom owned more books than just about anyone else in America. He couldn’t let his country go without a library.”*), and sustains the use of relevant evidence, with some lack of variety. The response exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning (*also, and, because, along with, it states, In, Clearly, while, In conclusion*). The response establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice (*founded, enhance people’s lives, approach, look to the future, sticking to the past*). The response provides a concluding statement that follows from the topic and information presented (*In conclusion, this is how they are similar and different and founded*). The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 3a

42

The authors of the articles “Excerpt from *Thomas Jefferson Builds a Library*” and “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” present information about two important libraries. How were these libraries established? How are these libraries similar and different? Use evidence from **both** articles to support your response.

In your response, be sure to

- describe how the libraries were established
- explain how these libraries are similar
- explain how these libraries are different
- use details from **both** articles to support your response

The authors of the articles “Excerpt from *Thomas Jefferson Builds a Library*” and “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” presents information about two important libraries. These Libraries were established in an unique way, and the two Libraries are Similar and different.

Each library was established in an unique way. The first library, Do Space, was established by people donating \$17 million to renovate it. For example “Instead, Heritage Services, a coalition of Omaha philanthropists, donated \$7 million to renovate the building.”

GUIDE PAPER 3b

The Other Library was established by the Library of Congress getting burned down. A detail is "They'd burned the Library of Congress... And sent his books to Washington, D.C. Jefferson planned the exact route that the ten wagons took from Monticello to Washington." This shows each library established in an unique way.

Both of these librarys are similar. You learn a lot of things from them, and librarys are where you can get inspired. A detail is "Tom use all the books he read to write the Declaration of Independence." Another detail is "I would be locked into my office, just sort of myself right? Not hearing fresh ideas." This shows you can get very inspired by books and conversation and also learn a lot.

Also, both libraries are different. Do Space was full of technology and Do Space allowed you and helped you to run a business. A detail is "There are no books in

GUIDE PAPER 3c

This library. Instead it's jammed with high-end technology that it provides free to the public." The last detail is "Tom bought two thousand books in five years." This shows Jefferson only bought books and Do Space is full of technology and no books.

In conclusion, these librarys established in an unique way and they are both similar and different from each other.

Score Point 4 (out of 4 points)

This response clearly introduces the topic in a manner that is compelling and follows logically from the task and purpose (*The authors of the articles "Excerpt from Thomas Jefferson Builds a Library" and "Excerpt from Omaha, A Library With No Books Brings Technology to all" presents information about two important libraries. These Libraries were established in an unique way, and the two Libraries are similar and different*). The response demonstrates grade-appropriate analysis of the texts (*The first library, Do Space, was established by people donating \$7 million to renovate it; The other library was established by the Library of Congress getting burned down; You learn a lot of things from them, and librarys are where you can get inspired; This shows you can get very inspired by books and conversation and also learn a lot; Do Space was full of technology and Do Space allowed you and helped you to run a business; This shows Jefferson only bought books and Do Space is full of technology and no books*). The response develops the topic with relevant details from the texts (*"Instead, Heritage Services, a coalition of Omaha philanthropists, donated \$7 million to renovate the building; "They'd burned the Library of Congress... And sent his books to Washington, D.C. Jefferson planned the exact route that the ten wagons took from Monticello to Washington.>"; "Tom used all the books he read to write the Declaration of Independence.>"; "I would be locked into my office, just sort of myself right? Not hearing fresh ideas. "）， and sustains the use of relevant evidence, with some lack of variety. The response exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning (*and, These, Each, For example, The other, A detail is, This shows, Both, Another, Also, In conclusion*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (*in a unique way and get inspired*). The response provides a concluding statement that is compelling and follows clearly from the topic and information presented (*In conclusion, these librarys established in an unique way and they are both similar and different from each other*). The response demonstrates grade-appropriate command of conventions, with few errors.*

GUIDE PAPER 4a

42

The authors of the articles “Excerpt from *Thomas Jefferson Builds a Library*” and “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” present information about two important libraries. How were these libraries established? How are these libraries similar and different? Use evidence from **both** articles to support your response.

In your response, be sure to

- describe how the libraries were established
- explain how these libraries are similar
- explain how these libraries are different
- use details from **both** articles to support your response

The libraries in "Omaha, A Library With No Books Brings Technology to All" and "Thomas Jefferson Builds a Library" are similar and different and they both where established in different ways.

The libraries are similar and different because they are both free but they have different levels of technology. The text States both libraries have a wide variety of tools weather that be computers or lots of books and are completely free to the public. This shows that libraries today and libraries in the past are similar because they are based on what the original libraries where like. According to the text the libraries have different content, in "Omaha, A Library With No Books Brings Technology to All" it has computer based items and other technology but, "Thomas Jefferson Builds a Library" has the traditional books you see in a normal library. This shows that older or more traditional libraries had different items than in some modern libraries today.

Both of the libraries where established differently because one had books given to it because it burn down and the other was funded by someone else to help in the development of the technology based library. The text states in Omaha, A Library With No Books Brings Technology to All " Heritage Services, a coalition of Omaha philanthropists, donated \$7 million to renovate the building" This shows that no one just gave them computers they had to buy them from other places using funds from Heritage Services. According to the text in Thomas Jefferson Builds a Library "And sent his books to Washington, D.C. Jefferson planned the exact route that the ten wagons took from Monticello to Washington. Each wagon carried about one ton of books." This show when Jefferson heard the news he acted quickly by giving away most of his books to give to Washington D.C.

In conclusion both book are similar and different because of how they started, the types of content, and how they both had a variety of tools. They both also where established differently the first book people gave \$7 million and in the second book Thomas Jefferson gave Washington D.C. most of his huge collection of books.

GUIDE PAPER 4b

Score Point 3 (out of 4 points)

This response clearly introduces the topic in a manner that is compelling and follows logically from the task and purpose (*The libraries in “Omaha, A Library With No Books Brings Technology to All” and “Thomas Jefferson Builds a Library” are similar and different and they both where established in different ways*). The response demonstrates grade-appropriate analysis of the texts (*they are both free but they have different levels of technology; This shows that libraries today and libraries in the past are similar because they are based on what the original libraries where like; in “Omaha, A Library With No Books Brings Technology to All” it has computer based items and other technology but, “Thomas Jefferson Builds a Library” has the traditional books you see in a normal library; This shows that older or more traditional libraries had different items than in some modern libraries today; one had books given to it because it burn down and the other was funded by someone else to help in the development of the technology based library; This shows that no one just gave them computers they had to buy them from other places using funds from Heritage Services; This show when Jefferson heard the new he acted quickly by giving away most of his books to give to Washington D.C.*). The response partially develops the topic of the essay with the use of some textual evidence (*one had books given to it because it burn down; “Heritage Services, a coalition of Omaha philanthropists, donated \$7 million to renovate the building”; “And sent his books to Washington, D.C. Jefferson planned the exact route that the ten wagons took from Monticello to Washington. Each wagon carried about one ton of books.”*), and uses relevant evidence with inconsistency. The response exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning (*and, because, but, The text States, This shows, According to, In conclusion, both*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (*levels of technology, wide variety, original, traditional, acted quickly, types of content, huge collection*). The response provides a concluding statement that is compelling and follows clearly from the topic and information presented (*In conclusion both book are similar and different because of how they started, the types of content, and how they both had a variety of tools. They both also where established differently the first book people gave \$7 million and in the second book Thomas Jefferson gave Washington D.C. most of his huge collection of books.*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*where established, weather that be, that older, library, Heritage, heard the new, giving away most of his books to give, punctuation, run-on sentences*).

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Additional

42

The authors of the articles “Excerpt from *Thomas Jefferson Builds a Library*” and “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” present information about two important libraries. How were these libraries established? How are these libraries similar and different? Use evidence from **both** articles to support your response.

In your response, be sure to

- describe how the libraries were established
- explain how these libraries are similar
- explain how these libraries are different
- use details from **both** articles to support your response

In the excerpts “Thomas Jefferson Builds a Library” and “Omaha, A Library With No Books Brings Technology to All,” both talk about two different libraries. Both libraries were established in different ways, also both libraries are similar and different.

In both excerpts there were libraries and the libraries were established in different ways. In “Omaha, A Library With No Books Brings Technology to All,” the library was established when a group of philanthropy donated \$7 million to remodel the library.

So it would be better. In the expert "Thomas Jefferson Builds a Library," Thomas Jefferson's library was established because he bought many books, so many he could make a library.

The two librarys from the experts are similar. They are similar because, they both give joy to the public. The Omaha library brings joy to the public by being modern and having technology. The Thomas Jefferson library was moved/donated to the Library of Congress, so technically, the library gives joy to the people who like to read.

The two librarys are different also. The librarys are different because one is full of technology and the other is full of books. In the Omaha library it's full of technology and stuff that people can make a business out of. In the Thomas

Jefferson library it's full of books that he allways read.

In conclusion the two librarys are similar and different in many ways.

The two librarys were also established different as well.

Score Point 3 (out of 4 points)

This response clearly introduces the topic in a manner that is compelling and follows logically from the task and purpose (*In the excerpts “Thomas Jefferson Builds a Library” and “Omaha, A Library With No Books Brings Technology to All,” both talk about two different libraries. Both libraries were established in different ways, also both libraries are similar and different*). The response demonstrates a literal comprehension of the texts (*they both give joy to the public. The Omaha library brings joy to the public by being mondern and having tecknoligy. The Thomas Jefferson library was moved/donated to the Library of Congress, so tecnikly the library gives joy to the people who like to read and one is full of tecnolagy and the other is full of books*). The response partially develops the topic of the essay with the use of some textual evidence (*the library was established when a group of philanthopists donated \$7 million to remodel the library so it would be better; he bought many books, so many he could make a library; it's full of tecnolagy and stuff that people can make a buissness out of. In the Thomas Jefferson library it's full of books*), and uses relevant evidence with inconsistency. The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*In, both, also, because, one [...] and the other, so, In conclusion, as well*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (*gives joy to the public and make a buissness out of*). The response provides a concluding statement that is compelling and follows clearly from the topic and information presented (*In conclusion the two librarys are similar and different in many ways. The two librarys were also established different as well*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*Libray, expserpt, mondern, tecknoligy, tecnikly, becasse, buissness, full of book, allways, librarys, established different, punctuation*).

GUIDE PAPER 6a

42

The authors of the articles “Excerpt from *Thomas Jefferson Builds a Library*” and “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” present information about two important libraries. How were these libraries established? How are these libraries similar and different? Use evidence from **both** articles to support your response.

In your response, be sure to

- describe how the libraries were established
- explain how these libraries are similar
- explain how these libraries are different
- use details from **both** articles to support your response

In *Excerpt from In Omaha, A Library With No Books Brings Technology to All* and in *Excerpt from Thomas Jefferson Builds a Library*, the liberarys are simular and different.

Both liberarys were established in some sort of way. In *Excerpt from Thomas Jefferson Builds a Library*, It says, "Tom heard the terrible news: They'd burned the Library of Congress. Three thousand precious books, gone forever. After fifty years of collecting, Tom owned more books than just about anyone else in America. He couldn't let his country go without a library. Guess what he did?!" This shows that after the fire, Thomas Jefferson was determened to keep the great library, and re-founded it with his own books. In *Excerpt from In Omaha, A Library With No Books Brings Technology to All* , It says, "There are no books in this library. Instead it's jammed with high-end technology that it provides free to the public. As director Rebecca Stavick tells visitors, it's a logical evolution from traditional libraries." This shows that the library was founded to embrace the power of technology.

There both different because In *Excerpt from In Omaha, A Library With No Books Brings Technology to All*, It says, "Instead it's jammed with high-end technology that it provides free to the public." And in *Excerpt from Thomas Jefferson Builds a Library*, It says, "He sorted, and he read. He labeled, and he read. He wrapped, and he read. And sent his books to Washington, D.C." This shows that one library is full of books, and another of high tech computers and printers.

This is how the two liberarys are similar and different.

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Score Point 3 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (*In Excerpt from In Omaha, A Library With No Books Brings Technology to All and in Excerpt from Thomas Jefferson Builds a Library, the liberays are simular and different*). The response demonstrates grade-appropriate analysis of the texts (*This shows that after the fire, Thomas Jefferson was determinened to keep the great library, and re-founded it with his own books; This shows that the library was founded to embrace the power of technology; This shows that one library is full of books, and another of high tech computers and printers*). The response partially develops the topic of the essay with the use of some textual evidence (“*Tom heard the terrible news: They'd burned the Library of Congress. Three thousand precious books, gone forever. After fifty years of collecting, Tom owned more books than just about anyone else in America. He couldn't let his country go without a library. Guess what he did?!*”, “*There are no books in this library. Instead it's jammed with high-end technology that it provides free to the public. As director Rebecca Stavick tells visitors, it's a logical evolution from traditional libraries.*”; “*He sorted, and he read. He labeled, and he read. He wrapped, and he read. And sent his books to Washington, D.C.*”), and uses relevant evidence with inconsistency. The response exhibits some attempt at organization, with inconsistent use of transitions (*In, Both, It says, This shows, And, This is how*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (*re-founded and embrace the power of technology*). The response provides a concluding statement that follows from the topic and information presented (*This is how the two liberayrs are similar and different*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*liberayrs, simular, determinened, There both, another of, liberarys*, capitalization, punctuation).

GUIDE PAPER 7

42

The authors of the articles “Excerpt from *Thomas Jefferson Builds a Library*” and “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” present information about two important libraries. How were these libraries established? How are these libraries similar and different? Use evidence from **both** articles to support your response.

In your response, be sure to

- describe how the libraries were established
- explain how these libraries are similar
- explain how these libraries are different
- use details from **both** articles to support your response

One library was established when Tom took a lot of collected books and sent them to Wahington D.C then to Monticello then to Washington. The other library started when people donated money to have the old liberry ronoveted, then from their the filled the library with many tool like 3-D printers and computers.

These libraries are the same because the both have some sort of books. These libraries are different, because one library has regular books, and doesn't have technology. On the other hand the other library has E-Books and much technology.

Score Point 2 (out of 4 points)

This response introduces the topic in a manner that follows generally from the task and purpose (*One library was established when*). The response demonstrates a literal comprehension of the texts (*These libraries are the same because the both have some sort of books. These libraries are different, because one library has regular books, and doesn't have technology. On the other hand the other library has E-Books and much technology*). The response partially develops the topic of the essay with the use of some textual evidence (*Tom took a lot of collected books and sent them to Wahington D.C then to Monticello then to Washington and people donated money to have the old liberry ronoveted, then from their the filled the library with many tool like 3-D printers and computers*), and uses relevant evidence with inconsistency. The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*One [...] The other, then, These, both, because, On the other hand*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*The other library started and some sort of books*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*Wahington, liberry, ronoveted, then from their, the filled, many tool, much technology, spacing, punctuation*).

GUIDE PAPER 8a

Additional

42

The authors of the articles “Excerpt from *Thomas Jefferson Builds a Library*” and “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” present information about two important libraries. How were these libraries established? How are these libraries similar and different? Use evidence from **both** articles to support your response.

In your response, be sure to

- describe how the libraries were established
- explain how these libraries are similar
- explain how these libraries are different
- use details from **both** articles to support your response

Both of these libraries in both stories were created in their own ways. They were both established. In the first excerpt, Omaha Philanthropists donated 7 million dollars to renovate the building. In the next article Thomas Jefferson, he shipped his books to Washington D.C. so they could make a library there. They are similar because both libraries give you information on anything you need to know about. They are different because one library is all books the other one is all technology.

Score Point 2 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (*Both of these libraries in both stories were created in their own ways*). The response demonstrates little understanding of the texts (*both libraries give you information on anything you need to know about* and *one library is all books the other one is all technology*). The response partially develops the topic of the essay with the use of some textual evidence (*Omaha Philanthropists donated 7 million dollars to renovate the building* and *he shipped his books to Washington D.C so they could make a library there*), and uses relevant evidence with inconsistency. The response exhibits some attempt at organization, with inconsistent use of transitions (*Both, In, so, because, one [...] the other*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*stories* and *make a library*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*Both of [...] in both, exerpt, D.C, is all books [...] is all technology, punctuation*).

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42

The authors of the articles “Excerpt from *Thomas Jefferson Builds a Library*” and “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” present information about two important libraries. How were these libraries established? How are these libraries similar and different? Use evidence from **both** articles to support your response.

In your response, be sure to

- describe how the libraries were established
- explain how these libraries are similar
- explain how these libraries are different
- use details from **both** articles to support your response

The library that Thomas Jefferson had made was invented established when Tom had loved books so much that he decided to design a library on a hilltop outside Charlottesville, Virginia. The Do Space library was established by an director named Rebecca Stanwick that wanted to make a library full of technology and no books. Both libraries had an establisher that worked to do what they and many other people love. One library is full of books and the other is full of technology.

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Score Point 2 (out of 4 points)

This response introduces the topic in a manner that follows generally from the task and purpose (*The library that*). The response demonstrates little understanding of the texts (*Both libraries had an establisher that worked to do what they and many other people love* and *One library is full of books and the other is full of technology*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*Tom had loved books so much that he decided to design a library on a hilltop outside Charlottesville, Virginia*), which is generally invalid (*The Do Space library was established by an director Rebecca Stavick*). The response exhibits some attempt at organization, with inconsistent use of transitions (*when, that, Both, and, One [...] the other*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*make a library*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*when Tom had loved books so much that, an director, had an establisher*).

GUIDE PAPER 10a

42

The authors of the articles “Excerpt from *Thomas Jefferson Builds a Library*” and “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” present information about two important libraries. How were these libraries established? How are these libraries similar and different? Use evidence from **both** articles to support your response.

In your response, be sure to

- describe how the libraries were established
- explain how these libraries are similar
- explain how these libraries are different
- use details from **both** articles to support your response

The libraries are very similar and very different. One, the first article is about technology and other things about technology, and the second article is about books and Thomas Jefferson. They were both established because both loved books or technology. It says in the article that Thomas Jefferson loved to read,

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and the other people
nowadays loves technology.
As you can see both
libraries are very different.

Score Point 1 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (*The libraries are very simalar and very different*). The response demonstrates little understanding of the texts (*the first articile is about technology and other things about technology, and the second articile is about books and thomas Jefferson; both loved books or technoligy; the other people nowadays loves technology*). The response provides evidence that is completely irrelevant (*Thomas Jefferson loved to read*). The response exhibits some attempt at organization, with inconsistent use of transitions (*One, the first [...] the second, It says, and, As you can see*). The response lacks a formal style, using language that is inappropriate for the texts and task (*technology and other things about technology and the other people*). The response provides a concluding statement that follows generally from the topic and information presented (*As you can see both libraries are very different*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*simalar, articile, thomas, technoligy, people nowadays loves, punctuation*).

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Additional

42

The authors of the articles “Excerpt from *Thomas Jefferson Builds a Library*” and “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” present information about two important libraries. How were these libraries established? How are these libraries similar and different? Use evidence from **both** articles to support your response.

In your response, be sure to

- describe how the libraries were established
- explain how these libraries are similar
- explain how these libraries are different
- use details from **both** articles to support your response

Tom loved books so he decided to make a library. Omaha had made a library with all technology. They are both similar because they both are used to research and work. The libraries are different because Omaha's is all technology and Ted's is all books. Ted's is from a long time ago and Omaha's is more recent.

Score Point 1 (out of 4 points)

This response introduces the topic in a manner that does not logically follow from the task and purpose (*Tom loved books so*). The response demonstrates a literal comprehension of the texts (*They are both similar because they both are used to research and work; The libraries are different because Omaha's is all technology and Ted's is all books; Ted's is from a long time ago and Omaha's is more recent*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*Tom loved books so he decided to make a library. Omaha had made a library with all technology*). The response exhibits little attempt at organization (*so, both, because, and*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*make a library* and *from a long time ago*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*madea, technonlogy, reaserach, diffrent, is all technonolgoy [...] is all books, Ted's*).

GUIDE PAPER 12

42

The authors of the articles “Excerpt from *Thomas Jefferson Builds a Library*” and “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” present information about two important libraries. How were these libraries established? How are these libraries similar and different? Use evidence from **both** articles to support your response.

In your response, be sure to

- describe how the libraries were established
- explain how these libraries are similar
- explain how these libraries are different
- use details from **both** articles to support your response

In the short story about Thomas Jefferson he loved to read and read he had used the almost a qortur millyone lf books and when they were at war they british said they will destroy the libary and Thomas Jefferson read all the books and then labield them and sent the to washington dc. IN the Omaha library they remodeld and they spent 7 million worth of stuff they needed 3-d printers computers and books and walls flores roofs bathrooms.

Score Point 1 (out of 4 points)

This response introduces the topic in a manner that does not logically follow from the task and purpose (*In the short story about*). The response demonstrates little understanding of the texts. The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*then labield them and sent the to washington dc and they remodeld and they spent 7 million worth of stuff they needed 3-d printers computers*), which is generally invalid (*Thomas Jefferson he loved to read and read he had used the almost a qortur millyone lf books and when they were at war they british said they will destroy the libary and books and walls flores roofs bathrooms*). The response exhibits little attempt at organization (*In and and*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*used the almost a qortur millyone lf books*). The response does not provide a concluding statement. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*the almost, qortur millyone lf, they british, libary, labield, sent the to, remodeld, 7 million worth, flores, capitalization, punctuation, run-on sentences*).

GUIDE PAPER 13

42

The authors of the articles “Excerpt from *Thomas Jefferson Builds a Library*” and “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” present information about two important libraries. How were these libraries established? How are these libraries similar and different? Use evidence from **both** articles to support your response.

In your response, be sure to

- describe how the libraries were established
- explain how these libraries are similar
- explain how these libraries are different
- use details from **both** articles to support your response

Both articles are simliar by both wanting to beable to read and draw. and do alot of other things to. such as the, going to the same stat and the same spot to lern how to many of these things. Also they dreamed of being able to do those things. They had a congress in pensilvana to see they would deel with the kings and all his actions and all the things he does such as send out wars, puts good solderis in the battle feild and not ones that are going to get shot the first moment they see someone.Then you have the declaration of independce put they would not agree apon it the they finnaly did,Then they would pick someone to reperesent the country like a first president.

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the texts and task (*Both articles are simliar by both wanting to beable to read and draw. and do alot of other things to. Such as the, going to the same stat and the same spot to lern how to many of these things. Also they dreamed of being able to do those things. They had a congress in pensilvana to see they would deel with the kings and all his actions and all the things he does such as send out wars, puts good solderis in the battle feild and not ones that are going to get shot the first moment they see someone.Then you have the declaration of independce put they would not agree apon it the they finnaly did,Then they would pick someone to reperesent the country like a first president*).

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Additional

42

The authors of the articles “Excerpt from *Thomas Jefferson Builds a Library*” and “Excerpt from *In Omaha, A Library With No Books Brings Technology to All*” present information about two important libraries. How were these libraries established? How are these libraries similar and different? Use evidence from **both** articles to support your response.

In your response, be sure to

- describe how the libraries were established
- explain how these libraries are similar
- explain how these libraries are different
- use details from **both** articles to support your response

Excerpt from Thomas Jefferson Builds a Library
by Barb Rosenstock

Tom gobbled books the way a starving man eats. Before he turned six, people said he'd read every book in his father's library. . . .

Tom married, and he read. He built a house, and he read. And Tom made sure his children read, too.

Jefferson designed his home, Monticello, on a hilltop outside Charlottesville, Virginia. At first, the library was located on the second floor. But later, Jefferson moved it downstairs as part of his private rooms for reading, writing, drawing, and sleeping. . . .

Tom belonged in that library at Monticello. He never wanted to leave his wife, Martha, his children, his farm, or his books. But when the colonists wanted their freedom from England, the people of Virginia needed someone smart to represent them.

Guess who they picked?!

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Additional

At the Continental Congress in Philadelphia, Tom used all he knew, from all the books he'd read, to write the Declaration of Independence. These words started a new country, the United States of America. Now, many famous folks knew Thomas Jefferson—that tall redhead, standing off in the corner, reading. . . .

Tom packed his memories and traveled across the ocean for the first time. . . .

When he wasn't busy with kings and courtiers, Tom shopped for new books—from Paris, Amsterdam, Frankfurt, Madrid, and London—in languages he knew (English, Latin, Greek, Italian, French, Spanish, Anglo-Saxon) and languages he wished to know (German, Dutch, Bengali, Arabic, and Welsh).

Booksellers loved to see Thomas Jefferson. He bought books from those he liked and those he didn't, in shops or street markets, for pennies or pounds. A few cost more than a working man made in a lifetime.

Tom bought two thousand books in five years, more than a book a day. . . .

In 1805, Jefferson estimated that, in thirty-four years of collecting, he had spent \$15,000 on books for his library, more than a quarter of a million dollars in today's money. . . .

In 1814, England and the United States were at war again. British soldiers invaded Washington and set fire to the Capitol. Tom heard the terrible news: They'd burned the Library of Congress. Three thousand precious books, gone forever.

After fifty years of collecting, Tom owned more books than just about anyone else in America. He couldn't let his country go without a library. Guess what he did?!

He sorted, and he read. He labeled, and he read. He wrapped, and he read. And sent his books to Washington, D.C. Jefferson planned the exact route that the ten wagons took from Monticello to Washington. Each wagon carried about one ton of books. . . .

Do Space is the name of a technology library located in Omaha, Nebraska.

Excerpt from In Omaha, A Library With No Books Brings Technology to All
by Bill Kelly

There are no books in this library. Instead it's jammed with high-end technology that it provides free to the public.

As director Rebecca Stavick tells visitors, it's a logical evolution from traditional libraries.

"I've always thought of libraries as places full of tools. Books are tools, scrolls are tools, computers are tools," she says. "This vision of bringing technology to everyone in the community, it just gets people very excited."

Taxpayers didn't fund this library. Instead, Heritage Services, a coalition¹ of Omaha philanthropists,² donated \$7 million to renovate the building—which had been a Borders bookstore—and pay for computers, 3-D printers and the Internet bandwidth. Sue Morris speaks for the donors.

"With 1 [gigabit³] minimum, to go up to 10 gig, to have that in a public building that's free?" she says. "That's really amazing; that is unheard of anywhere."

That computing power also makes it a launchpad for entrepreneurs.⁴

"We know people run businesses out of this building, and we're OK with that," Morris says.

Hans Bekale is among them.

"This is probably the biggest dream of any developer, anybody in this space, to have a place like this, right?" he says. "Because this is our modern-day office."

Bekale manages his small multimedia business from Do Space. He says technology attracted him, as well as the informal community of creative people who hang out there.

"I would be locked into my office, just sort of myself, right? Not hearing fresh ideas," he says. "Some of the simplest and the most innovative things that I've thought of just happened through conversation."

Across the country, other libraries are expanding their tech options, from 3-D printers to video equipment. Susan Benton of the Urban Libraries Council says the Omaha experiment takes the concept to a new level.

"To be sure, other public libraries are looking at this," Benton says. "The density of the technology, and the scope and the ability for a variety of programming to be going on at the same time, in one space, is unique."

It can be loud at Do Space, and the range of activity under way is a little disorienting — from enthusiastic little kids gaming in front of a giant flat screen to classes for the blind on using home computers.

High school student Frank Fu uses the laser cutter and 3-D printer to design jewelry he sells online.

"The people that you meet at the Do Space, it's diverse," he says. "You never know if they're going to become your next business partner or your next best friend."

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the texts and task. The response is totally copied from the texts with no original student writing.