

Name: _____



New York State Testing Program

2018 English Language Arts Test Session 1

Grade 8

April 11–13, 2018

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.

Excerpt from *Winter Wheat*

by Mildred Walker

- 1 September is like a quiet day after a whole week of wind. I mean real wind that blows dirt into your eyes and hair and between your teeth and roars in your ears after you've gone inside. The harvesting is done and the wheat stored away and you're through worrying about hail or drought or grasshoppers. The fields have a tired peaceful look, the way I imagine a mother feels when she's had her baby and is just lying there thinking about it and feeling pleased.
- 2 It was hot, though, like a flash-back to July. I was glad we weren't cooking for harvest hands. There wasn't any fire in the stove and everything was spick-and-span because I had just washed the dinner dishes. Mom was out having another look for the turkeys that were always wandering off. Dad was lying on the couch in the other room waiting for the noon broadcast of wheat prices to come on. We had to sell our wheat this month and not hold it over; that is, we did if I was going to the university that fall. It might go higher along toward Christmas, but we couldn't wait for that.
- 3 The house was so quiet I could hear Mom calling the turkeys down by the barn. Dad told Mom not to bother, they'd come back by themselves, but Mom worried if anything was lost or left unlocked.
- 4 "When I've got something, I take care of it," she always said.
- 5 I washed some cucumbers while I was waiting. They were bright green and shiny in the water. I used to play they were alligators when I was a child. Then I fenced them in with my hand and poured off the water into the kettle on the stove. When you have to carry every drop of water you use half a mile, you don't throw away any.
- 6 And then it began. I knew before Dad turned it up. The voice of the man who announces the wheat prices is as familiar to me as Dad's. It's different from anybody's voice around Gotham—more like one of those city voices that broadcasts the war news. That voice touches us here, and all the ranches spread out over the prairies between the Rockies and the Mississippi. It touches all the people in Clark City, thirty miles from here, who live on the ranchers,¹ even though they try to forget it.
- 7 "Here is your Grain Market Broadcast for today: Spring and Winter . . . up two."

GO ON

8 I could add two to yesterday's price, so I didn't have to hear any more, but I listened out of habit and because I love to hear it.

9 "One heavy dark Northern Spring . . . fifty-two." The words came so fast they seemed to roll downhill. Nobody ever calls it all that; it's just spring wheat, but I like the words. They heap up and make a picture of a spring that's slow to come, when the ground stays frozen late into March and the air is raw, and the skies are sulky and dark. The "Northern" makes me feel how close we are to the Rockies and how high up on the map, almost to Canada.

10 "One dark hard Winter . . . fifty-three."

11 It's just winter wheat to the people who raise it, only to me it means more than that. It means all the winter and all the cold and the tight feeling of the house in winter, but the rich secret feeling I have, too, of treasure in the ground, growing there for us, waiting for the cold to be over to push up strong and green. They sound like grim words without any comfort to them, but they have a kind of strength all their own.

12 "Durum, Flax, and Rye . . . up one." The broadcast ran on. Mom came in while I was standing there listening.

13 "Wheat's up," I told her.

14 Mom nodded. She stood there untying her bandanna and I watched her as though I didn't know her face better than my own. Mom's is a quiet face with a broader forehead than mine and dark brows and eyes and a wide mouth. She doesn't show in her face what she thinks or feels—that's why people in Gotham think she's hard to know—but when she laughs, the laughter goes deeper down in her eyes than anybody's I know.

15 I look more like Dad. He is tall and thin and has light hair and blue eyes and his face shows what he thinks or feels. Mom is square and stocky with broad shoulders and hips. It's just as well that I am more like Dad in my body. I like being slender and straight. I am strong like Mom, though, and I like working in the fields better than in the house.

16 Dad clicked off the radio and came out to the kitchen. "Well, we'll go over and tell Bailey we're going to sell. Fifty-three is good enough. Come on, Ellen, you can drive me over."

17 I took off my apron and was running across to the barn for the pickup before Dad had taken his hat from behind the door. I felt so excited I couldn't walk soberly.

18 Glory, it was hot! I had the doors of the truck tied open with a piece of rope so the air could rush through, but it felt hot enough to scorch my bare ankles, and the heat of the engine came up through the rubber soles of my sneakers.

19 You can't see the elevator² till you get past our place. There's only one in Gotham, but it stands up from the crossroads like a monument. That and the railroad station are the only things to let people know Gotham's a town.

20 "I feel I'm going for sure, Dad," I told him.

21 "You bet you're going," Dad answered. "The war spoiled college for me, all but one year. Nothing's going to spoil it for you."

¹**ranchers:** a ranch house

²**(grain) elevator:** a building to store and move grain

GO ON

1 What does paragraph 4 **most** reveal about the mother?

- A** She is tireless.
- B** She is responsible.
- C** She has a hard time relaxing.
- D** She has devotion for animals.

2 The personification of the sky as “sulky” in paragraph 9 suggests the sky is

- A** unpredictable
- B** northern
- C** snowy
- D** gloomy

3 What does paragraph 9 **mainly** reveal about the narrator?

- A** She thinks of nature as calming.
- B** She is attached to familiar things and is close to her family.
- C** She loves language and has a vivid imagination.
- D** She pays attention to yearly patterns.

GO ON

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

- A** “We had to sell our wheat this month and not hold it over; that is, we did if I was going to the university that fall.” (paragraph 2)
- B** “It might go higher along toward Christmas, but we couldn’t wait for that.” (paragraph 2)
- C** “She stood there untying her bandanna and I watched her as though I didn’t know her face better than my own.” (paragraph 14)
- D** “I took off my apron and was running across to the barn for the pickup before Dad had taken his hat from behind the door.” (paragraph 17)

5 In paragraph 19, what does the phrase “like a monument” **mainly** suggest about the elevator?

- A** It is a beautiful building.
- B** It is a landmark.
- C** It was designed by an architect.
- D** It is an old building.

6 What is the **best** definition of “spoiled” as used in paragraph 21?

- A** decreased the value of
- B** made greedy by giving too much
- C** took away an opportunity
- D** made unfit for use

GO ON

7

How does the author **mainly** develop the narrator's point of view in the story?

- A by exaggerating how harsh the winter months are
- B by using elements of humor
- C by showing how the narrator interacts with her family
- D by sharing the narrator's thoughts

GO ON

Directions

Read this article. Then answer questions 8 through 14.

Excerpt from *The Amazing Author of Oz*

by Bruce Watson

- 1 All the children in Aberdeen knew the tall, dapper gentleman who strolled through town each day. For a child on the Dakota Plains, life in the late 1880s sometimes seemed little more than hard work. The bleakness of the prairie cried out for a fantasy to take a boy or girl far away. Mr. Baum's stories were pure fantasy, so when he walked down the street in his finely tailored suit, children clamored in his wake.
- 2 Unlike stories told by parents, Baum's were not merely lectures in disguise. Instead, he made everyday objects—scarecrows, pumpkins, rag dolls—come alive. His stories glittered with color; whole fields were shaded blue, green or red. As he went on, Baum often seemed to lose himself in the telling. Years later, his mother-in-law, who had overheard many of his stories, urged Baum to write them down. But while living in Aberdeen, he was content to tell his tales just to please a child or two.
- 3 When Lyman Frank Baum finally did set pencil to paper, stories poured out of him. In a career of just two decades, he wrote more than 70 books. Many are long forgotten, but one was called *The Wonderful Wizard of Oz*. It's about a girl from Kansas who meets a scarecrow, a tin woodman and a cowardly—well, perhaps you know the story. But you may not know that Oz is more than a single book that inspired one of Hollywood's greatest movies. Long before TV staked its claim to children's fantasies, Oz was mapped in the imaginations of countless children. Going on beyond the wizard, Baum wrote 13 other Oz books. After he died, his successors churned out 26 more. Between 1913 and 1942, a new Oz book came out every Christmas. Oz Reading Clubs devoured each one. An Oz Who's Who charted the kingdom's colorful characters, including the Patchwork Girl, the Tik-Tok Man, Princess Ozma and hundreds more. These days, the ubiquitous¹ MGM movie overshadows the books, but readers who choose to go there still find Oz so much more than lions, tigers and bears, oh my. Baum's fairyland is a place of childish dreams and fears, a kingdom ruled by love but haunted by fear of sudden death. It's a land where adults are as helpless as children and children are as strong as adults. Peppered with puns and wordplay, Oz is charming and altogether ambivalent about the benefits of age. In short, it's much like its creator, L. Frank Baum, the "Royal Historian of Oz."

GO ON

- 4 The seventh child born to Benjamin and Cynthia Baum came not trailing clouds of glory but clouds of gloom. In 1856, Frank was born. From an early age, he seems to have suffered from angina pectoris, a heart disease causing severe chest pain. Baum's delicate condition made him a sedentary, solitary child. He read constantly, mostly fairy tales. For most of his youth, he was schooled at home. While Frank was still very young, his father developed some oil fields in Pennsylvania and made a fortune. The Baums moved to a mansion, called Rose Lawn, where Frank flourished.
- 5 At 18, he began hanging around some nearby theaters and decided he wanted to become an actor. His father tried to steer his stagestruck son from his dream but finally relented, asking only that Frank not disgrace the family name. Going by various stage names, Baum moved to New York City to begin his acting career.
- 6 No road to success was ever more winding than Baum's. He followed the stage from job to job and state to state. Actors must moonlight, so Baum worked as a newspaper reporter, a dry goods salesman and finally as a playwright. His only hit, under the name Louis F. Baum, was an Irish melodrama called *The Maid of Arran*. Baum wrote and starred in the play that opened on his 26th birthday. The tall, mustachioed gentleman with the smiling eyes seemed on his way; so successful was he that he could even consider marriage.
- 7 According to the family legend, it was love at first sight. Maud Gage was a sophomore at Cornell University. On introducing him to Maud, his aunt said, "I'm sure you will love her." Baum smiled and replied, "Consider yourself loved, Miss Gage." Maud held out her hand and answered, "Thank you, Mr. Baum. That's a promise. Please see that you live up to it." He did. Married the next year, Frank and Maud Baum remained as devoted as any fairy tale couple. But Maud soon found that her husband often resided in a world entirely of his own.
- 8 Around the time of his marriage in 1882, Baum suffered a series of setbacks in business and health. To add to his burdens, his family's money had been lost. Maud's sisters and her brother had recently moved to the Dakota Territory, and their letters told of fortunes to be made. So in 1888, with his life on the downward side of the rainbow, Baum moved his family west to the prairie.
- 9 What is now Aberdeen, South Dakota, was then a boomtown of 3,000. Baum decided the town needed an upscale store and started Baum's Bazaar. The bazaar broke even for a while, but when the Dakota boom ended, the store went belly-up.

10 Broke and far from home, Baum fell back on old friends—his fantasies. The stories he told children on Aberdeen's dusty sidewalk spoke of a better land where goodness prevailed, love triumphed and no one was hungry or poor. Yet Baum was still required to make a living in this world, so he moved the family to Chicago in 1891.

11 For a time, he edited his own magazine promoting store window displays, but of more importance to children, he finally began to write down his stories. In 1897, his first successful book, *Mother Goose in Prose*, was published. His next book, *Father Goose, His Book*, became the nation's best-selling children's title. After decades of dead ends, Baum had finally found his road.

¹**ubiquitous:** ever-present

GO ON

8 Read this sentence from paragraph 1.

Mr. Baum's stories were pure fantasy, so when he walked down the street in his finely tailored suit, children clamored in his wake.

What is the effect of the author's word choices in this sentence?

- A** It indicates how much children admired Baum and his stories.
- B** It hints that Baum was a serious person who told silly stories.
- C** It suggests that children moved aside when Baum was near.
- D** It shows how rarely Baum told his stories to others.

9 Read this sentence from paragraph 2.

Unlike stories told by parents, Baum's were not merely lectures in disguise.

Based on this sentence, what is the author's point of view about Baum's stories?

- A** They are good at providing a strong moral.
- B** They are more entertaining than educational.
- C** They are different from children's stories of today.
- D** They are enjoyed more by children than by adults.

10 How does paragraph 3 develop a central idea in the article?

- A** by listing characters that appeared in Baum's books
- B** by describing the work for which Baum is best known
- C** by explaining that other authors continued Baum's work
- D** by emphasizing that many books Baum wrote were forgotten

GO ON

11

In paragraph 4, what inference can be drawn from the information about Baum's early childhood?

- A** Baum's health problems affected how he felt about his family.
- B** Baum's older siblings influenced his approach toward education.
- C** Baum's home education affected how he felt about other children.
- D** Baum's constant reading of fairy tales influenced his later writing.

12

Read this sentence from paragraph 6.

No road to success was ever more winding than Baum's.

How does this sentence contribute to the structure of the article?

- A** It summarizes the first five paragraphs of the article.
- B** It contrasts the first half of the article with the second half.
- C** It serves as the topic sentence for the remainder of the article.
- D** It gives the cause for the events in the remainder of the article.

13

Which sentence states a central idea of the article?

- A** Baum was devoted to his wife and family.
- B** Baum wrote a play and acted in the starring role.
- C** Baum lived for several years in a small prairie town.
- D** Baum had to overcome many difficulties throughout his life.

GO ON

14

What benefit did Baum's stories offer to listeners, readers, and to Baum himself?

- A** They offered an entertaining distraction from the harsh realities of life.
- B** They offered a chance to invent new and exciting characters and places.
- C** They offered an exciting way to learn about the world around them.
- D** They offered a new perspective on how adults and children should behave.

GO ON

Directions

Read this story. Then answer questions 15 through 21.

Excerpt from *Bee Season*

by Myla Goldberg

- 1 More than ever, Eliza wants to win. She wants to win with a word so difficult her father will have to admit that he was wrong, that the letters are already guiding her.
- 2 When Number 127 is being asked to spell LOQUAT, Eliza closes her eyes and feels her mind empty out. L fills her head, a glowing yellow the color of molten metal. *This is what Dad meant.* She's surprised at how easy it is. Inside Elly's head, L grows longer, its edges curving inward to form an O. Her body loosens. When the edge of O grows a tail to become Q, Eliza feels the change in her fingertips. Q's top evaporates and its tail disappears, U settling warm in her belly. Elly feels a tickle as U flips and grows a line through its middle to become an A. When A's legs slide together as its arm floats up T fills Eliza, straightening her spine. Eliza opens her eyes. She feels as if she has just woken from a deep sleep. Number 127 is walking offstage to the sound of vigorous applause.
- 3 "I did it," she mouths to her father across the room.
- 4 Saul smiles and nods. "I love you too," he mouths back equally indecipherably.
- 5 By Round 7, there are seventeen of them. Number 14, whose perpetually perfect posture adds to the overall impression that he is an android, causes murmurs of admiration when he rips through DVANDVA without asking for a derivation or use in a sentence. When Number 22 gets her word wrong, No Chin has to pry her hand from the microphone. Number 33 decides midway through PERIPATETIC that he has made a mistake. He turns stubbornly silent, demanding to be dinged out rather than made to complete the word. He stands mute until his time runs out. The judge's spelling reveals that the boy's progress had been perfect until he had refused to go on.
- 6 Number 36 is called to the mike. Rachel almost trips on her way to the front of the stage, removes the microphone from its stand, and holds it to her mouth like a lounge singer. The Independence Ballroom suddenly seethes with the sound of her nervous breathing.
- 7 "Number 36, your word is GREGARINE."

GO ON

8 Having been informed that a gregarine is a parasitic protozoan taken from the Latin, Rachel has no choice but to start spelling. She pounds her palm against her forehead after each letter, as if trying to knock the next one loose. Because she is holding the microphone so close to her face, each moment of contact sounds like a heavy blow.

9 "...I ..." Pound. "...N ..." Pound. "...E ..." Pound. "Gregarine."

10 Eliza finds herself bracing for the next blow, but none comes. The judge's "Correct" sends Rachel leaping back to her seat to resume picking at her placard, which is now noticeably smaller than the others.

11 When Number 41 is given PURIM Eliza almost laughs out loud. Then she realizes that such an easy word right before her turn is a bad sign, almost certain to mean she's destined to get something awful. Number 41, the only contestant wearing a yarmulke, makes short work of PURIM and returns to his seat with a dazed grin. The judge calls Eliza to the mike.

12 As she stands, Elly hazily recalls her nightmare: the expectant silence, the feeling she is holding up time, the endless path from her seat to the microphone. She decides that if she can get this next word, whatever it may be, her chances of winning are practically guaranteed. From the moment she rises from her chair, she locks eyes with Saul, whose gaze practically steers her to the microphone.

13 "Number 59, your word is DUVETYN."

14 "Dew-veh-teen?" Eliza's heart lurches into her throat. In her mind's eye, she sees nothing.

15 "That is correct. Duvetyn."

16 Saul is staring so hard it feels like he's directly in front of her instead of halfway across the room. She wants to ask him to leave, to just get on the plane and fly back home.

17 "Um, what does it mean?"

18 The judge's voice is irritatingly friendly. "Duvetyn is a soft, short-napped fabric with a twill weave, made of wool, cotton, rayon, or silk."

19 Eliza whispers the word, feels the way it shapes her tongue and lips. From these movements she tries to chart the word's path through time and place. Where has it traveled? When was it born?

20 "What is the derivation, please?"

- 21 The judge's voice is ever neutral, revealing nothing. "Duvetyn comes to us from the French."
- 22 Eliza wants to see herself through the judge's eyes. Does he have favorites? Is she one of them? Or are they interchangeable, one long blur of nervous hands and voices? Her placard suddenly reminds her of the stickers affixed to new underwear: INSPECTED BY 59.
- 23 She's got to focus. There isn't much time. She returns to Duvetyn, pushes everything else aside.
- 24 I know it starts with D.
- 25 "Dew-veh-teen."
- 26 At first it is a struggle to empty her mind which keeps conjuring up fresh images: her father's face, a conveyer belt laden with tagged children, but eventually all is black and blank. D, D, D, D, D, D, Eliza thinks *until* D, proud and foreboding appears in her mind's eye. Then, its top disappears. The letters are showing her the way.
- 27 "D-U..."
- 28 Dew- veh - teen. She speeds through the next few letters, which are obvious.
- 29 "... V-E-T..." and now she's got the word in her head, letters rearranging themselves into something that looks right, something French.
- 30 "... I-N-E. Duvetine." It feels good.
- 31 Time moves so slowly. The silence lasts so long Eliza is sure it means she is correct. Her heart begins to pound faster. Walter Cronkite and the loving cup are practically hers.
- 32 *Ding.*

GO ON

15 What does paragraph 2 **most** reveal about Eliza?

- A** She has a strong imagination.
- B** She seldom misspells a word.
- C** She thinks her father knows best.
- D** She gets easily distracted.

16 In paragraph 12, how does the description of the nightmare **mainly** affect the tone of the story?

- A** It suggests that Eliza doubts she will win the bee.
- B** It suggests that the bee seems unreal to Eliza.
- C** It suggests that Eliza is unwilling to compete in the bee.
- D** It suggests that the bee is stressful for Eliza.

17 Which quotation **best** expresses a central idea of the story?

- A** “She wants to win with a word so difficult her father will have to admit that he was wrong, that the letters are already guiding her.” (paragraph 1)
- B** “Eliza finds herself bracing for the next blow, but none comes.” (paragraph 10)
- C** “The judge’s voice is ever neutral, revealing nothing.” (paragraph 21)
- D** “Eliza wants to see herself through the judge’s eyes.” (paragraph 22)

GO ON

18

The ideas in paragraphs 22 and 26 **mostly** contribute to the reader’s understanding of Eliza by revealing

- A** her inability to understand the judges
- B** her discomfort standing in front of the audience
- C** her concern about impressing her father
- D** her difficulty with spelling the assigned word correctly

19

What does paragraph 31 **mainly** reveal about Eliza?

- A** her patience
- B** her intelligence
- C** her confidence
- D** her enthusiasm

20

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

- A** Eliza knows that difficult words follow easy words at spelling bees.
- B** Eliza gets a word that means a kind of fabric with a twill weave.
- C** Eliza empties her mind and sees the letters come up as images.
- D** Eliza is one of seventeen spellers in this round of the spelling bee.

GO ON

21

How does the point of view **most** influence the tone of the story?

- A** The descriptions of the contestants competing builds suspense.
- B** The references to unusual words add humor.
- C** Eliza's distant observations of her father develop conflict.
- D** Eliza's interior monologue creates a sense of strangeness.

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 article. Then answer questions 36 through 38.

The Hive Mind

by Avery Elizabeth Hurt

1 Honeybees are the picture of hard work and cooperation. They pollinate plants, helping to ensure that humans will have enough food to eat. They also make honey, protect themselves from predators, and keep the interiors of their hives at just the right temperature. But even though they are pretty impressive as a group, individual bees don't have much going on in the mental department—or so science has always thought. What would you expect from a single bee, anyway? It has a brain roughly the size of one of the sesame seeds on your hamburger bun.

2 It has only about one million neurons, compared to the 90 billion neurons of the human brain. It's only by working together as a colony that bees manage to pull off the impressive feats they are so well known for. A colony of bees is like one big brain, and the bees are like brain cells, explains animal behaviorist and bee expert Thomas Seeley. "Even though each unit (bee or neuron) has limited information and limited intelligence, the group as a whole makes first-rate collective decisions," Seeley writes in a description of his research.

3 It turns out, however, that the members of a beehive aren't quite the dimwitted robots we've imagined for so long. Bees can do surprising things with their tiny brains. Individually, they have mental skills that may rival or outdo those of many mammals.

How to Study a Bee Brain

4 It's hard enough to study the minds of humans, who can actually tell you what they're thinking. So how does one look into a bee's brain?

5 Clint Perry, a scientist working at Queen Mary University of London, has spent a lot of time studying how bees think. He says studying bees is not very different from studying other animals. "A major difficulty is designing an experiment that will actually test what we want," he says. "With humans, we can ask them a question and get an answer. But bees don't know that we want to know what they are thinking. They are just trying to get sugar. Bees like sugar."

GO ON

6 This fact can be very helpful when designing experiments to study bees. For example, in one experiment, Perry gave bees a choice between landing on a spot above a black bar or a spot below it. If they landed above the bar, they would find a delicious sugary drink. If they chose the spot below the black bar, they found a nasty-tasting bitter liquid. (Perry made the test easier or harder by moving the landing spots farther from or closer to the black bar.) Most experiments with bees involve training them to go to a particular spot to find a reward. Many studies use artificial flowers with sugar water at their centers. In some experiments bees even learn to go through mazes.

7 So experiments with bees are not that different from experiments with our favorite lab mammal, the rat. Rats press bars to get food pellets; bees land on targets to get sugary drinks. And humans try to figure out what it all means.

Am I Ready for the Test?

8 Perry's research suggests that bees have something called "metacognition." Metacognition is the awareness of your own thought processes—in other words, knowing what you know and what you don't know. Only a few other animals, including humans, dolphins, rats, and some monkeys, are thought to have at least some level of metacognition.

9 Perry tested this using the experiment with the black bars described above. Bees got a sweet drink if they succeeded and a bitter one if they failed. But they also had the option of avoiding the task if they weren't sure they would succeed. Perry found that bees avoided the test when it was difficult and gave it a try when it was easy.

10 If you had the choice, you might choose to skip a history test on a day when you hadn't studied and take it on a day when you were better prepared. In the same way, the bees seemed to make a decision based on what they thought their chances were of "passing" the test. "With their behavior," says Perry, "the bees were telling us if they 'did know' or if they 'didn't know.' Our results show that bees use their uncertainty to guide their decisions, which is considered a basic form of metacognition."

11 That's not bad for a scant one million neurons. Perry points out that we can't know for sure from tests like this whether bees are actually judging their own knowledge or simply opting out of the task because of an unpleasant association with the yucky-tasting liquid. It might have been more of an instinct than a thoughtful choice. But here's the thing: we look for metacognition in other animals based on tests very similar to this one. If dolphins and rats are in the metacognition club, then bees should be let in too.

- 12 Scientists still do not know how bees manage to do so much with their tiny brains. It could be that skills such as simple math and navigation take far less actual brainpower than we previously thought. No one is suggesting that bees are as smart as mammals, at least not when it comes to things like memory and language. But learning more about how bees' brains work could help us learn more about how our own brains process information.
- 13 We may also have to rethink how we view the rest of the insect world. There are an awful lot of small creatures flying around in the garden and crawling around the basement. Who knows what those tiny minds might be capable of?

GO ON

36

In “The Hive Mind,” how does the author use the section “How to Study a Bee Brain” to describe how scientists overcome a challenge in studying bee brains? Use **two** details from the article to support your response.

GO ON

37

Based on information in “The Hive Mind,” how do paragraphs 10 and 11 provide support for the author’s claim that bees have metacognition? Use **two** details from the article to support your response.

GO ON

38

In the article “The Hive Mind,” how does the author respond to the viewpoint presented in paragraph 1 that an individual bee is unintelligent? Use **two** details from the article to support your response.

GO ON

Directions

Read this story. Then answer questions 39 and 40.

Four men are afloat in a small boat, or dingey, trying to make it to shore after their larger ship has sunk.

Excerpt from *The Open Boat*

by Stephen Crane

- 1 None of them knew the colour of the sky. Their eyes glanced level, and were fastened upon the waves that swept toward them. These waves were of the hue of slate, save¹ for the tops, which were of foaming white, and all of the men knew the colours of the sea. The horizon narrowed and widened, and dipped and rose, and at all times its edge was jagged with waves that seemed thrust up in points like rocks.
- 2 Many a man ought to have a bath-tub larger than the boat which here rode upon the sea. These waves were most wrongfully and barbarously abrupt and tall, and each froth-top was a problem in small boat navigation.
- 3 The cook squatted in the bottom and looked with both eyes at the six inches of gunwale² which separated him from the ocean. His sleeves were rolled over his fat forearms, and the two flaps of his unbuttoned vest dangled as he bent to bail out the boat. Often he said: "Gawd! That was a narrow clip." As he remarked it he invariably gazed eastward over the broken sea.
- 4 The oiler, steering with one of the two oars in the boat, sometimes raised himself suddenly to keep clear of water that swirled in over the stern. It was a thin little oar and it seemed often ready to snap.
- 5 The correspondent, pulling at the other oar, watched the waves and wondered why he was there.
- 6 The injured captain, lying in the bow, was at this time buried in that profound dejection and indifference which comes, temporarily at least, to even the bravest and most enduring when, willy nilly, the firm fails, the army loses, the ship goes down. The mind of the master of a vessel is rooted deep in the timbers of her, though he commanded for a day or a decade, and this captain had on him the stern impression of a scene in the greys of dawn of seven turned faces, and later a stump of a top-mast with a white ball on it that slashed to and fro at the waves, went low and lower, and down.

GO ON

Thereafter there was something strange in his voice. Although steady, it was deep with mourning, and of a quality beyond oration or tears.

7 "Keep 'er a little more south, Billie," said he.

8 "A little more south," sir," said the oiler in the stern.

9 A seat in this boat was not unlike a seat upon a bucking broncho, and, by the same token, a broncho is not much smaller. The craft pranced and reared, and plunged like an animal. As each wave came, and she rose for it, she seemed like a horse making at a fence outrageously high. The manner of her scramble over these walls of water is a mystic thing, and, moreover, at the top of them were ordinarily these problems in white water, the foam racing down from the summit of each wave, requiring a new leap, and a leap from the air. Then, after scornfully bumping a crest, she would slide, and race, and splash down a long incline, and arrive bobbing and nodding in front of the next menace.

10 A singular disadvantage of the sea lies in the fact that after successfully surmounting one wave you discover that there is another behind it just as important and just as nervously anxious to do something effective in the way of swamping boats. In a ten-foot dingey one can get an idea of the resources of the sea in the line of waves that is not probable to the average experience which is never at sea in a dingey. As each slaty³ wall of water approached, it shut all else from the view of the men in the boat, and it was not difficult to imagine that this particular wave was the final outburst of the ocean, the last effort of the grim water. There was a terrible grace in the move of the waves, and they came in silence, save for the snarling of the crests.

11 In the wan light, the faces of the men must have been grey. Their eyes must have glinted in strange ways as they gazed steadily astern. Viewed from a balcony, the whole thing would doubtlessly have been weirdly picturesque. But the men in the boat had no time to see it, and if they had had leisure there were other things to occupy their minds. The sun swung steadily up the sky, and they knew it was broad day because the colour of the sea changed from slate to emerald-green, streaked with amber lights, and the foam was like tumbling snow. The process of the breaking day was unknown to them. They were aware only of this effect upon the colour of the waves that rolled toward them.

¹**save:** synonym for “except”

²**gunwale:** top edge of a boat’s side

³**slaty:** like slate, a bluish-gray rock

GO ON

39

How does the extended simile in paragraph 9 affect the mood of “Excerpt from *The Open Boat*”? Use **two** details from the story to support your response.

GO ON

40

How does the description of the setting develop a central idea in “Excerpt from *The Open Boat*”? Use **two** details from the story to support your response.

GO ON

Directions

Read this poem. Then answer questions 41 through 43.

Sea Fever

by John Masefield

I must go down to the seas again, to the lonely sea and the sky,
And all I ask is a tall ship and a star to steer her by;
And the wheel's kick and the wind's song and the white sail's shaking,
And a grey mist on the sea's face, and a grey dawn breaking.

- 5 I must go down to the seas again, for the call of the running tide
Is a wild call and a clear call that may not be denied;
And all I ask is a windy day with the white clouds flying,
And the flung spray and the blown spume, and the sea-gulls crying.

I must go down to the seas again, to the vagrant gypsy life,
10 To the gull's way and the whale's way where the wind's like a whetted¹ knife;
And all I ask is a merry yarn² from a laughing fellow-rover,
And quiet sleep and a sweet dream when the long trick's over.

¹**whetted:** sharpened

²**yarn:** story

GO ON

41

How do lines 5 and 6 of “Sea Fever” support a theme of the poem? Use **two** details from the poem to support your response.

GO ON

42

What do lines 7 through 11 reveal about the speaker in “Sea Fever”? Use **two** details from the poem to support your response.

GO ON

Planning Page

You may PLAN your writing for question 43 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 through 18.



GO ON

43

How does the point of view toward the ocean in “Excerpt from *The Open Boat*” differ from the point of view toward the ocean in “Sea Fever”? How is this difference in attitude conveyed in each text? Use details from **both** texts to support your response.

In your response, be sure to

- identify the attitude toward the ocean in each text
 - explain how the difference in attitude toward the ocean is conveyed in each text
 - use details from **both** texts to support your response

GO ON

STOP

THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
2018 English Language Arts Tests Map to the Standards
Grade 8 Released Questions on EngageNY

Question	Type	Key	Points	Standard	Subscore	Multiple Choice Questions:	Constructed Response Questions:	
						Percentage of Students Who Answered Correctly (P-Value)	Average Points Earned	P-Value (Average Points Earned ÷ Total Possible Points)
Session 1								
1	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.8.3	Reading	0.90		
2	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.8.4	Reading	0.81		
3	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.8.3	Reading	0.41		
4	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.8.2	Reading	0.85		
5	Multiple Choice	B	1	CCSS.ELA-Literacy.RL.8.4	Reading	0.60		
6	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.8.4	Reading	0.78		
7	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.8.6	Reading	0.68		
8	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.8.4	Reading	0.87		
9	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.8.6	Reading	0.66		
10	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.8.2	Reading	0.70		
11	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.8.3	Reading	0.78		
12	Multiple Choice	C	1	CCSS.ELA-Literacy.RI.8.5	Reading	0.47		
13	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.8.2	Reading	0.89		
14	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.8.3	Reading	0.66		
15	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.8.3	Reading	0.81		
16	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.8.4	Reading	0.62		
17	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.8.2	Reading	0.83		
18	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.8.3	Reading	0.50		
19	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.8.3	Reading	0.76		
20	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.8.2	Reading	0.66		
21	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.8.6	Reading	0.51		
Session 2								
36	Constructed Response		2	CCSS.ELA-Literacy.RI.8.5	Writing to Sources	1.56	0.78	
37	Constructed Response		2	CCSS.ELA-Literacy.RI.8.5	Writing to Sources	1.52	0.76	
38	Constructed Response		2	CCSS.ELA-Literacy.RI.8.6	Writing to Sources	1.1	0.55	
39	Constructed Response		2	CCSS.ELA-Literacy.RL.8.4	Writing to Sources	1.38	0.69	
40	Constructed Response		2	CCSS.ELA-Literacy.RL.8.2	Writing to Sources	1.3	0.65	
41	Constructed Response		2	CCSS.ELA-Literacy.RL.8.2	Writing to Sources	1.46	0.73	
42	Constructed Response		2	CCSS.ELA-Literacy.RL.8.3	Writing to Sources	1.44	0.72	
43	Constructed Response		4	CCSS.ELA-Literacy.RL.8.6	Writing to Sources	2.36	0.59	

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

2-Point Rubric—Short Response

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

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

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

New York State Grades 6–8 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	W.2 R.1–9	<ul style="list-style-type: none"> —clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose —demonstrate insightful analysis of the text(s) 	<ul style="list-style-type: none"> —clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate analysis of the text(s) 	<ul style="list-style-type: none"> —introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s) 	<ul style="list-style-type: none"> —introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s) 	<ul style="list-style-type: none"> —demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided text to support analysis and reflection	W.2 R.1–8	<ul style="list-style-type: none"> —develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence 	<ul style="list-style-type: none"> —develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety 	<ul style="list-style-type: none"> —partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence with inconsistency 	<ul style="list-style-type: none"> —demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant 	<ul style="list-style-type: none"> —provide no evidence or provide evidence that is completely irrelevant
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	<ul style="list-style-type: none"> —exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning —establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice —provide a concluding statement or section that is compelling and follows clearly from the topic and information presented 	<ul style="list-style-type: none"> —exhibit clear organization, with the use of appropriate transitions to create a unified whole —establish and maintain a formal style using precise language and domain-specific vocabulary —provide a concluding statement or section that follows from the topic and information presented 	<ul style="list-style-type: none"> —exhibit some attempt at organization, with inconsistent use of transitions —establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary —provide a concluding statement or section that follows generally from the topic and information presented 	<ul style="list-style-type: none"> —exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack a formal style, using language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement or section that is illogical or unrelated to the topic and information presented 	<ul style="list-style-type: none"> —exhibit no evidence of organization —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement or section
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	<ul style="list-style-type: none"> —demonstrate grade-appropriate command of conventions, with few errors 	<ul style="list-style-type: none"> —demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension 	<ul style="list-style-type: none"> —demonstrate emerging command of conventions, with some errors that may hinder comprehension 	<ul style="list-style-type: none"> —demonstrate a lack of command of conventions, with frequent errors that hinder comprehension 	<ul style="list-style-type: none"> —are minimal, making assessment of conventions unreliable

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

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

EXEMPLARY RESPONSE

36

In “The Hive Mind,” how does the author use the section “How to Study a Bee Brain” to describe how scientists overcome a challenge in studying bee brains? Use two details from the article to support your response.

Possible Exemplary Response:

The author begins the section “How to Study a Bee Brain” by noting that it is difficult enough for scientists to study the human mind, and of course humans can communicate through language, so it is even more difficult to study how the brain of a bee works. In the rest of the section, the author provides information and quotations from scientist Clint Perry, who has studied how bees think, in order to explain how scientists approach this challenge. In paragraph 5, the reader learns that Perry “says studying bees is not that different from studying other animals.” The author then quotes Perry explaining how studies of bees, like studies of other animals, are often designed to learn about how bees think by observing their behavior in controlled experiments. Paragraph 6 describes a particular experiment and explains that “most experiments with bees involve training them to go to a particular spot to find a reward.” So in conclusion, the section provides information from a scientist who is an expert on how bees think, including a description of a particular type of experiment through which scientists can learn about how bees think by watching their behavior in controlled conditions.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

36

In "The Hive Mind," how does the author use the section "How to Study a Bee Brain" to describe how scientists overcome a challenge in studying bee brains? Use two details from the article to support your response.

In "The Hive Mind," the author uses the section "How to Study a Bee Brain" to describe how scientist over come a challenge in studying bee brains by explaining each challenge and how the scientist overcame each problem. One problem that the scientist meet was that the bee could not communicate to humans. So scientist couldn't, "ask them a question and get an answer." The article then explains how they solved this problem by designing a test that would be able to allow the scientist to see the bee's brain in action. In the article, it states that, "In one experiment, Perry gave bees a choice between landing on a spot above a black bar or a spot below it." This allowed the scientist to gather information about the mind of a bee without having to talk to each other.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the author uses the section "How to Study a Bee Brain" to describe how scientists overcome a challenge in studying bee brains (*by explaining each challenge and how the scientist overcame each problem*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (*One problem that the scientist meet was that the bee could not communicate to humans. So scientist couldn't, "ask them a question and get an answer."* and *they solved this problem by designing a test that would be able to allow the scientist to see the bee's brain in action. In the article, it states that, "In one experiment, Perry-gave bees a choice between landing on a spot above a black bar or a spot below it."*). This response includes complete sentences where errors do not impact readability.

36

In "The Hive Mind," how does the author use the section "How to Study a Bee Brain" to describe how scientists overcome a challenge in studying bee brains? Use **two** details from the article to support your response.

In "The Hive Mind" by Avery Elizabeth Hurt, the author includes the section "How to Study a Bee Brain" to show the reader how a scientist overcomes a challenge studying bee brains by testing the bees and their reactions. For the first test, Clint Perry, a scientist working at Queen Mary University of London, gives bees a "choice between landing on a spot above a black bar or a spot below it" (Hurt 6). Little to the tiny bees know that there is only one correct answer. You can find a delicious sugary drink, because bees like sugar, on the top. Or you can find a nasty bitter liquid on the bottom. This tests if bees brains are strong enough to realize which is the correct landing spot. On the top or on the bottom. Furthermore, in some experiments scientists may use the bees "even learn to go through mazes" (Sohn 6). They are testing their memory and it must work pretty well to be learning to complete a maze. Hurt emphasizes how scientists study bee brains by setting up obstacles for the bees to complete.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the author uses the section "How to Study a Bee Brain" to describe how scientists overcome a challenge in studying bee brains (*by testing the bees and their reactions*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*For the first test, Clint Perry, a scientist working at Queen Mary University of London, gives bees a "choice between landing on a spot above a black bar or a spot below it" and in some experiments scientists may use the bees "even learn to go through mazes"*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

36

In "The Hive Mind," how does the author use the section "How to Study a Bee Brain" to describe how scientists overcome a challenge in studying bee brains? Use two details from the article to support your response.

In "The Hive Mind" the author uses the section "How to study a Bee Brain" to describe how scientist overcome a challenge in studying bee brains. The way the author does this is by presenting a problem and the scientists solution. For example the bees don't know that the scientist want to know what their thinking, so the scientist use a helpful fact that bees like sugar and used sugar to experiment on them.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the author uses the section "How to Study a Bee Brain" to describe how scientists overcome a challenge in studying bee brains (*by presenting a problem and the scientists solution*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*scientist use a helpful fact that bees like sugar and used sugar to experiment on them*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

36

In "The Hive Mind," how does the author use the section "How to Study a Bee Brain" to describe how scientists overcome a challenge in studying bee brains? Use **two** details from the article to support your response.

The author uses this section to describe how scientist overcome a challenge in studying the bees brain by designing experiments to study the bees. "For example for one experiment, Perry gave bees a choice between landing on a spot above a black bar or a spot below it. If they landed above the bar, they would find a delicios sugary drink. if they chose the spot below the black bar, they found a nasty-tasting bitter liquid".

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the author uses the section "How to Study a Bee Brain" to describe how scientists overcome a challenge in studying bee brains (*by designing experiments to study the bees*); however, this response only provides one concrete detail from the text for support (*"For example for one experiment, Perry gave bees a choice between landing on a spot above a black bar or a spot below it. If they landed above the bar, they would find a delicios sugary drink. if they chose the spot below the black bar, they found a nasty-tasting bitter liquid"*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

36

In "The Hive Mind," how does the author use the section "How to Study a Bee Brain" to describe how scientists overcome a challenge in studying bee brains? Use two details from the article to support your response.

In "The Hive Mind", the author uses the section "How to Study a Bee Brain" to describe how scientists overcome a challenge in studying bee brains. One piece of evidence to prove this is found in the paragraphs 5 and 6 of this section. In paragraph 5 it states, "A major difficulty is designing an experiment that will actually test what we want." This quote is the difficulty that scientists had. In paragraph 5 it also states, "Bees like sugar". And continuing to paragraph 6, "This fact can be very helpful when designing experiments to study bees." So, because of figuring out the fact that bees like sugar, scientists were able to overcome the task of designing an experiment for studying bee brains.

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 ("A major difficulty is designing an experiment that will actually test what we want."); ("Bees like sugar"); ("This fact can be very helpful when designing experiments to study bees."); however, the response does not provide a valid inference from the text to explain how the author uses the section "How to Study a Bee Brain" to describe how scientists overcome a challenge in studying bee brains. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

36

In “The Hive Mind,” how does the author use the section “How to Study a Bee Brain” to describe how scientists overcome a challenge in studying bee brains? Use two details from the article to support your response.

Bey stud a bees brain by watching it for a long time

Score Point 1 (out of 2 points)

This response only provides one relevant fact from the text for support (*they study a bees Brain by watching it for a long time*). The response does not provide a valid inference from the text to explain how the author uses the section “How to Study a Bee Brain” to describe how scientists overcome a challenge in studying bee brains. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

36

In “The Hive Mind,” how does the author use the section “How to Study a Bee Brain” to describe how scientists overcome a challenge in studying bee brains? Use **two** details from the article to support your response.

individual bees don't have much going on in the mental department-or so science has always thought. what would you expect from a single bee anyways.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*individual bees don't have much going on in the mental department-or so science has always thought. what would you expect from a single bee anyways*).

GUIDE PAPER 8

Additional

36

In "The Hive Mind," how does the author use the section "How to Study a Bee Brain" to describe how scientists overcome a challenge in studying bee brains? Use **two** details from the article to support your response.

In "The Hive Mind" by Avery Elizabeth Hurt, the author uses the section "How to Study a Bee Brain" to describe how scientists overcome a challenge in studying bee brains.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*In "The Hive Mind" by Avery Elizabeth Hurt, the author uses the section "How to Study a Bee Brain" to describe how scientists overcome a challenge in studying bee brains*).

EXEMPLARY RESPONSE

37

Based on information in “The Hive Mind,” how do paragraphs 10 and 11 provide support for the author’s claim that bees have metacognition? Use **two** details from the article to support your response.

Possible Exemplary Response:

In “The Hive Mind,” the author claims that bees are smarter than they appear, and also that they can think about their own thinking. Paragraph 10 provides evidence for this idea by explaining how bees performed in scientist Clint Perry’s experiment: “With their behavior,” says Perry, “the bees were telling us if they ‘did know’ or if they ‘didn’t know.’” The bees avoided the test if they weren’t sure if they would receive a reward. In paragraph 11, the author strengthens the argument that bees have metacognition by discussing the kind of test scientists use to check for this in other species. She suggests that dismissing bee behavior as merely instinct isn’t a consistent conclusion to draw from the study. She says, “We look for metacognition in other animals based on tests very similar to this one.” The author also mentions that both dolphins and rats are believed to have metacognition based on their behaviors on the same types of tests, so we should reach the same conclusion about bees.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

37

Based on information in "The Hive Mind," how do paragraphs 10 and 11 provide support for the author's claim that bees have metacognition? Use **two** details from the article to support your response.

Based on information in "The Hive Mind," paragraphs 10 and 11 provide support for the author's claim that bees have metacognition by comparing them to ourselves and other mammals. 1 detail to support my answer is that in paragraph 10 it says' If you had the choice, you might choose to skip a history test on a day when you hadn't studied and take it on a day when you were better prepared. In the same way, the bees seemed to make a decision based on what they thought their chances were of "passing" the test." This explains how bees sort of think like humans. Another detail to support my answer is that in paragraph 11 it says " But here's the thing: we look for metacognition in other animals based on testsver similar to this one. If dolphins and rats are in the metacognition club, then bees should be let in too."

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraphs 10 and 11 provide support for the author's claim that bees have metacognition (*by comparing them to ourselves and other mammals*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ('*If you had the choice, you might choose to skip a history test on a day when you hadn't studied and take it on a day when you were better prepared. In the same way, the bees seemed to make a decision based on what they thought their chances were of "passing" the test." This explains how bees sort of think like humans and "But here's the thing: we look for metacognition in other animals based on testsver similar to this one. If dolphins and rats are in the metacognition club, then bees should be let in too.*'). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

37

Based on information in “The Hive Mind,” how do paragraphs 10 and 11 provide support for the author’s claim that bees have metacognition? Use two details from the article to support your response.

Paragraphs 10 and 11 provide support for the author’s claim that bees have metacognition by showing how the bees do the same thing an animal with metacognition does. In the text it states “With their behavior”, says Perry, “The bees were telling us if they ‘did know’ or if they ‘didn’t know’. Our results show that bees use their uncertainty to guide their decisions, which is considered a basic form of metacognition.”

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraphs 10 and 11 provide support for the author’s claim that bees have metacognition (*by showing how the bees do the same thing an animal with metacognition does*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*With their behavior, says Perry, “The bees were telling us if they ‘did know’ or if they ‘didn’t know’ and Our results show that bees use their uncertainty to guide their decisions, which is considered a basic form of metacognition.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

37

Based on information in “The Hive Mind,” how do paragraphs 10 and 11 provide support for the author’s claim that bees have metacognition? Use two details from the article to support your response.

Paragraphs ten and eleven provide support for the authors claim that bees have metacognition by comparing the bees to other species such as rats and dolphins. “If rats and dolphins are in the metacognition club, then bees should be let in too.” The author also says “... we look for metacognition in other animals based on tests very similar to this one.”

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraphs 10 and 11 provide support for the author’s claim that bees have metacognition (*by comparing the bees to other species*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*If rats and dolphins are in the metacognition club, then bees should be let in too.*” and “*... we look for metacognition in other animals based on tests very similar to this one.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

37

Based on information in “The Hive Mind,” how do paragraphs 10 and 11 provide support for the author’s claim that bees have metacognition? Use **two** details from the article to support your response.

Based on “The Hive Mind” paragraphs 10 and 11 provide support for the author’s claim that bees have metacognition by showing a decision that they made. Our results show that bees use their uncertainty to guide their decisions.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how paragraphs 10 and 11 provide support for the author’s claim that bees have metacognition (*by showing a decision that they made*); however, this response only provides one concrete detail from the text for support (*“Our results show that bees use their uncertainty to guide their decisions*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

37

Based on information in “The Hive Mind,” how do paragraphs 10 and 11 provide support for the author’s claim that bees have metacognition? Use two details from the article to support your response.

These paragraphs provide support for the author's claim that bees have metacognition by saying "that bees use their uncertainty to guide their decisions." From what tests have shown, "bees seemed to make a decision based on what they thought their chances were of passing the test." This supports the idea that bees have metacognition. The author also says in paragraph 11, "We look for metacognition in other animals based on tests very similar to this one. If dolphins and bats are in the metacognition club, then bees should be too." This shows that since some animals run similar tests, bees should have metacognition.

Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text ("that bees use their uncertainty to guide their decisions."); ("bees seemed to make a decision based on what they thought their chances were of passing the test."); ("We look for metacognition in other animals based on tests very similar to this one. If dolphins and bats are in the metacognition club, then bees should be too."). The response does not provide a valid inference from the text to explain how paragraphs 10 and 11 provide support for the author's claim that bees have metacognition. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

37

Based on information in “The Hive Mind,” how do paragraphs 10 and 11 provide support for the author’s claim that bees have metacognition? Use **two** details from the article to support your response.

In the story The Hive Mind the paragraphs 10 and 11 the author claim that bees have metacognitoin in paragraph 11 is says " But here's the thing : we look for metacognition in other animals based on tests very similiar to this one. This quote ststate that they dont juge bees for who they are or what they caple of they tests different animals to see what other animals are similiar to them. A quote from paragraph 12 is " our results show that bees use their uncertainty to guide their decisions , which is considerd a basic from of metacogniton. this quote states that bees use their brains alot to help them that what makes them metacgnition.

Score Point 1 (out of 2 points)

This response only provides one relevant detail from the text for support (“*our results show that bees use their uncertainty to guide their decisions , which is considerd a basic from of metacogniton*”); however, no valid inference from the text is provided to explain how paragraphs 10 and 11 provide support for the author’s claim that bees have metacognition. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

37

Based on information in “The Hive Mind,” how do paragraphs 10 and 11 provide support for the author’s claim that bees have metacognition? Use **two** details from the article to support your response.

pargraphs 10 and 11 support the authers claim by twlling us that disde what to do everyt day just like us. they also have wierd behavoir change depending on what they picked to do and what not to do.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*paragraphs 10 and 11 support the authers claim by twlling us that disde what to do everyt day just like us. they also have wierd behavoir change depending on what they picked to do and what not to do*).

GUIDE PAPER 8

Additional

37

Based on information in “The Hive Mind,” how do paragraphs 10 and 11 provide support for the author’s claim that bees have metacognition? Use two details from the article to support your response.

The way the bee's have metacognition is the simply opt out . It says " simply opting out of the task because of an unpleasent association." This provide theory some bees should be let in just like dolphins It stats, " If dolphins and rats are in the metacogni ther bees should betoo JK.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt, and is unintelligible (*The way the bee's have metacognition is the simply opt out . It states “simply opting out of the task because of an unpleasent association.” This provides theory some bees should be let in just like dolphins It stats, “If dolphins and rats are in the metacogni ther bees should betoo JK.*).

EXEMPLARY RESPONSE

38

In the article “The Hive Mind,” how does the author respond to the viewpoint presented in paragraph 1 that an individual bee is unintelligent? Use **two** details from the article to support your response.

Possible Exemplary Response:

In paragraph 1, the author first introduces the idea that many readers and scientists have long believed—that an individual bee is unintelligent. This helps set up her later argument that bees “aren’t quite the dimwitted robots we’ve imagined for so long.” Hurt opens her article by addressing a common viewpoint: “But even though they are pretty impressive as a group, individual bees don’t have much going on in the mental department—or so science has always thought.” Then in paragraph 3 she states “Individually, they have mental skills that may rival or outdo those of many mammals.” This shows she is attempting to prove bees are smarter than we think.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

38

In the article “The Hive Mind,” how does the author respond to the viewpoint presented in paragraph 1 that an individual bee is unintelligent? Use two details from the article to support your response.

The author responds to the viewpoint that an individual bee is unintelligent by foreshadowing that science has found out the opposite. That honeybees are actually intelligent by themselves. The text states, "Even though they are pretty impressive as a group, individual bees don't have much going in the mental department-or so science has thought." This shows the foreshadowing that the author has put into play. The author responds to this by explaining that they are intelligent. The text says "The bees seemed to make a decision on what they thought their chances were of 'passing' the test...results show that bees use their uncertainty to guide their decisions, which is considered a basic form of metacognition." This also shows how the author responds to the view point presented in paragraph 1 that an individual bee is unintelligent.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the author responds to the viewpoint presented in paragraph 1 that an individual bee is unintelligent (*by foreshadowing that science has found out the opposite* and *by explaining that they are intelligent*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Even though they are pretty impressive as a group, individual bees don't have much going in the mental department-or so science has thought." *This shows the foreshadowing that the author has put into play* and "*The bees seemed to make a decision on what they thought their chances were of 'passing' the test...results show that bees use their uncertainty to guide their decisions, which is considered a basic form of metacognition.*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

38

In the article “The Hive Mind,” how does the author respond to the viewpoint presented in paragraph 1 that an individual bee is unintelligent? Use two details from the article to support your response.

The author responds to the viewpoint presented in paragraph 1 that an individual bee is unintelligent by stating information about how a bee is actually intelligent through the rest of the passage. One detail is “Our results show that bees use their uncertainty to guide their decisions, which is considered a basic form of metacognition.” Another detail is “Perry found that bees avoided the test when it was difficult and gave it a try when it was easy.”

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the author responds to the viewpoint presented in paragraph 1 that an individual bee is unintelligent (*by stating information about how a bee is actually intelligent through the rest of the passage*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Our results show that bees use their uncertainty to guide their decisions, which is considered a basic form of metacognition.*” and “*Perry found that bees avoided the test when it was difficult and gave it a try when it was easy.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

38

In the article “The Hive Mind,” how does the author respond to the viewpoint presented in paragraph 1 that an individual bee is unintelligent? Use **two** details from the article to support your response.

The author responds by saying that bees are smarter than you think.
"Members of a bee hive aren't quite the dim-witted robots we've imagined for so long." "They have mental skills that may rival or outdo those of many mammals,"

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the author responds to the viewpoint presented in paragraph 1 that an individual bee is unintelligent (*by saying that bees are smarter than you think*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Members of a bee hive aren't quite the dim-witted robots we've imagined for so long,*” and “*They have mental skills that may rival or outdo those of many mammals,*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

38

In the article “The Hive Mind,” how does the author respond to the viewpoint presented in paragraph 1 that an individual bee is unintelligent? Use two details from the article to support your response.

The viewpoint that an individual bee is unintelligent is questioned by the author. The author says "or so science has always thought." The author's response to bees being thought of as unintelligent is negative and she is implying that there's a lot more going on. She asks "What would you expect from a single bee anyway?" By asking this it makes the readers think about it.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the author responds to the viewpoint presented in paragraph 1 that an individual bee is unintelligent (*The viewpoint that an individual bee is unintelligent is questioned by the author*); however, this response only provides one concrete detail from the text for support ("or so science has always thought."). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

38

In the article “The Hive Mind,” how does the author respond to the viewpoint presented in paragraph 1 that an individual bee is unintelligent? Use two details from the article to support your response.

The bee is not unintelligent it tries to find honey because that is there job. They help humans have enough food to eat.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the author responds to the viewpoint presented in paragraph 1 that an individual bee is unintelligent (*The bee is not unintelligent*); 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 the article “The Hive Mind,” how does the author respond to the viewpoint presented in paragraph 1 that an individual bee is unintelligent? Use two details from the article to support your response.

The author responds by explaining how a group of bees can be like one mind set. For instance, “A colony of bees is like one big brain, and the bees are like brain cells... Even though each unit (bee or neuron) has limited information and limited intelligence, the group as a whole makes first-rate collective decisions.” Also, “Bees can do surprising things with their tiny brains. Individually, they have mental skills that may rival or outdo those of many mammals.” This conveys how the author responds because she proves how good a group can work together.

Score Point 1 (out of 2 points)

The response only provides one concrete detail from the text for support (“Bees can do surprising things with their tiny brains. Individually, they have mental skills that may rival or outdo those of many mammals.”); however, no valid inference from the text is provided to explain how the author responds to the viewpoint presented in paragraph 1 that an individual bee is unintelligent. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

38

In the article “The Hive Mind,” how does the author respond to the viewpoint presented in paragraph 1 that an individual bee is unintelligent? Use two details from the article to support your response.

The author responds by giving details about the hive as a whole instead of just one bee. He talks about how the bees cooperate and work together. “A colony of bees is like one big brain,” the author says in paragraph 2. He talks about how the bees have small brains but that they are able to perform tasks as a whole. “It’s only by working together as a colony that bees manage to pull off the impressive feats they are so well known for.” (p2).

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt [*The author responds by giving details about the hive as a whole instead of just one bee. He talks about how the bees cooperate and work together. “A colony of bees is like one big brain.” the author says in paragraph 2. He talks about how the bees have small brains but that they are able to perform tasks as a whole. “It’s only by working together as a colony that bees manage to pull off the impressive feats they are so well known for.” (p2)*].

GUIDE PAPER 8

Additional

38

In the article “The Hive Mind,” how does the author respond to the viewpoint presented in paragraph 1 that an individual bee is unintelligent? Use **two** details from the article to support your response.

In the article "The Hive Mind" the author responds to the view point presented in paragraph 1 that an individual bee is unintelligent by going forward and doing research.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*In the article “The Hive Mind” the author responds to the view point presented in paragraph 1 that an individual bee is unintelligent by going forward and doing research*).

EXEMPLARY RESPONSE

39

How does the extended simile in paragraph 9 affect the mood of “Excerpt from *The Open Boat*”? Use **two** details from the story to support your response.

Possible Exemplary Response:

The simile comparing the boat to a bucking broncho reinforces the tense mood. The boat “pranced and reared, and plunged like an animal” repeatedly over “walls of water” (paragraph 9). The author’s extended comparison calls to mind the intense focus that is required of someone riding a wild animal, along with the nervous excitement of those watching the rider. The simile gives the reader a sense of the constant danger posed by the waves as the boat “would slide, and race, and splash down a long incline, and arrive bobbing and nodding in front of the next menace” (paragraph 9).

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

39

How does the extended simile in paragraph 9 affect the mood of "Excerpt from *The Open Boat*"? Use **two** details from the story to support your response.

The extended simile in paragraph 9 creates a tense mood by highlighting the danger the men were in. Everytime a wave approached, the small boat "plugged like an animal". The word "animal" which is usually associated with something being wild illustrates that the boat extremely unstable which put the lives of the men on it, at risk. The small boat was like a "horse making at a fence outrageously high". just like when the horse trying to jump the high fence, the mood is intensified in this situation because you know there is an unlikely chance the peopleon the boat will make it. To conclude, the extended simile in paragraph 9 creates atense mood by emphasizing the extreme risks.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the extended simile in paragraph 9 affects the mood of "Excerpt from *The Open Boat*" (*creates a tense mood by highlighting the danger the men were in*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt (*the small boat "plugged like an animal". The word "animal" which is usually associated with something being wild illustrates that the boat extremely unstable which put the lives of the men on it, at risk and The small boat was like a "horse making at a fence outrageously high". just like when the horse trying to jump the high fence, the mood is intensified in this situation because you know there is an unlikely chance the peopleon the boat will make it*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

39

How does the extended simile in paragraph 9 affect the mood of "Excerpt from *The Open Boat*"? Use two details from the story to support your response.

In paragraph 9, the simile greatly affects the mood in the excerpt. It stated, "The craft pranced and reared, and plunged like an animal." From this, the calm conversation of the men changed to a mood of fear. It then extends when it says, "she seemed like a horse making at a fence outrageously high." The mood started to get more serious as the describing of what happened to the ship continued. To me, the simile announced the change of mood and it let the reader know that it was no longer a peaceful mood.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the extended simile in paragraph 9 affects the mood of "Excerpt from *The Open Boat*" (*the simile announced the change of mood and it let the reader know that it was no longer a peaceful mood*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt ("The craft pranced and reared, and plunged like an animal." From this, the calm conversation of the men changed to a mood of fear and "She seemed like a horse making at a fence outrageously high." The mood started to get more, serious as the describing of what happened to the ship continued). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

39

How does the extended simile in paragraph 9 affect the mood of “Excerpt from *The Open Boat*”? Use **two** details from the story to support your response.

The extended simile in paragraph 9 effects the mood by giving it a violent out of control feeling. When the main character was describing the boats motion he said it "pranced and reared, and plunged like an animal". This shows how the boats motions are violent and that they are unable to control what the boat is doing. He also compared the boats motion to a "horse making at a fence outrageously high". This shows how the boat is heading towards a dangerous place without the control of anyone.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the extended simile in paragraph 9 affects the mood of “Excerpt from *The Open Boat*” (*by giving it a violent out of control feeling*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*it “pranced and reared, and plunged like an animal” and He also compared the boats motion to a “horse making at a fence outrageously high”*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

39

How does the extended simile in paragraph 9 affect the mood of “Excerpt from *The Open Boat*”? Use two details from the story to support your response.

The simile, “She seemed like a horse making at a fence outrageously high” changes the mood because it makes you think that the boat is having trouble going over these large waves. It changes the mood to darker and more suspenseful.

Score Point 1 (out of 2 points)

This response provides valid inferences from the text to explain how the extended simile in paragraph 9 affects the mood of “Excerpt from *The Open Boat*” (*it makes you think that the boat is having trouble and It changes the mood to darker and more suspenseful*); however, the response only provides one concrete detail from the text for support (“*She seemed like a horse making at a fence outrageously high*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

39

How does the extended simile in paragraph 9 affect the mood of “Excerpt from *The Open Boat*”? Use two details from the story to support your response.

The extended simile in paragraph 9 affected the mood of “Excerpt from The Open Book”. When they used this simile, “She seemed like a horse making at a fence outrageously high.” I can tell that changed the mood because after that it says “The manner of scramble over these walls and water”. That shows the were looking or scrambling for the walls. “Were requiring a new leap”. Means they need a new leap to turn.

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 (“*She seemed like a horse making at a fence outrageously high.*”; “*The manner of scramble over these walls and water*”; “*were requiring a new leap*”); however, the response does not provide a valid inference from the text to explain how the extended simile in paragraph 9 affects the mood of “Excerpt from *The Open Boat*. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

39

How does the extended simile in paragraph 9 affect the mood of "Excerpt from *The Open Boat*"? Use two details from the story to support your response.

IN the STORY it gives a little more imagery of what it look's or feels like. "The craft Pranced and reared, and plunged like an animal" (crane 10). This detail shows what it would feel like to be where the men were.

Score Point 1 (out of 2 points)

The response only provides one concrete detail from the text for support ("The craft Pranced and reared, and Plunged like an animal"). The response does not provide a valid inference from the text to explain how the extended simile in paragraph 9 affects the mood of "Excerpt from *The Open Boat*." This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

39

How does the extended simile in paragraph 9 affect the mood of “Excerpt from *The Open Boat*”? Use two details from the story to support your response.

how he becomes very happy and -
mad

Score Point 0 (out of 2 points)

This response is totally inaccurate (*how he becomes very happy and mad*).

GUIDE PAPER 8

Additional

39

How does the extended simile in paragraph 9 affect the mood of "Excerpt from *The Open Boat*"? Use **two** details from the story to support your response.

The extended simile in paragraph 9 affected the mood of the "Excerpt from *The Open Boat*" by the changing of the water in the sea and the death of the captain of the ship they were sailing.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The extended simile in paragraph 9 affected the mood of the "Excerpt from The Open Boat" by the changing of the water in the sea and the death of the captain of the ship they were sailing*).

EXEMPLARY RESPONSE

40

How does the description of the setting develop a central idea in “Excerpt from *The Open Boat*”? Use **two** details from the story to support your response.

Possible Exemplary Response:

The central idea that nature can be an overwhelming force is conveyed through descriptions of the waves. In paragraph 2, the waves are described as “most wrongfully and barbarously abrupt and tall.” In paragraph 10, the author notes that “after successfully surmounting one wave you discover that there is another behind it just as important and just as nervously anxious to do something effective in the way of swamping boats.” These details show the overwhelming power of nature.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

40

How does the description of the setting develop a central idea in “Excerpt from *The Open Boat*”? Use two details from the story to support your response.

The description of the setting develops a central idea. For example, the setting was described as unpredictable and anxious. "The craft pranced and reared, and plunged like an animal. As each wave came she rose for it, she seemed like a horse making at a fence outrageously high." This detail shows personification, comparing the boat to an animal, making it seem unpredictable. Furthermore, the setting is also described as anxious. "—sea lies in the fact that after successfully surmounting one wave, you discover that there is another behind it just as important and just as nervously anxious to do something effective in a way of swamping boats. This detail shows how even the sea can be dangerous. Therefore, developing a central idea.

Score Point 2 (out of 2 points)

This response provides valid inferences from the text to explain how the description of the setting develops a central idea in “Excerpt from *The Open Boat*” (*unpredictable* and *even the sea can be dangerous*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*The craft pranced and reared, and plunged like an animal. As each wave came she rose for it, she seemed like a horse making at a fence outrageously high*” and “*—sea lies in the fact that after successfully surmounting one wave, you discover that there is another behind it just as important and just as nervously anxious to do something effective in a way of swamping boats*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

40

How does the description of the setting develop a central idea in "Excerpt from The Open Boat"? Use two details from the story to support your response.

The setting that was used by the writer through imagery helped develop the central idea of "Excerpt from the Open Boat," which was the dangerous situations these men had to go through when in sea. One example is, "These waves were most wrongfully and barbarously abrupt if all; this detail demonstrates the description of the waves in those moments which shows the setting of the story and also helps the readers understand the amount of danger these men were going through. A second example is, "Looked with both eyes at the six inches of gunwale which separated him from the ocean." This highlights the great danger these people are facing since their protection from sinking is a small boat that is not too resistant. In conclusion the setting that was used by the writer through imagery helped develop the central idea of "Excerpt from The Open Boat."

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the description of the setting develops a central idea in "Excerpt from The Open Boat" (*the dangerous situations these men had to go through when in sea*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt ("These waves were most wrongfully and barbarously abrupt and "Looked with both eyes at the six inches of gunwale which separated him from the ocean." This highlights the great danger these people are facing since their protection from sinking is a small boat that is not too resistant). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

40

How does the description of the setting develop a central idea in “Excerpt from *The Open Boat*”? Use two details from the story to support your response.

The description of the setting developed a central idea by using things like “grim” and “barbarously tall” to describe the ocean and its waves. It created a very grim mood and knowing that the man had no other option but to keep going until they got to shore made it even worse.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the description of the setting develops a central idea in “Excerpt from *The Open Boat*” (*had no other option but to keep going*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“grim” and “barbarously tall” to describe the ocean and its waves). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

40

How does the description of the setting develop a central idea in "Excerpt from *The Open Boat*"? Use two details from the story to support your response.

The description of the setting allows the reader to understand a/the central idea. Without the setting the reader wouldn't understand the conflict, because it causes the conflict. While the storm passes "their eyes must have glinted in strange ways", when they noticed that the sea color had changed, meaning the storm was over. Which is a key moment.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the description of the setting develops a central idea in "Excerpt from *The Open Boat*" (*allows the reader to understand a/the central idea. Without the setting the reader wouldn't understand the conflict*); however, the response only provides one concrete detail from the text for support (*While the storm passes "their eyes must have glinted in strange ways", when they noticed that the sea color had changed, meaning the storm was over*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

40

How does the description of the setting develop a central idea in “Excerpt from *The Open Boat*”? Use two details from the story to support your response.

The description of the setting developed a central idea in the passage because the setting was the sea and the people were on the boat. For example, “six inches of gunwale which separated him from the ocean”. This develops a central idea of people on a boat in the sea, hearing and looking at everything special about it. For example, the waves crashing against the rocks and an oar, being ready to snap.

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 (“six inches of gunwale which separated him from the ocean” and *people on a boat in the sea, hearing and looking at everything special about it. For example, the waves crashing against the rocks and an oar, being ready to snap*); however, the response does not provide a valid inference from the text to explain how the description of the setting develops a central idea in “Excerpt from *The Open Boat*. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

40

How does the description of the setting develop a central idea in “Excerpt from *The Open Boat*”? Use **two** details from the story to support your response.

In the story "Excerpt from The Open Boat" the setting the author describes thoroughly develops the central idea of the excerpt for a couple of major reasons. "These waves were most wrongfully and barbarously abrupt and tall, and each froth-top was a problem in small boat navigation" (Line 4-5). This proves that the setting contributes to the development of the theme because

Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (“*These waves were most wrongfully and barbarously abrupt and tall, and each froth-top was a problem in small boat navigation*”). The response does not provide a valid inference from the text to explain how the description of the setting develops a central idea in “Excerpt from *The Open Boat*. ” This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

40

How does the description of the setting develop a central idea in "Excerpt from *The Open Boat*"?
Use two details from the story to support your response.

It help to show the Jerset of story,
and share the holl story.

Score Point 0 (out of 2 points)

This response is unintelligible (*It help to show the Jerset, of story and share the holl story*).

GUIDE PAPER 8

Additional

40

How does the description of the setting develop a central idea in “Excerpt from *The Open Boat*”? Use **two** details from the story to support your response.

It is the main idea because the boat excerpt it, they talked most about the boat meaning is the main idea.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*It is the main idea because the boat excerpt it, they talked most about the boat meaning is the main idea*).

EXEMPLARY RESPONSE

41

How do lines 5 and 6 of “Sea Fever” support a theme of the poem? Use **two** details from the poem to support your response.

Possible Exemplary Response:

The lines “I must go down to the seas again, for the call of the running tide / Is a wild call and a clear call that may not be denied” (from stanza 2) support the poem’s theme that the sea has a powerful appeal for those who have experienced it. The speaker suggests with these lines that those who have known life at sea keep coming back for more of “the vagrant gypsy life.” The repetition of the phrase “I must go down to the seas” at the beginning of each stanza also reinforces this theme.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

41

How do lines 5 and 6 of “Sea Fever” support a theme of the poem? Use two details from the poem to support your response.

The theme that the author is trying to display is that he is getting anxious to go back down to the sea again. Lines 5 to 6 help support the theme of the poem by adding some personification. One detail from the poem is, " I must go down to the seas again, for the call of the running tide." This quote shows how the tide is "calling" him and how there's a force trying to persuade the author into going back into the sea. Another detail that helps support the theme is, " Is a wild call and a clear call that may not be denied;" This example proves that the author is getting anxious to go back to the sea and cannot wait any longer for these "calls" keep trying to get him to go back.

Score Point 2 (out of 2 points)

This response provides valid inferences from the text to explain how lines 5 and 6 of “Sea Fever” support a theme of the poem (*that he is getting anxious to go back down to the sea again and cannot wait any longer for these “calls” keep trying to get him to go back*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*I must go down to the seas again, for the call of the running tide.*” and “*Is a wild call and a clear call that may not be denied;*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

41

How do lines 5 and 6 of “Sea Fever” support a theme of the poem? Use two details from the poem to support your response.

Lines 5 and 6 of “Sea Fever”
support the theme of not being
able to resist the sea.
Lines 5 reads, “I must go down to
the sea again, for the call of the ru
Tide,” this line states that the
Author cannot resist the running
Tide. The reader can further back
this statement with Line 6,
which reads, “Is a wild call and
a clear call which cannot be
denied.”

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how lines 5 and 6 of “Sea Fever” support a theme of the poem (*that the Author cannot resist the running Tide*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*I must go down to the sea again, for the call of the ru Tide,*” and “*Is a wild call and a clear call which cannot be denied.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

41

How do lines 5 and 6 of “Sea Fever” support a theme of the poem? Use **two** details from the poem to support your response.

It helps express the writers need to go to the ocean. For example, "i must go down to the seas again" makes me think that the writer feel like he actually needs to. "A call the cant be denied" makes me think it is urgent and improtant for the reader to do this.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how lines 5 and 6 of “Sea Fever” support a theme of the poem (*helps express the writers need to go to the ocean*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*i must go down to the seas again*” and “*A call the cant be denied*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

41

How do lines 5 and 6 of “Sea Fever” support a theme of the poem? Use **two** details from the poem to support your response.

Lines 5 and 6 of “Sea Fever” supports the theme of the poem by showing that person has the need to go down the see. In line 6 it says “Is a wild a call and a clear call that may not be denied” so this says that he/she can’t deny the need to go.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how lines 5 and 6 of “Sea Fever” support a theme of the poem (*by showing that person has the need to go down the see*); however, the response only provides one concrete detail from the text for support (“*Is a wild a call and a clear call that may not be denied*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

41

How do lines 5 and 6 of “Sea Fever” support a theme of the poem? Use two details from the poem to support your response.

In the poem “Sea Fever” by John Masefield, lines 5 and 6 support the theme of the poem. Line 5 supports the theme because it talks about how the narrator must go to the sea. The text states, “I must go down to the seas again, for the call of the running tide.” (5) Line 6 supports the theme because it talks about how the narrator can’t deny the call of the sea. The text states, “Is a wild call and a clear call that may not be denied.” (6)

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 must go down to the seas again, for the call of the running tide*” and “*Is a wild call and a clear call that may not be denied.*”); however, the response does not provide a valid inference from the text to explain how lines 5 and 6 of “Sea Fever” support a theme of the poem. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

41

How do lines 5 and 6 of “Sea Fever” support a theme of the poem? Use **two** details from the poem to support your response.

it says i must go down to the seas again .And a running tide

Score Point 1 (out of 2 points)

This response only provides one relevant detail from the text for support (*i must go down to the seas again*). The response does not provide a valid inference to explain how lines 5 and 6 of “Sea Fever” support a theme of the poem. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

41

How do lines 5 and 6 of “Sea Fever” support a theme of the poem? Use **two** details from the poem to support your response.

Ellos fueron ganando tiempo para averiguar que le estaba pasando a muchas personas que estaban teniendo problemas de control y esas cosas

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt, and is not written in English (*Ellos fueron ganando tiempo para averiguar que le estaba pasando a muchas personas que estaban teniendo problemas de control y esas cosas*).

GUIDE PAPER 8

Additional

41

How do lines 5 and 6 of “Sea Fever” support a theme of the poem? Use two details from the poem to support your response.

it supports the theme because
Maybe line 5 and 6 are talking
about how he lost a loved
one by a tide but he
does not believe it

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt, and is totally inaccurate (*it supports the theme because Maybe line 5 and 6 are talking about how he lost a loved one by a tide but he does not believe it*).

EXEMPLARY RESPONSE

42

What do lines 7 through 11 reveal about the speaker in “Sea Fever”? Use **two** details from the poem to support your response.

Possible Exemplary Response:

The speaker’s love of the ocean is revealed through his descriptions of sea life. The reader understands the speaker to be a man who is drawn to every aspect of the sea. He wants to wander, to live “the vagrant gypsy life” enjoyed by sea creatures such as the seagull and the whale. He likes to feel the “flung spray” and the wind “like a whetted knife.” These details help the reader understand that the sea holds a powerful appeal for the speaker.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

42

What do lines 7 through 11 reveal about the speaker in "Sea Fever"? Use two details from the poem to support your response.

Lines 7 through 11 reveals that the speaker in "Sea Fever" has been to the Sea before. The lines also reveal that the speaker misses the feeling of being on a ship in the sea. The text states "And all I ask is a windy day with the white clouds flying, And the flung spray and the blown spume, and the seagulls crying." This quotes shows how the speaker wants to go back to the ocean and its familiar surroundings. The text also states " I must go down to the seas again, to the vagrant gypsy life, To the gull's way and the whale's way where the wind's like a whetted knife; And all I ask is a merry yarn from a laughing fellow-rover."This quotes shows how the speaker traces the details of his past experience on the sea, and how he wishes to be there again.

Score Point 2 (out of 2 points)

This response provides valid inferences from the text to explain what lines 7 through 11 reveal about the speaker in "Sea Fever" (*has been to the Sea before* and *the speaker misses the feeling of being on a ship in the sea*). The response provides evidence of analysis and a sufficient number of concrete details from the text for support as required by the prompt ("And all I ask is a windy day with the white clouds flying, And the flung spray and the blown spume, and the seagulls crying." This quotes shows how the speaker wants to go back to the ocean and its familiar surroundings and " I must go down to the seas again, to the vagrant gypsy life, To the gull's way and the whale's way where the wind's like a whetted knife; And all I ask is a merry yarn from a laughing fellow-rover."This quotes shows how the speaker traces the details of his past experience on the sea, and how he wishes to be there again). This response includes complete sentences where errors do not impact readability.

What do lines 7 through 11 reveal about the speaker in “Sea Fever”? Use two details from the poem to support your response.

Lines 7 through 11 reveal that the author is passionate about the sea. The author says “all I ask is a windy day with the white clouds flying,” which can mean he wants there to be nice weather so when he experiences the sea again which according to line 9 (“I must go down to the seas again”) he does, so it can a perfect day because he seems to love the sea.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what lines 7 through 11 reveal about the speaker in “Sea Fever” (*the author is passionate about the sea*). The response provides a sufficient number of concrete details from the text for support as required by the prompt [“*all I ask is a windy day with the white clouds flying.*” and (“*I must go down to the seas again*”)]. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

42

What do lines 7 through 11 reveal about the speaker in "Sea Fever"? Use two details from the poem to support your response.

In the poem lines 7 through 11 the speaker reveals that the ocean is where she is happy one way. The speaker shows this is by saying that "All I ask for is a windy day with the white clouds flying". Another way the speaker shows this is she says "And all I ask is a merry yarn from a laughing fellow-rover"

1

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what lines 7 through 11 reveal about the speaker in "Sea Fever" (*the ocean is where she is happy*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("All I ask for is a windy day with the white clouds flying" and "And all I ask is a merry yarn from a laughing fellow-rover"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

42

What do lines 7 through 11 reveal about the speaker in “Sea Fever”? Use two details from the poem to support your response.

Lines 7-11 reveal that the speaker enjoys being down at the sea. You can tell because it says "and all i can ask is a windy day with the white clouds flying, and the flung spray and the blown spume, and the sea-gulls crying". This quote shows how much he enjoys going down to the sea to the point where they even have a preference of how they like it to be when they go.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what lines 7 through 11 reveal about the speaker in “Sea Fever” (*the speaker enjoys being down at the sea*); however, the response only provides one concrete detail from the text for support (“*and all i can ask is a windy day with the white clouds flying, and the flung spray and the blown spume, and the sea-gulls crying*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

42

What do lines 7 through 11 reveal about the speaker in “Sea Fever”? Use two details from the poem to support your response.

Lines 7 through 11 reveal that the author has been to the sea before and wants to go back. This is true because in passage (line) 7 he explains it also when he ends it at 11.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what lines 7 through 11 reveal about the speaker in “Sea Fever” (*the author has been to the sea before and wants to go back*); 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

42

What do lines 7 through 11 reveal about the speaker in “Sea Fever”? Use two details from the poem to support your response.

It is pritty much saying that "I must go down to the sea's agen. Also this! To the gull's and the way thar whigs".

Score Point 1 (out of 2 points)

The response only provides one concrete detail from the text for support (“*I must go down the the sea’s agen*”). The response does not provide a valid inference from the text to explain what lines 7 through 11 reveal about the speaker in “Sea Fever.” This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

42

What do lines 7 through 11 reveal about the speaker in “Sea Fever”? Use two details from the poem to support your response.

That the author is sleeping. She's saying "And all I ask is for a merry yarn (story) from a laughing fellow -rover".

Score Point 0 (out of 2 points)

This response is totally inaccurate [*That the author is sleeping. “She’s saying “And all I ask is for a merry yarn (story) from a laughing fellow -rover”*].

42

What do lines 7 through 11 reveal about the speaker in "Sea Fever"? Use two details from the poem to support your response.

Lines 7 through 11 reveal that the speaker in "Sea Fever" does not like going down to the sea. According to the text, "And all I ask is a windy day with white clouds flying, And the flung spray and the blown spume, and the sea-gulls crying"(7). The text also states, "I must go down to the sea again, to the vagrant gypsy life, To the gull's way and the whale's way where the wind's like a whetted knife; And all I ask is a merry yarn from a laughing fellow-rover"(9). These two lines from the text show that the speaker doesn't like to go down to the sea. And as you can see, the speaker goes down to the sea a lot.

Score Point 0 (out of 2 points)

This response is totally inaccurate [*Lines 7 through 11 reveal that the speaker in "Sea Fever" does not like going down to the sea. According to the text, "And all I ask is a windy day with white clouds flying, And the flung spray and the blown spume, and the sea-gulls crying"(7). The text also states, "I must go down to the sea again, to the vagrant gypsy life, To the gull's way and the whale's way where the wind's like a whetted knife; And all I ask is a merry yarn from a laughing fellow-rover"(9). These two lines from the text show that the speaker doesn't like to go down to the sea. And as you can see, the speaker goes down to the sea a lot.*].

EXEMPLARY RESPONSE

43

How does the point of view toward the ocean in “Excerpt from *The Open Boat*” differ from the point of view toward the ocean in “Sea Fever”? How is this difference in attitude conveyed in each text? Use details from **both** texts to support your response.

In your response, be sure to

- identify the attitude toward the ocean in each text
- explain how the difference in attitude toward the ocean is conveyed in each text
- use details from **both** texts to support your response

Possible Exemplary Response:

The point of view toward the ocean in “Excerpt from *The Open Boat*” differs from the point of view toward the ocean in “Sea Fever.” In “Excerpt from *The Open Boat*” the ocean is conveyed as relentless through the endless motion of waves the men battle as they make their way toward land. However, in “Sea Fever,” the ocean is captivating the attention of the speaker who longs to go back to the sea.

In “Excerpt from *The Open Boat*,” the ocean is the enemy and is characterized as relentless and unforgiving. Each wave is described as “the next menace.” In paragraph 10, each wave is described as its own thing to be conquered independent of the one just conquered. “As each slaty wall of water approached, it shut all else from view.” It seemed like the “final outburst of the ocean, the last effort of the grim water” came presumably to kill the occupants of the boat. The ocean is described as having a “terrible grace” that comes in “silence, save for the snarling of the crests.” The ocean is indifferent to the four sailors in the boat. Its merciless activity is unrelenting and unforgiving.

In “Sea Fever” the point of view toward the ocean is that it is so alluring, one can’t be kept away from it. The speaker says, “I must go down to the sea again.” It is “a wild call and a clear call that may not be denied.” This is in spite of the loneliness and grayness of the sea. The speaker describes the “windy days” with the “clouds flying” and the “flung spray” and “blown spume and sea-gull crying” as something desirable and irresistible. The final lines make the scope of the speaker’s desire clear: for the speaker, the chance to spend time on the water is the only thing wished for before death.

To conclude, both texts have different points of view that affect how they view the ocean. While the men view the ocean as a fierce and endless ride over the high waves, in “Sea Fever,” the speaker’s view of the ocean is one of contentment and nostalgia.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 4-point holistic rubric.

GUIDE PAPER 1a

43

How does the point of view toward the ocean in "Excerpt from The Open Boat" differ from the point of view toward the ocean in "Sea Fever"? How is this difference in attitude conveyed in each text? Use details from both texts to support your response.

In your response, be sure to

- identify the attitude toward the ocean in each text
- explain how the difference in attitude toward the ocean is conveyed in each text
- use details from both texts to support your response

How is point of view different?
How does it effect
attitude in text?

The sea is a deep, blue place that everyone knows exists. However, people interpret it in drastically different ways. To some, it is a mysteriously dangerous place that has no mercy on ships. Other people say it is a calming, happy place where fish and dolphins swim in its waves. The Excerpt from "The Open Boat" and "Sea Fever" perfectly conveys these opinions.

DO NOT WRITE BEYOND THIS AREA

In the story "Excerpt from The Open Boat", its point of view depicts the Sea as a perilous and blood thirsty place, waiting to sink their small boat. For example, according to paragraph 1, sentence 4, it states "The horizon narrowed and widened, and dipped and rose, and at all times its edge was jagged with waves that seemed to thrust up in

GUIDE PAPER 1b

points like rocks." In addition, paragraph 9, sentence 2-3 states "The craft pranced and reared, and plunged like a wild animal. As each wave came and she rose for it, she seemed like a horse making at a fence outrageously." These details show how the ocean is not a great place to be, showing how the sea is a negative place.

"Sea Fever" has a different opinion on the ocean. In stanza 1, 4, and 9, it repeats "I must go down to the sea again." In addition, stanza 12 states "And quiet sleep and a sweet dream when the long trips over." These stanzas demonstrate that the sea is a positive place to be in.

Both texts have different points of view that effects how we see the ocean. In the story "Excerpt from The Open Boat," we see that the author and character doesn't see the ocean as a happy place. However, "Sea Fever" conveys the idea that the sea is a wonderful and relaxing place to be. The both effect our vision of what the ocean is like, whether good or bad.

GUIDE PAPER 1c

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose (*The sea is a deep, blue place that everyone knows exists. However, people interpret in drastically different ways. To some, it is a mysteriously dangerous place that has no mercy on ships. Other people say it is a calming, happy place where fish and dolphins swim in its waves. The Excerpt from "The Open Boat" and "Sea Fever" perfectly conveys these opinions.*). The response demonstrates insightful analysis of the texts (*In the story "Excerpt from The Open Boat", its point of view depicts the Sea as a perilous and blood thirsty place, waiting to sink their small boat; These stanzas demonstrate that the sea is a positive place to be in; In the story "Excerpt from The Open Boat", we see that the author and character doesn't see the ocean as a happy place. However, "Sea Fever" conveys the idea that the sea is a wonderful and relaxing place to be*). The topic is developed with the sustained use of relevant, well-chosen details from the texts (*"The horizon narrowed and widened, and dipped and rose, and at all times its edge was jagged with waves that seemed to thrust up in points like rocks."; "The craft pranced and reared, and plunged like a wild animal. As each wave came and she rose for it, she seemed like a horse making at a fence outrageously"; "I must go down to the sea again,"; "And quiet sleep and a sweet dream when the long trips over."*). Clear organization is exhibited by the skillful use of appropriate transitions to create a unified whole (*However, To some, Other people say, For example, In addition, In stanza, Both texts*). A formal style is established and maintained through the use of stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice (*a deep, blue place; mysteriously dangerous place; a perilous and blood thirsty; wonderful and relaxing*). The response provides a concluding statement that follows from the topic and information presented (*The both effect our vision of what the ocean is like, whether good or bad*). The response demonstrates grade-appropriate command of conventions, with few errors (*interpret and perilous*).

GUIDE PAPER 2a

Additional

43

How does the point of view toward the ocean in “Excerpt from *The Open Boat*” differ from the point of view toward the ocean in “Sea Fever”? How is this difference in attitude conveyed in each text? Use details from **both** texts to support your response.

In your response, be sure to

- identify the attitude toward the ocean in each text
- explain how the difference in attitude toward the ocean is conveyed in each text
- use details from **both** texts to support your response

Both articles have different attitudes towards the ocean. While the first passage, is hesitant and uncertain about the ocean's ways. The poem shows a welcoming attitude toward the ocean, as if it is a place where they feel comfortable. Crane conveys a feeling of uncertainty by constantly describing the men's feelings. Masefield develops an idea of being comfortable by expressing their need to go to the ocean.

The two authors have different attitudes towards the ocean, one is uncertain while the other is calm. Crane mentions, "The faces of the men must have been grey...The process of the breaking day was unknown to them." The men don't really trust the ocean because they don't know what is coming towards them except for more rigorous waves. Masefield mentions, "I must go down to the seas again...And quiet sleep." The narrator feels comfortable with the ocean. They describe it as a "quiet sleep". Usually when a person describes a place like the author talks about the ocean, they must feel really peaceful there. In other words, Crane and Masefield have different views on the ocean.

Crane and Masefield show their attitude towards the ocean by describing what the characters are feeling and by naming things related to the ocean. For instance, Crane states, "The faces of the men must have been grey." When an author says that a person's face looks grey, it is because they are frightened or extremely tired. This means that the narrator and characters are not very fond of the ocean. To add on, Masefield says, "I must go down to the seas again, for the call of the running tide." Here one can see, that the narrator sees the ocean as an inviting place. To summarize, the authors show their attitudes by either showing their dislike for the ocean or their love for it.

As a conclusion, the two authors have different attitudes on the ocean and they show it differently. While the first author, shows his dislike by telling the readers how uncomfortable the men are. The poet shows his love for the ocean by constantly showing their need for it. To end this, Crane and Masefield have different ways to show their perspective on the ocean.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose (*Both articles have different attitudes towards the ocean. While the first passage, is hesitant and uncertain about the ocean's ways. The poem shows a welcoming attitude toward the ocean, as if it is a place where they feel comfortable. Crane conveys a feeling of uncertainty by constantly describing the men's feelings. Masefield develops an idea of being comfortable by expressing their need to go to the ocean*). The response demonstrates insightful analysis of the texts (*The two authors have different attitudes towards the ocean, one is uncertain while the other is calm; The men don't really trust the ocean because they don't know what is coming towards them except for more rigorous waves; The narrator feels comfortable with the ocean; Usually when a person describes a place like the author talks about the ocean, they must feel really peaceful there; Crane and Masefield show their attitude towards the ocean by describing what the characters are feeling and by naming things related to the ocean; When an author says that a persons's face looks grey, it is because they are frightened or extremely tired; the narrator sees the ocean as an inviting place*). The topic is developed with the sustained use of relevant details from the texts ("*The faces of the men must have been grey...The process of the breaking day was unknown to them.*"; "*I must go down to the seas again...And quiet sleep.*"; "*The faces of the men must have been grey.*"; "*I must go down to the seas again, for the call of the running tide.*"). Clear organization is exhibited by the use of appropriate transitions to create a unified whole (*While the first, one is uncertain while the other is, For instance, As a conclusion*). A formal style is established and maintained through the use of grade-appropriate language and domain-specific vocabulary (*hesitant and uncertain, welcoming attitude, expressing their need, rigorous waves, frightened or extremely tired*). The response provides a concluding statement that is compelling and follows clearly from the topic and information presented (*As a conclusion, the two authors have different attitudes on the ocean and they show it differently. While the first author, shows his dislike . . . on the ocean*). The response demonstrates grade-appropriate command of conventions, with few errors (*narrator, showing thier disliked, to show their perspective*).

GUIDE PAPER 3a

43

How does the point of view toward the ocean in "Excerpt from *The Open Boat*" differ from the point of view toward the ocean in "Sea Fever"? How is this difference in attitude conveyed in each text? Use details from **both** texts to support your response.

In your response, be sure to

- identify the attitude toward the ocean in each text
- explain how the difference in attitude toward the ocean is conveyed in each text
- use details from **both** texts to support your response

The authors' point of view towards the ocean differs from Stephen Crane's "Excerpt from The Open Boat" and John Masefield's "Sea Fever". They both talk about the ocean and they both have very different opinions about it. Crane's work fears the ocean, while Masefield's longs to see it.

"Excerpt from The Open Boat" by Stephen Crane has characters that fear the ocean and may even meet their end by the hands of it. It says, "There was a terrible grace in the move of the waves, and they came in silence, save for the snarling of the crests" (Crane paragraph 10). This makes the ocean seem more sinister and deadly. It also says, "They were only aware of this effect upon the colour of the waves that rolled toward them" (Crane paragraph 11). This line makes it seem as if the crew may die at the hands of the ocean. In conclusion, "Excerpt from The Open Boat" has characters that are very fearful of the ocean.

"Sea Fever" by John Masefield has a character that longs to sail in the ocean. It says, "I must go down to the seas again, to the lonely sea and the sky..." (Masefield line 1). This line means that the main character needs to go to the ocean and is very fond of it. It also says, "I must go down to the seas again, for the call of the running tide..." (Masefield line 5). In conclusion, The main character of "Sea Fever" is very fond of the ocean and longs to sail on it again.

In conclusion, The works of John Masefield and Stephen Crane both talk about the ocean but they differ because they have different points of view, Crane's work fears the ocean, while the work of Masefield is fond of the ocean.

GUIDE PAPER 3b

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*The authors' point of view towards the ocean differs from Stephen Crane's "Excerpt from The Open Boat" and John Masefield's "Sea Fever"*). They both talk about the ocean and they both have very different opinions about it. Crane's work fears the ocean, while Masefield's longs to see it). The response demonstrates grade-appropriate analysis of the texts (*This makes the ocean seem more sinister and deadly; This line makes it seem as if the crew may die at the hands of the ocean; "Sea Fever" by John Masefield has a character that longs to sail in the ocean*). The topic is developed with the sustained use of relevant, well-chosen details from the texts ("There was a terrible grace in the move of the waves, and they came in silence, save for the snarling of the crests"; "They were only aware of this effect upon the colour of the waves that rolled toward them"; "I must go down to the seas again, to the lonely sea and the sky..."; "I must go down to the seas again, for the call of the running tide..."). Clear organization is exhibited by the use of appropriate transitions to create a unified whole (*It also says, This line means, In conclusion, because*). A formal style is established and maintained through the use of precise language and domain-specific vocabulary (*fears the ocean, meet their end by the hands of it, sinister and deadly, very fond of, longs to sail*). The response provides a concluding statement that follows clearly from the topic and information presented (*In conclusion, The works of John Masefield and Stephen Crane both talk about the ocean but they differ because they have different points of view, Crane's work fears the ocean, while the work of Masefield is fond of the ocean*). The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 4a

43

How does the point of view toward the ocean in "Excerpt from *The Open Boat*" differ from the point of view toward the ocean in "Sea Fever"? How is this difference in attitude conveyed in each text? Use details from both texts to support your response.

In your response, be sure to

- identify the attitude toward the ocean in each text
- explain how the difference in attitude toward the ocean is conveyed in each text
- use details from both texts to support your response

In "Excerpt from The Open Boat", it has an attitude toward the way the ocean is, it conveys to us that the ocean is dangerous and to be safe when sailing. However, in the poem "Sea Fever", the point of view toward the ocean is better, it conveys to us that the ocean is calm and can soothe you.

"Excerpt from The Open Boat" has shown the attitude that the ocean is a very dangerous place and that you should try to be safe when sailing. In the text it says, "A singular disadvantage of the sea lies in the fact that after successfully surmounting one wave you discover that there is another behind it just as important and just as nervously anxious to do something effective... in the way of swamping boats." This shows the readers that the text has a point of view

GUIDE PAPER 4b

that it is dangerous to sail without percaution.

"The injured captain... even the bravest and most enduring... the army loses." This explains that the text conveys that it is not easy to sail in the ocean, there are costs.

The poem "Sea Fever" has a different point of view though, it says you get payed by sailing with calm and soothness of relaxing.

According to the poem it says, "Is a wild call and a clear call that may not be denied."

This quote shows us that the oceans waves are something you can't say no to, you must go and be with it. The outcome of sailing would be "a merry yarn from a laughing fellow rover." You can get a thrilling tale to tell others about so they can enjoy, you get many good things from sailing.

The text has a POV that the Ocean ,if sailing, will come to a cost. However the Poem says the outcome of sailing will be very awarding for the cost.

GUIDE PAPER 4c

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose (*In “Excerpt from The Open Boat”, it has an attitude toward the way the ocean is, it conveys to us that the ocean is dangerous and to be safe when sailing. However, in the poem “Sea Fever”, the point of view toward the ocean is better, it conveys to us that the ocean is calm and can soothe you*). The response demonstrates insightful analysis of the texts (“*Excerpt from The Open Boat*” has shown the attitude that the ocean is a very dangerous place and that you should try to be safe when sailing; This shows the readers that the text has a point of view that it is dangerous to sail without percaution; This explains that the text conveys that it is not easy to sail in the ocean, there are costs; “*Sea Fever*” has a different point of view though, it says you get payed by sailing with calm and soothness of relaxing; the oceans waves are something you can’t say no to, you must go and be with it; You can get a thrilling tale to tell others about so they can enjoy, you get many good things from sailing). The topic is developed with relevant details from the texts (“*A singular disadvantage of the sea lies in the fact that after succesfully surmounting one wave you discover that there is another behind it just as important and just as nervously anxious to do something effective... in the way of swamping boats.*”; “*The injured captain...even the bravest and most enduring... the army loses.*”; “*Is a wild call and a clear call that may not be denied.*”; “*a merry yarn from a laughing fellow rover.*”). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*However, In the text, This shows the readers that, This explains that, though, According to, This quote shows*). A formal style is established and maintained through the use of precise language and domain-specific vocabulary (*attitude, dangerous and to be safe, calm and can soothe you, sail without percaution, a thrilling tale to tell*). The concluding statement follows from the topic and information presented (*The text has a POV that the ocean, if sailing, will come to a cost. However the Poem says the outcome of sailing will be very awarding for the cost*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*percaution, you get payed by sailing with calm and soothnenss of relaxing, punctuation*).

GUIDE PAPER 5a

Additional

43

How does the point of view toward the ocean in "Excerpt from *The Open Boat*" differ from the point of view toward the ocean in "Sea Fever"? How is this difference in attitude conveyed in each text? Use details from both texts to support your response.

In your response, be sure to

- identify the attitude toward the ocean in each text
- explain how the difference in attitude toward the ocean is conveyed in each text
- use details from both texts to support your response

The attitude towards the ocean in both texts were really different. In "Excerpt from *The Open Boat*", the men hated the ocean because they were lost. The story states, "The correspondent, pulling at the other oar, watched the waves and wondered why he was there." This shows that the men didn't even want to be there. They have a negative feeling for the sea. In "Sea Fever", the narrator wants to go down to the sea. The poem states, "I must go down to the seas again, to the lonely sea and the sky." This is significant because it indicates that the person wants to go to the sea where it is lonesome. The narrator states some negative things about the sea but still wants to go.

The different attitudes toward the ocean is conveyed in each text by the wording. For example,

"Excerpt from The Open Boat" states, "often he said : 'Gawd! That was a narrow clip.' This sentence shows that the guy is frustrated because he is in this small boat in the middle of the sea.

The punctuation shows that he is angry. The poem states, "To the gull's way and the whale's way where the wind's like a whetted knife." This is significant because the words like, "whetted knife" show how the narrator is feeling. These words show that the narrator wants to go to the sea to die.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*The attitude towards the ocean in both texts were really different and The different attitudes toward the ocean is conveyed in each text by the wording*). The response demonstrates grade-appropriate analysis of the texts (*In "Excerpt from The Open Boat," the men hated the ocean because they were lost; They have a negative feeling for the sea; In "Sea Fever," the narrator wants to go down to the sea; This is significant because it indicates that the person wants to go to the sea where it is lonely; This sentence shows that the guy is frustrated because he is in this small boat in the middle of the sea; This is significant because the words like, "whetted knife" show how the narrator is feeling; These words show that the narrator wants to go to the sea to die*). The topic is developed with relevant details from the texts ("The correspondent, pulling at the other oar, watched the waves and wondered why he was there; "I must do down to the seas again, to the lonely sea and the sky."); "Excerpt from The Open Boat" states, "Often he said: 'Gawd! That was a narrow clip.'"; "To the gull's way and the whale's way where the wind's like a whetted knife."). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*both texts, This shows that, because, in each text, For example, This sentence shows*). A formal style is established and maintained through the use of precise language and domain-specific vocabulary (*negative feeling for the sea, where it is lonely, states some negative things, by the wording*). No concluding statement is provided. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*lonely, different attitudes toward the ocean is conveyed, frustrated*).

GUIDE PAPER 6a

43

How does the point of view toward the ocean in "Excerpt from *The Open Boat*" differ from the point of view toward the ocean in "Sea Fever"? How is this difference in attitude conveyed in each text? Use details from **both** texts to support your response.

In your response, be sure to

- identify the attitude toward the ocean in each text
- explain how the difference in attitude toward the ocean is conveyed in each text
- use details from **both** texts to support your response

The attitude of the ocean in "Excerpt from The Open Boat" is different from the attitude of the ocean in "Sea Fever." In "Excerpt from The Open Boat," the sea is seen as frantic and scary. In "Sea Fever" the sea is seen as calm. Several lines from each story contribute to the attitudes present in the story.

In "Excerpt from The Open Boat," the men are trying to find their way back to shore. They do not want to be in the ocean or boat. In the story it says, "But the men in the boat had no time to see it, and they had had leisure there were other things to occupy their minds." The men were not able to focus and were not confident in the boat. Also the waves contribute to the scary attitude. In the story it says, "The horizon narrowed and widened, and dipped and rose, and at all times its edge was jagged with waves that seemed thrust up in points like rocks."

In "Sea Fever," the ocean is seen as calm. The narrator wanted to go to the ocean instead of run away from it. In the story it said, "I must go down to the seas again, to the lonely sea and the sky." The narrator made the sea seem calm and the gray skys seem better than they may actually be. It said, "All I ask is a windy day with the white clouds flying. This allows us to make an inference that the narrator enjoys windy and cloudy days in the ocean. He feels calm around it.

Overall, the point of view of the sea differs in "Excerpt from The Open Boat" and "Sea Fever." The men in "Excerpt from The Open Boat" do not like the sea in their situation. The narrator in "Sea Fever" feels calm with the sea, and wants to visit it.

GUIDE PAPER 6b

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*The attitude of the ocean in “Excerpt from The Open Boat” is different from the attitude of the ocean in “Sea Fever.” In “Excerpt from The Open Boat,” the sea is seen as frantic and scary. In “Sea Fever” the sea is seen as calm. Several lines from each story contribute to the attitudes present in the story*). The response demonstrates a literal comprehension of the texts (*The men were not able to focus and were not confident in the boat; Also the waves contribute to the scary attitude; In “Sea Fever,” the ocean is seen as calm; The narrator made the sea seem calm and the gray skys seem better than they may actually be; This allows us to make and inference that the narrator enjoys windy and cloudy days in the ocean*). The topic is developed with relevant details from the texts (“*The horizon narrowed and widened, and dipped and rose, and at all times its edge was jagged with waves that seemed thrust up in points like rocks.*”; “*I must go down to the seas again, to the lonely sea and the sky.*”; “*All I ask is a windy day with the white clouds flying*”). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*In “Excerpt, In the story it says, Also, It said, This allows us to, Overall*). A formal style is established and maintained through the use of precise language and domain-specific vocabulary (waves, scary attitude, *The narrator made the sea seem calm, windy and cloudy days*). The concluding statement follows from the topic and information presented (*Overall, the point of view of the sea differs in “Excerpt from The Open Boat” and “Sea Fever.” The men in “Excerpt from The Open Boat” do not like the sea in their situation. The narrator in “Sea Fever” feels calm with the sea, and wants to visit it*). The response demonstrates grade-appropriate command of conventions, with few errors (skys).

GUIDE PAPER 7a

43

How does the point of view toward the ocean in “Excerpt from *The Open Boat*” differ from the point of view toward the ocean in “Sea Fever”? How is this difference in attitude conveyed in each text? Use details from **both** texts to support your response.

In your response, be sure to

- identify the attitude toward the ocean in each text
- explain how the difference in attitude toward the ocean is conveyed in each text
- use details from **both** texts to support your response

The ocean is a common focus in these passages. They both enjoy the ocean. It is an important part of their lives.

In “Sea Fever” the author is in more of a serene setting and in “Excerpt from *The Open Boat*” it is not as peaceful. A whale crew is doing their job and not relaxing and enjoying the ocean. The author in “Sea Fever” is enjoying every second when it comes to the water.

In conclusion, the water affects both people's lives. Some are always at sea while the other wants to go back desperately. The sea is important to many people including the people in these passages,

GUIDE PAPER 7b

Score Point 2 (out of 4 points)

This response introduces a topic that does not logically follow from the task and purpose (*The ocean is the focus in these passages. They both enjoy the ocean. It is an important part of their lives*). The response demonstrates a literal comprehension of the texts (*In “Sea Fever” the author is in more of a serene setting and in “Excerpt from “The Open Boat” it is not as peaceful; The author in “Sea Fever” is enjoying every second when it comes to the water*). The response demonstrates an attempt to use minimal evidence (*A whole crew is doing their job*). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (*They both, In “Sea Fever”, and in “Excerpt from, In conclusion, Some, while the other*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*They both enjoy the ocean, A whole crew, water affects both people’s lives, important to many people*). The concluding section follows generally from the topic and information presented (*In conclusion, the water affects both people’s lives. Some are always at sea while the other wants to go back desperately. The sea is important to many people including the people in these passages*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*desperately*).

GUIDE PAPER 8

Additional

43

How does the point of view toward the ocean in “Excerpt from *The Open Boat*” differ from the point of view toward the ocean in “Sea Fever”? How is this difference in attitude conveyed in each text? Use details from **both** texts to support your response.

In your response, be sure to

- identify the attitude toward the ocean in each text
- explain how the difference in attitude toward the ocean is conveyed in each text
- use details from **both** texts to support your response

The story "The Open Boat" and the poem "Sea Fever" both share many similarities and many differences in attitude toward the sea.

In the story "The Open Boat" the attitude toward the sea is more of a down attitude. The story talks about how their ship has sank and they are stuck on a smaller boat. The caption of the ship has been injured and the mood of the story is serious. The author makes the mood more down and serious.

In the poem "Sea Fever" the authors attitude toward the ocean is more loving. The author talks about how he needs to go back to the sea, and how the sea is calling his name. but the poem is the authord dream.

Although both the poem and the strory both talk about the sea, they both have a differnt attitiude toward the ocean.

Score Point 2 (out of 4 points)

This response introduces a topic that follows generally from the task and purpose (*The story “The Open Boat” and the poem “Sea Fever” both share many similarities and many differences in attitude toward the sea*). The response demonstrates a literal comprehension of the texts (*In the story “The Open Boat” the attitude toward the sea is more of a down attitude; The author makes the mood more down and serious; In the poem “Sea Fever” the authors attitude toward the ocean is more loving; but the poem is the authord dream*). The topic of the essay is partially developed with the use of some textual evidence, some of which may be irrelevant (*The story talks about how their ship has sank and they are stuck on a smaller boat; The caption of the ship has been injured; The author talks about how he needs to go back to the sea, and how the sea is calling his name*). The response exhibits some attempt at organization and establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*many differences in attitude*). The concluding sentence follows from the topic and information presented (*Although both the poem and the strory both talk about the sea, they both have a differnt attitiude toward the ocean*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*their ship has sank, The caption of the ship, authord dream*).

GUIDE PAPER 9

43

How does the point of view toward the ocean in “Excerpt from *The Open Boat*” differ from the point of view toward the ocean in “Sea Fever”? How is this difference in attitude conveyed in each text? Use details from **both** texts to support your response.

In your response, be sure to

- identify the attitude toward the ocean in each text
- explain how the difference in attitude toward the ocean is conveyed in each text
- use details from **both** texts to support your response

The attitude is the tone that author gives throughout the story. In the stroy " Excerpt from The Opening Boat" the attitdue towards the ocean is the it is this scary thing and tht it is dangerous. I know this because in the story it said " You do not want fall in the water it is dangerous and it is harmful." The attitude in the story "Sea forever" towards the ocean is that the ocean is a wonderful place and it is your guide to life. In the story " Sea Forever" the author explains how you should go back to the ocean and keep going back until you reaxh your goal. That is the way that the author attitude affected the story "Excerpt from The open Boat" and Sea Forever."

Score Point 2 (out of 4 points)

This response introduces a topic that does not logically follow from the task and purpose (*The attitude is the tone that author gives throughout the story*). The response demonstrates a literal comprehension of the texts (*In the stroy “ Excerpt from The Opening Boat” the attitdue towards the ocean is the it is this scary thing and tht it is dangerous and The attitude in the story “Sea forever” towards the ocean is that the ocean is a wonderful place and it is your guide to life*). The response demonstrates an attempt to use minimal evidence which is generally invalid (“ *You do not want fall in the water it is dangerous and it is harmful.*”; *In the story “ Sea Forever” the author explains how you should go back to the ocean*). The response exhibits some attempt at organization. The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*this scary thing and keep going back until you reaxh your goal*). The concluding statement follows generally from the topic and information presented (*That is the way that the author attitude affected the story “Excerpt from The open Boat” and Sea Forever.*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*attitude is the tone that author gives, In the stroy, The Opening Boat, the attitdue*).

GUIDE PAPER 10a

43

How does the point of view toward the ocean in "Excerpt from *The Open Boat*" differ from the point of view toward the ocean in "Sea Fever"? How is this difference in attitude conveyed in each text? Use details from **both** texts to support your response.

In your response, be sure to

- identify the attitude toward the ocean in each text
- explain how the difference in attitude toward the ocean is conveyed in each text
- use details from **both** texts to support your response

The point of view is different. In "Excerpt from The open Boat" and "Sea fever". There is also a difference in attitude.

The point of view is different. In "Excerpt from The Open Boat" because it puts into perspective what is to be out in the open sea. When you are in the open sea help is not near and you have to do things by yourself. The attitude is positive.

In "Sea Fever" the point of

GUIDE PAPER 10b

view is that the sea is a calm place. The attitude is that many people don't like the sea because of that reason.

This is the difference and Attitude in both text.

Score Point 1 (out of 4 points)

This response introduces a topic that follows generally from the task and purpose (*The point of view is different. In "Excerpt from The open Boat" and "Sea fever". There is also a difference in attitude*). The response demonstrates little understanding of the texts (*The point of view is different In "Excerpt from The Open Boat" because it puts into perspective what is to be out in the open sea; The Attitude is positive; In "Sea Fever" the point of view is that the sea is a calm place. The attitude is that many people don't like the sea because of that reason*). The response demonstrates an attempt to use minimal evidence which is generally invalid or irrelevant (*When you are in the open sea help is not near and you have to do thing by yourself*). The response exhibits some attempt at organization with inconsistent use of transitions (*In "Excerpt from, because, This*). The response lacks a formal style, using language that is imprecise or inappropriate for the texts and task (*what is to be out, you have to do thing by yourself, This is the difference and Attitude*). The concluding statement follows generally from the topic and information presented (*This is the difference and Attitude in both text*). The response demonstrates lack of command of conventions, with frequent errors that hinder comprehension (*The is also, do thing, The Attitute, both text*).

GUIDE PAPER 11

Additional

43

How does the point of view toward the ocean in “Excerpt from *The Open Boat*” differ from the point of view toward the ocean in “Sea Fever”? How is this difference in attitude conveyed in each text? Use details from **both** texts to support your response.

In your response, be sure to

- identify the attitude toward the ocean in each text
- explain how the difference in attitude toward the ocean is conveyed in each text
- use details from **both** texts to support your response

In both text "Sea Fever" and "Excerpt from The Open Boat", the people in it have different attitudes and differences in them.

The attitude in "Sea Fever" is that the author wants to be in the sea badly. Yet, in the other text the authors/ characters want out of the ocean as soon as they can. In "Sea Fever" the author says "I must go down to the seas again" showing that he wishes he was out

Score Point 1 (out of 4 points)

This response introduces a topic that follows generally from the task and purpose (*In both text “Sea Fever” and “Excerpt from The Open Boat”, the people in it have different attitudes and differences in them*). The response demonstrates little understanding of the texts (*The attitude in “Sea Fever” is that the author wants to be in the sea badly. Yet, in the other text the authors/ characters want out of the ocean as soon as they can*). The response demonstrates an attempt to use minimal evidence (*In “Sea Fever” the author says “I must go down to the seas again”*). The response exhibits little attempt at organization. The response lacks a formal style, using language that is imprecise or inappropriate for the texts and task (*the people in it, differences in them, characters want out of the ocean, he wishes he was out*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions.

GUIDE PAPER 12

43

How does the point of view toward the ocean in “Excerpt from *The Open Boat*” differ from the point of view toward the ocean in “Sea Fever”? How is this difference in attitude conveyed in each text? Use details from **both** texts to support your response.

In your response, be sure to

- identify the attitude toward the ocean in each text
- explain how the difference in attitude toward the ocean is conveyed in each text
- use details from **both** texts to support your response

The point of views on the ocean differ because in “Open Boat” the perspective is somewhat negative, while in “Sea Fever” the tone is more positive. For example, this conveyed through the word choice of each passage, the characters, and the setting.

Score Point 1 (out of 4 points)

The response introduces a topic that follows generally from the task and purpose. This response demonstrates little understanding of the texts (*The point of views on the ocean differ because in “Open Boat” the perspective is somewhat negative, while in “Sea Fever” the view is more positive. This conveyed through the word choice of each passage, the characters, and the setting*). The response provides no evidence. The response exhibits little attempt at organization and no concluding statement is provided. The response demonstrates lack of command of conventions, with frequent errors that hinder comprehension (*This conveyed through the word choice*).

GUIDE PAPER 13

43

How does the point of view toward the ocean in “Excerpt from *The Open Boat*” differ from the point of view toward the ocean in “Sea Fever”? How is this difference in attitude conveyed in each text? Use details from both texts to support your response.

In your response, be sure to

- identify the attitude toward the ocean in each text
- explain how the difference in attitude toward the ocean is conveyed in each text
- use details from both texts to support your response

The point of view of these 2 storys
are diffrent because of the form they were
told in. “Sea fever” was told in 1st person
unlike “Excerpt from the open boat” which
was told in third person.

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the texts and task (*The point of view of these 2 storys are diffrent because of the form they were told in. “Sea fever” was told in 1st person unlike “Excerpt from the open boat” which was told in third person*). The response provides no evidence. The response exhibits no evidence of organization and no concluding statement is provided. The response demonstrates a lack of command of conventions (*2 storys and point of view . . . are diffrent*).

43

How does the point of view toward the ocean in “Excerpt from *The Open Boat*” differ from the point of view toward the ocean in “Sea Fever”? How is this difference in attitude conveyed in each text? Use details from **both** texts to support your response.

In your response, be sure to

- identify the attitude toward the ocean in each text
- explain how the difference in attitude toward the ocean is conveyed in each text
- use details from **both** texts to support your response

"excerpt from the open boat" is the same as "sea fever" because they both talk about the love for the sea, for example it says "the cook squatted in the bottom

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the texts and task (“*excerpt from the open boat*” is the same as “*sea fever*” because they both talk about the love for the sea). The response provides evidence that is completely irrelevant (for example it says “the cook squatted in the bottom”). The response exhibits no attempt at organization and no concluding statement is provided. The response is minimal, making assessment of conventions unreliable.