

Name: _____



New York State Testing Program

**2018
English Language Arts Test
Session 1**

Grade 3

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 passage. Then answer questions 1 through 6.

Alex, the Talking Parrot

by Dorothy Hinshaw Patent

- 1 Parrots that are trained to talk often say silly things like “Polly want a cracker.” Although these birds have learned to imitate the sounds that make up the words, they don’t really know what they’re saying. But there is one parrot who speaks more than a hundred words and actually understands their meanings. He is an African gray parrot named Alex.
- 2 Dr. Irene Pepperberg, a research scientist, has worked with Alex for many years. Teaching Alex to speak and understand wasn’t easy at first. He had to learn one word at a time. Irene and an assistant would teach Alex by showing him what a word meant. Irene would hold up an object, saying, “What’s this?” Her human partner would give the word—“pasta,” for example—while Alex watched. Irene would praise her partner, then ask Alex the name of the object. When he got it right, Irene would praise him and give him the object to play with as a reward. It took Alex many weeks to learn his first word. After that, each new word became easier and easier for him.
- 3 Why did Irene spend so much time getting a parrot to talk? Scientists like Irene are interested in discovering how intelligent animals are and how their brains work. But studying animal intelligence has always been difficult, partly because animals haven’t been able to communicate clearly with humans. Teaching Alex to speak words that he understands has let Irene talk to him directly. She can ask him questions, and he can answer them in English. In this way, Irene is finding out what sorts of things Alex’s brain can do. She has found that parrots are much smarter than scientists used to think. The word “birdbrain,” which means someone who isn’t very smart, certainly doesn’t apply to Alex.
- 4 Alex can identify over forty kinds of objects, five different shapes, five materials, and seven colors, and he can use his knowledge to solve problems and answer questions. For example, from a group of objects, he can pick out a number of things of a certain color, up to the number six. He can also make comparisons, such as bigger or smaller and same or different, between objects.
- 5 “Want wheat!” Alex says loudly. Irene explains to him that she doesn’t have any shredded wheat for him. “How about some crackers, Alex?” she asks.

GO ON

6 “No, no—want wheat!” he replies.

7 Because it’s time for them to work, Irene ignores his request and shows Alex a tray with simple objects scattered over it: a yellow plastic key, a green wooden square, a five-cornered piece of yellow felt, a gray rawhide rectangle, a yellow paper triangle, a red plastic square, and a blue Play-Doh square.

8 “What material is green, Alex?” Irene asks.

9 Alex glances over the assortment, then answers, “Wood!” in his clear but croaky parrot voice.

10 “Good birdie,” says Irene as she nuzzles him and hands him the green square. Alex nibbles at it for a moment, then he drops it.

11 “How many yellow?” asks Irene.

12 Alex takes his time looking over the bright, colorful display on the tray.

13 “Three,” he answers.

14 Irene praises him again. “Good boy, good birdie,” she says as she hands him the yellow key to play with.



15 Alex mouths the key, nibbling at it gently before dropping it.

16 “Wanna go shoulder,” he announces.

- 17 “O.K., you can come onto my shoulder,” answers Irene. She puts out her hand. Alex climbs aboard, and she puts him on her shoulder. He rubs his head against Irene’s cheek. “Do you want some corn?” asks Irene.
- 18 “Soft corn,” answers Alex, and Irene holds out her hand with a few kernels on it. Alex carefully takes one kernel into his mouth and eats.
- 19 Alex has shown us that birds like parrots can understand categories such as shape, color, and size. They can solve problems and recognize numbers. Before Alex came along, scientists did not believe that animals with such small brains could do these things.
- 20 Alex uses his ability to talk outside of work sessions, too. At the end of the day, Irene tells Alex she is leaving.
- 21 “I’m going to dinner now,” she says. “You be good.”
- 22 “You be good,” Alex answers.
- 23 “See you tomorrow,” says Irene.
- 24 “Bye,” says Alex.
- 25 “Bye,” she responds.
- 26 “I love you,” croaks Alex.
- 27 Irene’s last words as she goes out the door are “I love you, too.”

GO ON

1 What does the word “assistant” mean as it is used in paragraph 2?

- A** helper
- B** leader
- C** neighbor
- D** friend

2 Which sentence from the passage shows a cause and effect relationship?

- A** “But there is one parrot who speaks more than a hundred words and actually understands their meanings.” (paragraph 1)
- B** “Teaching Alex to speak words that he understands has let Irene talk to him directly.” (paragraph 3)
- C** “In this way, Irene is finding out what sorts of things Alex’s brain can do.” (paragraph 3)
- D** “He can also make comparisons, such as bigger or smaller and same or different, between objects.” (paragraph 4)

3 Read this sentence from paragraph 4.

Alex can identify over forty kinds of objects, five different shapes, five materials, and seven colors, and he can use his knowledge to solve problems and answer questions.

What is the **best** meaning of the word “identify” as used in this sentence?

- A** feel
- B** look at
- C** pick up
- D** recognize

GO ON

4 How does the photograph add to the information in the passage?

- A** It shows one way that Irene works with Alex.
- B** It shows that Irene does not talk with Alex.
- C** It shows that Alex is able to count objects.
- D** It shows the few objects that Alex cannot name.

5 Which part of the passage **best** shows how Alex feels about Irene?

- A** paragraph 9
- B** paragraph 10
- C** paragraph 17
- D** paragraph 18

6 Which detail **best** supports the main idea of the passage?

- A** Irene's parrot is named Alex.
- B** Alex can find a green object when asked.
- C** Irene sometimes puts Alex on her shoulder.
- D** Alex has a croaky parrot voice.

GO ON

Directions

Read this story. Then answer questions 19 through 24.

The Shark Kite

by Jane McAdams

- 1 “Oh, no!” said Stella, as the string of her shark kite tangled with the string of a biplane kite. The biplane dove toward the ground, the grinning shark spiraling behind it. “I feel like a spider in a web,” she said, frowning as the tangled strings drifted down around her.
- 2 “I think that shark kite has too many strings,” said the owner of the biplane kite, as he untangled his string from Stella’s.
- 3 “My kite doesn’t have too many strings,” said Stella. “It’s a grownup’s kite. That’s why it’s complicated to fly.”
- 4 “You should really try flying a paper plate,” said Stella’s friend Robby. Stella looked at Robby’s kite. He had decorated a plate with stickers and a long yellow streamer and attached a string to it. Right now, his paper plate was flying so high that Stella could hardly see it.
- 5 “Your shark kite hasn’t flown as high as my paper plate all day,” said Robby, wiping his nose on his sleeve.
- 6 “Paper plates are for babies,” said Stella. She felt like being mean, because her shark kite could hardly fly.
- 7 Just then Stella noticed a fluffy pink jellyfish kite sailing overhead, bobbing a little as it passed Robby’s paper plate. Stella wished she could trade her shark for that jellyfish.
- 8 Stella wound the string of her fallen kite around its spool. Then, holding the string near the shark’s belly, she started running. If she could catch a tiny breeze, her kite would fly.
- 9 “Stella, it’s almost time to go!” called Stella’s mother from a park bench in the shade. “We have to pick up your sister at the pool.”
- 10 “Come on, shark, fly!” Stella said as she tossed the kite into a little puff of wind. For a moment, the shark looked as if it was swimming up into the sky. Then, it dove back toward the grass, teeth and all.
- 11 “Maybe it’s too heavy,” said Robby. He tugged lightly on the string of his paper plate, which dipped gently in the air.

GO ON

- 12 “It’s not heavier than that one,” said Stella. She pointed at an enormous monster truck kite gliding past Robby’s paper plate. The monster truck had big black wings. “I bet that kite weighs more than you do, Robby,” said Stella.
- 13 Robby squinted at the sky. “No, it doesn’t. I weigh forty pounds,” he said.
- 14 “Stella, your sister is waiting,” her mother called again.
- 15 “One more try, Mom,” yelled Stella, running with the shark. This time, the shark kept its nose pointed downward the whole time, refusing to fly at all. Stella tripped over the shark’s fin and fell into the dirt.
- 16 “Come on, brush yourself off, Stella,” said her mother. “We’re leaving.”
- 17 “You can take my paper plate if you want,” said Robby. “At least you’ll get to fly something today.” He looked at Stella hopefully.
- 18 Stella sighed. Robby’s paper plate was nothing like the fancy shark she had imagined flying. But it did fly pretty high.
- 19 “O.K.,” Stella agreed with a shrug. She took Robby’s string and felt the strong, steady pull of the kite dancing at its end. She gave a slight tug. The paper plate swirled and floated even higher on the breeze. Stella smiled at Robby. “You’re right,” she said. “Paper plates do make good kites.”
- 20 “You can keep it,” said Robby. “I’ll make another one next weekend.”
- 21 “Want to borrow the shark, then?” asked Stella, handing the tangle of strings and the grinning shark to Robby. “Maybe you can make it fly.”
- 22 “Hey, thanks,” he said. “See you next weekend, Stella.”
- 23 Stella and her mother walked toward the car. Stella held the string of her new kite, and the paper plate sailed along above them, its yellow streamer wriggling through the air.
- 24 “What happened to your shark kite?” asked Stella’s mother.
- 25 “Robby and I swapped for a while,” Stella replied.
- 26 As Stella rode in the car, she held on to the paper plate’s string and watched it bob next to her window. “I bet that big old shark couldn’t do this!” she laughed.

GO ON

19

In paragraph 1, what does Stella mean when she says, “I feel like a spider in a web”?

- A** Stella is untangling the strings.
- B** Stella is confused by the strings.
- C** Stella is surrounded by the tangled strings.
- D** Stella is winding the strings around her spool.

20

In paragraphs 6 through 8, what do you know as the reader that Robby does not know?

- A** Stella wishes she could trade her kite for a jellyfish kite.
- B** Stella has to run to make her kite fly.
- C** Paper plate kites are easier to fly than other kites.
- D** Paper plate kites are easier to make than shark kites.

21

Read this sentence from paragraph 8.

If she could catch a tiny breeze, her kite would fly.

What does “catch” mean as it is used in the sentence?

- A** stop and hold a moving object
- B** bring in while hunting or fishing
- C** get an illness
- D** find and use

GO ON

22

What happens after Stella trips over the shark's fin and falls into the dirt?

- A** Stella tries to fly her kite again.
- B** Stella takes Robby's paper plate home with her.
- C** Stella's kite points downward and refuses to fly.
- D** Stella points at a kite shaped like a monster truck.

23

What do the details in paragraph 17 show about Robby?

- A** He is at the park most weekends.
- B** He is a thoughtful friend to Stella.
- C** He is better at flying kites than Stella.
- D** He is creative with paper plates.

24

What happens because Stella cannot fly her shark kite?

- A** Stella tries to fix her kite.
- B** Stella notices a pink jellyfish kite.
- C** Stella gets into the car with her mother.
- D** Stella tries the paper plate kite.

STOP

Session 2



TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read all the directions carefully.
- Most questions will make sense only when you read the whole passage. You may 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 passage. Then answer questions 25 and 26.

How We Use Glass

by Chris Oxlade

Glass and Its Properties

- 1 All the things we use at home, school, and work are made from materials. Glass is a material. It can be used for all sorts of different jobs. For example, we make ornaments from glass, we cover buildings with glass, and a type of glass even carries our emails around the world.
- 2 Properties tell us what a material is like. Glass can be transparent, which means light goes through it. This is a property of glass. Glass can also be clear or colored. It has a very smooth surface. It is hard but it is also brittle, which means it breaks before it bends. Air and water cannot flow through glass and neither can electricity.

Where Does Glass Come From?

- 3 Glass is not a natural material. It is made in factories. But the raw materials for glass are natural. They come from the ground. The main raw material is sand, the same as the sand on a beach. There are different kinds of glass. To make each different kind, different chemicals are added to the sand. Most glass is soda glass. It is made from sand, limestone, and a chemical called soda ash.

Making glass

- 4 At a glass factory the ingredients are mixed together and poured into a huge tank. The glass mixture is heated to about 2,732° F (1,500° C), which is many times hotter than the temperature in a kitchen oven. The sand melts and mixes with the other ingredients. This makes hot, liquid glass.

Glass Windows

- 5 Most of the glass made in factories is used in windows. Glass is a good material for making windows because it is transparent, waterproof, and airtight. So a glass window lets light in, but it keeps out wind and rain. It also keeps warm air in, stopping a room from getting cold. Glass used in windows is called glazing.

GO ON

Making window glass

- 6 Windows are made from a type of glass called float glass. To make float glass, melted glass is poured into a huge bath of a molten metal called tin. The glass spreads out on top of the tin to make a flat, thin sheet. The sheet is cooled very slowly, which keeps it from cracking.

molten = melted by heat

GO ON

25

How does paragraph 3 connect to paragraph 4 of “How We Use Glass”? Use **two** details from the passage to support your response.

GO ON

26

How do the details in paragraph 5 support the main idea of “How We Use Glass”? Use **two** details from the passage to support your response.

GO ON

Directions

Read this passage. Then answer questions 27 through 29.

The Great Horned Owl

by Shirley Anne Ramaley



- 1 There's a call in the air. "Whooo, hoo-hoo, hoo, hoo." It almost sounds like, "Who's awake, me too." There is only one bird that sounds like this—the great horned owl. It can be heard about anywhere, because these owls live in mountain forests, desert canyons, city parks, and even on some rooftops of homes. They are very widespread and adapt easily to many environments. They live all over North America, Central America, and certain regions of South America.
- 2 Great horned owls hunt just about anything that's not too big for them. They like insects and scorpions, great blue herons, snakes, jackrabbits, mice, other birds, and lots more. They also like cats, so keep your cat inside. Another delicious meal for a great horned owl is a skunk! The world is just one big smorgasbord for this big owl.

smorgasbord = meal with many foods

GO ON

- 3 Its wing span can reach five feet—that's the size of many shorter adults! There are no predators that hunt this owl. It is the great horned owl that is the top predator.
- 4 When it hunts, it likes to sit and wait. It can hear the smallest sound, like the squeak of a tiny mouse from far away. Its excellent vision in low light makes it the perfect night hunter.
- 5 Like all raptors, or birds of prey, great horned owls use their feet instead of their beaks to capture prey. They have powerful feet with curved, sharp talons. The hooked beak is for cutting and tearing meat. Not much gets away from this big bird!
- 6 They are the only owls with ear tufts. Scientists disagree on why they have them, but it is a very interesting feature. Some people say the owl lowers the ear tufts like a dog when it's upset. If you see one, take a good look at the ear tufts. Maybe it will let you know what it thinks of you.
- 7 Their ears are offset, and not even like those of people and most other animals. This means their ears are slightly tilted in different directions. They are able to determine something's location and establish the distance between two points. The owl tilts its head until the sound is equal in both ears. This pinpoints the direction and distance of the sound of the possible prey.
- 8 A common belief is that an owl can turn its head completely around. Actually, while it can rotate its head 270 degrees, it can't turn completely around. (If it could, that would be 360 degrees.) Unlike our eyes, owls' eyes are fixed in their sockets. They can't move their eyes up and down. Instead, they move their entire head.

360 degrees = a full circle

- 9 The eyes are really big. If a great horned owl was as tall as a human, the eyes would be as big as oranges!
- 10 The owl has something else that helps it hunt. Its flight is silent. The feathers are soft, like fleece. This deadens the sound as air rushes over the wings while the owl is in flight. At night, as the owl flies silently toward its prey, the prey animal has no idea it's in danger.

- 11 The owls nest in January and raise their families in winter. The female sits on the eggs, and the male brings her food. The eggs take about a month to hatch. For a while, the babies, or “owlets,” huddle under the mother’s wings. Gradually, the little heads will peek out and eventually move out from under their mother’s wings. Both parents closely guard the owlets.
- 12 The owlets start walking around the nest in about another month, often crowding each other. The parents usually sit nearby, perhaps in a tree branch, and guard the nest. Don’t ever go near a great horned nest. Those parents won’t like it, and they aren’t afraid to attack anything that threatens the family.
- 13 The parents bring food to the nest to feed the owlets. Soon the owlets begin to flap their wings, getting ready for the day when they *fledge*, or fly away from the nest. The closer they get to *fledging*, the more they practice flapping their wings. When they are about six weeks old, it’s time to go. They don’t all leave at the same time, but usually within a few days of each other.

At six weeks old, owlets start walking outside the nest. They are able to fly well when they reach nine to ten weeks old.

GO ON

27

How does the picture of the great horned owl support the information in the passage?
Use **two** details from the passage to support your response.

GO ON

28

How are paragraphs 3, 7, and 9 of “The Great Horned Owl” alike? Use **two** details from the passage to support your response.

GO ON

29

In “The Great Horned Owl,” how are the ideas in paragraphs 4 and 10 related? Use **two** details from the passage to support your response.

GO ON

Directions

Read this story. Then answer questions 30 and 31.

Excerpt from Jumanji

by Chris Van Allsburg

- 1 “What’s that?” Judy asked.
- 2 “It’s a game,” said Peter, handing her the box.
- 3 “ ‘JUMANJI,’ ” Judy read from the box, “ ‘A JUNGLE ADVENTURE GAME.’ ”
- 4 “Look,” said Peter, pointing to a note taped to the bottom of the box. In a childlike handwriting were the words “Free game, fun for some but not for all. P.S. Read instructions carefully.”
- 5 “Want to take it home?” Judy asked.
- 6 “Not really,” said Peter. “I’m sure somebody left it here because it’s so boring.”
- 7 “Oh, come on,” protested Judy. “Let’s give it a try. Race you home!” And off she ran with Peter at her heels.
- 8 At home, the children spread the game out on a card table. It looked very much like the games they already had. There was a board that unfolded, revealing a path of colored squares. The squares had messages written on them. The path started in the deepest jungle and ended up in Jumanji, a city of golden buildings and towers. Peter began to shake the dice and play with the other pieces that were in the box.
- 9 “Put those down and listen,” said Judy. “I’m going to read the instructions: ‘Jumanji, a young people’s jungle adventure especially designed for the bored and restless.’ ”
- 10 “ ‘A. Player selects piece and places it in deepest jungle. B. Player rolls dice and moves piece along path through the dangers of the jungle. C. First player to reach Jumanji and yell the city’s name aloud is the winner.’ ”
- 11 “Is that all?” asked Peter, sounding disappointed.
- 12 “No,” said Judy, “there’s one more thing, and this is in capital letters: ‘D. VERY IMPORTANT: ONCE A GAME OF JUMANJI IS STARTED IT WILL NOT BE OVER UNTIL ONE PLAYER REACHES THE GOLDEN CITY.’ ”
- 13 “Oh, big deal,” said Peter, who gave a bored yawn.

GO ON

14 “Here,” said Judy, handing her brother the dice, “you go first.”

15 Peter casually dropped the dice from his hand.

16 “Seven,” said Judy.

17 Peter moved his piece to the seventh square.

18 “ ‘Lion attacks, move back two spaces,’ ” read Judy.

19 “Gosh, how exciting,” said Peter, in a very unexcited voice. As he reached for his piece he looked up at his sister. She had a look of absolute horror on her face.

20 “Peter,” she whispered, “turn around very, very slowly.”

21 The boy turned in his chair. He couldn’t believe his eyes. Lying on the piano was a lion, staring at Peter and licking his lips.

22 The lion roared so loud it knocked Peter right off his chair. The big cat jumped to the floor. Peter was up on his feet, running through the house with the lion a whisker’s length behind. He ran upstairs and dove under a bed. The lion tried to squeeze under, but got his head stuck. Peter scrambled out, ran from the bedroom, and slammed the door behind him. He stood in the hall with Judy, gasping for breath.

23 “I don’t think,” said Peter in between gasps of air, “that I want . . . to play . . . this game . . . anymore.”

24 “But we have to,” said Judy as she helped Peter back downstairs. “I’m sure that’s what the instructions mean. That lion won’t go away until one of us wins the game.”

25 Peter stood next to the card table. “Can’t we just call the zoo and have him taken away?” From upstairs came the sounds of growling and clawing at the bedroom door. “Or maybe we could wait till Father comes home.”

26 “No one would come from the zoo because they wouldn’t believe us,” said Judy. “And you know how upset Mother would be if there was a lion in the bedroom. We started this game, and now we have to finish it.”

27 Peter looked down at the game board. What if Judy rolled a seven? Then there’d be two lions. For an instant Peter thought he was going to cry. Then he sat firmly in his chair and said, “Let’s play.”

30

How is paragraph 12 important to “Excerpt from *Jumanji*”? Use **two** details from the story to support your response.

GO ON

Planning Page

You may PLAN your writing for question 31 here if you wish, but do NOT write your final answer on this page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on Pages 17 and 18.



GO ON

31

How do Peter’s feelings about the game change from the beginning of “Excerpt from *Jumanji*” to the end? What causes Peter’s feelings to change? Use details from the story to support your response.

In your response, be sure to

- describe how Peter feels about the game at the beginning of the story
- describe how Peter feels about the game at the end of the story
- explain what causes Peter’s feelings to change
- use details from the story 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
Released Questions on EngageNY
Grade 3

| Question | Type | Key | Points | Standard | Subscore | Multiple Choice Questions: | Constructed Response Questions: | |
|------------------|----------------------|-----|--------|--------------------------|--------------------|---|---------------------------------|---|
| | | | | | | Percentage of Students Who Answered Correctly (P-Value) | Average Points Earned | P-Value (Average Points Earned ÷ Total Possible Points) |
| Session 1 | | | | | | | | |
| 1 | Multiple Choice | A | 1 | CCSS.ELA-Literacy.RI.3.4 | Reading | 0.91 | | |
| 2 | Multiple Choice | B | 1 | CCSS.ELA-Literacy.RI.3.3 | Reading | 0.56 | | |
| 3 | Multiple Choice | D | 1 | CCSS.ELA-Literacy.RI.3.4 | Reading | 0.74 | | |
| 4 | Multiple Choice | A | 1 | CCSS.ELA-Literacy.RI.3.7 | Reading | 0.71 | | |
| 5 | Multiple Choice | C | 1 | CCSS.ELA-Literacy.RI.3.5 | Reading | 0.56 | | |
| 6 | Multiple Choice | B | 1 | CCSS.ELA-Literacy.RI.3.2 | Reading | 0.48 | | |
| 19 | Multiple Choice | C | 1 | CCSS.ELA-Literacy.RL.3.4 | Reading | 0.50 | | |
| 20 | Multiple Choice | A | 1 | CCSS.ELA-Literacy.RL.3.6 | Reading | 0.63 | | |
| 21 | Multiple Choice | D | 1 | CCSS.ELA-Literacy.L.3.4 | Reading | 0.45 | | |
| 22 | Multiple Choice | B | 1 | CCSS.ELA-Literacy.RL.3.2 | Reading | 0.49 | | |
| 23 | Multiple Choice | B | 1 | CCSS.ELA-Literacy.RL.3.3 | Reading | 0.72 | | |
| 24 | Multiple Choice | D | 1 | CCSS.ELA-Literacy.RL.3.3 | Reading | 0.51 | | |
| Session 2 | | | | | | | | |
| 25 | Constructed Response | | 2 | CCSS.ELA-Literacy.RI.3.3 | Writing to Sources | | 1.24 | 0.62 |
| 26 | Constructed Response | | 2 | CCSS.ELA-Literacy.RI.3.2 | Writing to Sources | | 1.26 | 0.63 |
| 27 | Constructed Response | | 2 | CCSS.ELA-Literacy.RI.3.7 | Writing to Sources | | 0.86 | 0.43 |
| 28 | Constructed Response | | 2 | CCSS.ELA-Literacy.RI.3.8 | Writing to Sources | | 1.18 | 0.59 |
| 29 | Constructed Response | | 2 | CCSS.ELA-Literacy.RI.3.3 | Writing to Sources | | 1.26 | 0.63 |
| 30 | Constructed Response | | 2 | CCSS.ELA-Literacy.RL.3.5 | Writing to Sources | | 0.96 | 0.48 |
| 31 | Constructed Response | | 4 | CCSS.ELA-Literacy.RL.3.3 | Writing to Sources | | 1.52 | 0.38 |

*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 Grade 3 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 follows logically from the task and purpose —demonstrate comprehension and analysis of the text | <ul style="list-style-type: none"> —clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate comprehension of the text | <ul style="list-style-type: none"> —introduce a topic in a manner that follows generally from the task and purpose —demonstrate a confused comprehension of the text | <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 | <ul style="list-style-type: none"> —demonstrate a lack of comprehension of the text 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, and details throughout the essay | <ul style="list-style-type: none"> —develop the topic with relevant facts, definitions, and details throughout the essay | <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 | <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"> —clearly and consistently group related information together —skillfully connect ideas within categories of information using linking words and phrases — provide a concluding statement that follows clearly from the topic and information presented | <ul style="list-style-type: none"> —generally group related information together —connect ideas within categories of information using linking words and phrases —provide a concluding statement that follows from the topic and information presented | <ul style="list-style-type: none"> —exhibit some attempt to group related information together —inconsistently connect ideas using some linking words and phrases —provide a concluding statement that follows generally from the topic and information presented | <ul style="list-style-type: none"> —exhibit little attempt at organization —lack the use of linking words and phrases —provide a concluding statement that is illogical or unrelated to the topic and information presented | <ul style="list-style-type: none"> —exhibit no evidence of organization —do not provide a concluding statement |
| 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 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

25

How does paragraph 3 connect to paragraph 4 of “How We Use Glass”? Use **two** details from the passage to support your response.

Possible Exemplary Response:

Together these two paragraphs explain how we get glass. First, in paragraph 3, the author lists the ingredients for glass like sand and limestone. Then, in paragraph 4, the author describes how glass is made by mixing and heating those ingredients. There are a lot of steps involved in getting glass to the point where we can use it in our daily lives.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

25

How does paragraph 3 connect to paragraph 4 of "How We Use Glass"? Use two details from the passage to support your response.

Paragraphs 3 & 4 connect because they show the processes of making glass. To prove this the text says ("It is made from sand, limestone and a chemical called soda ash"). Also the text says "They glass mixture is heated to about 2,732°F (1,500°C), which is many times hotter than the temperature in the kitchen oven. This shows that paragraphs 3 & 4 connect because One paragraph tells the ingredients and the other shows how it gets mixed.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraph 3 connects to paragraph 4 of "How We Use Glass" (*they show the processes of making glass*). The response includes evidence of analysis and provides a sufficient number of concrete details from the text for support as required by the prompt [*"It is made from sand, limestone and a chemical called soda ash."* and *"They Glass mixture is heated to about 2,732°F (1,500°C), which is many times hotter than the temperature in the kitchen oven. This shows that paragraphs 3 & 4 connect because One paragraph tells the ingredients and the other shows how it gets mixed*]. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

25

How does paragraph 3 connect to paragraph 4 of “How We Use Glass”? Use **two** details from the passage to support your response.

According to the text, it says that Glass is not a natural material. It is made in factories. Also, according to paragraph #4, At a glass factory the ingredients are mixed together and poured into a huge tank. They are both talking about factories.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraph 3 connects to paragraph 4 of “How We Use Glass” (*They are both talking about factories*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Glass is not a natural material. It is made in factories* and *At a glass factory the ingredients are mixed together and poured into a huge tank*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

25

How does paragraph 3 connect to paragraph 4 of “How We Use Glass”? Use **two** details from the passage to support your response.

It says how they make glass. One detail is they use sand. Another detail is they have to make it hot. This how they are alike.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraph 3 connects to paragraph 4 of “How We Use Glass” (*It says how they make glass*). The response provides a sufficient number of facts from the text for support as required by the prompt (*they use sand* and *they have to make it hot*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

25

How does paragraph 3 connect to paragraph 4 of “How We Use Glass”? Use two details from the passage to support your response.

Paragraph 3 to 4 are connected because they are both talking about how glass is made and the material of glass. WE use glass to make stuff for windows, caps, and much more I learned. Glass is important sometimes.

One detail is that in Paragraph 1 glass and its properties is that it says that all the things we use at home, school, and work are made from glass material.

Detail 2 is that in Paragraph 3 where does glass come from? It says that glass is not natural material it's made from factories but the raw material for glass is natural.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how paragraph 3 connects to paragraph 4 of “How We Use Glass” (*they both talking about how glass is made and the material of glass*); however, the response only provides one concrete detail from the text for support (*the Raw Material for glass is Natural*). This response includes complete sentences where errors do not impact readability.

25

How does paragraph 3 connect to paragraph 4 of “How We Use Glass”? Use **two** details from the passage to support your response.

Paragraph 3 connects to paragraph 4 because in paragraph 3 the subtitle is "Where Does Glass Come From?" and it tells you what you use to make glass so that connects to paragraph 4 because in paragraph 4 it talks about using the ingredients to make glass.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how paragraph 3 connects to paragraph 4 of “How We Use Glass” (*in paragraph 3 [...] it tells you what you use to make glass so that connects to paragraph 4 because in paragraph 4 it talks about using the ingredients to make glass*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

25

How does paragraph 3 connect to paragraph 4 of “How We Use Glass”? Use **two** details from the passage to support your response.

3 and 4 are connect because paragraph 3 talk about what material we use to make glass, paragraph 4 talk about what 2,732°F are 1,500°C to use. In the text it said the main raw material is sand the same as the sand on the beach. Also it said The glass mixture is heated to about 2,732°F (1,500°C), which

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 [*the main raw material is sand the same as the sand on the beach and the glass mixture is heated to about 2,732°F (1500°C)*]; however, the response does not provide a valid inference from the text to explain how paragraph 3 connects to paragraph 4 of “How We Use Glass.” This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

25

How does paragraph 3 connect to paragraph 4 of “How We Use Glass”? Use **two** details from the passage to support your response.

Paragraph 3 Connect to paragraph
because these both talking about
Some ingrediant theye could use to
Make grass.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*Paragraph 3 connect to paragraph because there both talking about some ingrediant theye could use to Make grass*).

GUIDE PAPER 8

Additional

25

How does paragraph 3 connect to paragraph 4 of “How We Use Glass”? Use **two** details from the passage to support your response.

There both connected beacuse it is asking how we use glass .

Score Point 0 (out of 2 points)

This response is totally inaccurate (*There both connected beacuse it is asking how we use glass*).

EXEMPLARY RESPONSE

26

How do the details in paragraph 5 support the main idea of “How We Use Glass”? Use **two** details from the passage to support your response.

Possible Exemplary Response:

The details in paragraph 5 explain one of the main uses of glass. The passage says “Glass is a good material for making windows.” It “lets light in, but keeps out wind and rain.” “It also keeps warm air in.” This lets me know glass is important in making our lives more comfortable by protecting us in different kinds of weather.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

26

How do the details in paragraph 5 support the main idea of “How We Use Glass”? Use **two** details from the passage to support your response.

Details in paragraph 5 support the main idea of “how we use glass” by telling us how and why we use glass. According to the text that “most glass is made in factories it is used in windows” the another stats that “glass is a good material for making windows because it is transparent, waterproof and airtight”.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the details in paragraph 5 support the main idea of “How We Use Glass” (*by telling us how and why we use glass*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*most glass is made in factories it is used in windows*” and “*glass is a good material for making windows because it is transparent, waterproof and airtight*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

26

How do the details in paragraph 5 support the main idea of “How We Use Glass”? Use two details from the passage to support your response.

The details in paragraph 5 support the main idea of “How we use Glass” because it is telling us How glass works. In the text it said: “glass is a good material for making windows because it is transparent, waterproof, and airtight.” Furthermore, “Most of the glass made in factories is used in windows. Glass used in windows is called glazing.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the details in paragraph 5 support the main idea of “How We Use Glass” (*because it is telling us How glass works*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*glass is a good material for making windows because it is transparent, waterproof, and airtight.*” and “*Most of the glass made in factories is used in windows*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

26

How do the details in paragraph 5 support the main idea of “How We Use Glass”? Use **two** details from the passage to support your response.

In paragraph 5 it shows how glass can help us. For example, glass can block rain but can let sunlight in. Another example is, it also keeps warm air in, stopping a room from getting cold.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the details in paragraph 5 support the main idea of “How We Use Glass” (*it shows how glass can help us*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*glass can block rain but can let sunlight in and it also keeps warm air in, stopping a room from getting cold*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

26

How do the details in paragraph 5 support the main idea of “How We Use Glass”? Use two details from the passage to support your response.

It supports the main idea because
paragraph 5 is talking about how to
use glass. Glass is good for windows
it keeps air and rain to come in.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the details in paragraph 5 support the main idea of “How We Use Glass” (*because paragraph 5 is talking about how to use glass*); however, the response only provides one concrete detail from the text for support (*Glass is good for windows*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

26

How do the details in paragraph 5 support the main idea of "How We Use Glass"? Use two details from the passage to support your response.

The main idea is "How We Use Glass " and in paragraph 5 it talks about one way to use glass .Also, the subtitle is "Glass Windows" and that gave me a idea on what this paragraph is going to be about.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the details in paragraph 5 support the main idea of "How We Use Glass" (*The main idea is "How We Use Glass " and in paragraph 5 it talks about one way to use glass*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

26

How do the details in paragraph 5 support the main idea of “How We Use Glass”? Use two details from the passage to support your response.

PEOPLe MaDe glass in factories. glass Was
MaDe of sand and glass feels smooth and
sometimes rough. glass have many designs
or many colors. some glass have famous designs
or shiny. glass CUPS have designs and colors
too all glass have designs.

Score Point 1 (out of 2 points)

This response only provides one relevant fact from the text for support (*People Made glass in factories*). The response does not provide a valid inference from the text to explain how the details in paragraph 5 support the main idea of “How We Use Glass.” This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

26

How do the details in paragraph 5 support the main idea of "How We Use Glass"? Use two details from the passage to support your response.

paragraph 5 supports the main idea on "How We Use Glass" because it tells us how it can be transported an airlight so it tells us how we could use it .

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*paragraph 5 supports the main idea on "How We Use Glass" because it tells us how it can be transported an airlight so it tells us how we could use it*).

GUIDE PAPER 8

Additional

26

How do the details in paragraph 5 support the main idea of “How We Use Glass”? Use two details from the passage to support your response.

We use glass in many ways like think of what you drink out of every day bottles and cans and jelly jars. You drink out of bottles that have ben used before and they could be reused again and again .See you can use it in many ways.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*We use glass in many ways like think of what you drink out of every day bottles and cans and jelly jars. You drink out of bottles that have ben used before and they could be reused again and again .See you can use it in many ways*).

EXEMPLARY RESPONSE

27

How does the picture of the great horned owl support the information in the passage?
Use **two** details from the passage to support your response.

Possible Exemplary Response:

The picture supports the information in the passage by showing the body features of the great horned owl. The picture shows the owl's sharp beak. Paragraph 5 states "The hooked beak is for cutting and tearing meat." The picture also shows the owl's big eyes compared to the size of its body. According to paragraph 9, "The eyes are really big. If a great horned owl was as tall as a human, the eyes would be as big as oranges!" The owl's features must make it seem very threatening to smaller animals.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

27

How does the picture of the great horned owl support the information in the passage?
Use **two** details from the passage to support your response.

The great horned owl picture supports the information in the passage because it shows what the owl looks like. According to paragraph four it says "when it hunts, it likes to sit and wait" that's one of the things the picture is showing. The picture also shows how big the eyes are. Looking at the picture great horned owls look a little bite scary to me.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the picture of the great horned owl supports the information in the passage (*it shows what the owl looks like*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("when it hunts, it likes to sit and wait" *that's one of the things the picture is showing* and *The picture also shows how big the eyes are*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

27

How does the picture of the great horned owl support the information in the passage?
Use two details from the passage to support your response.

The picture helps us cause it shows how they use there adaptations to help. For example it said that the sharp beak helps it cut up and tear up the food. Also it said the ears can determine somethings location and establish the distance between two points.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the picture of the great horned owl supports the information in the passage (*it shows how they use there adaptations to help*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*the sharp beak helps it cut p and tear up the food and the ears can determine somethings location and establish the distance between two points*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

27

How does the picture of the great horned owl support the information in the passage?
Use two details from the passage to support your response.

In The picture supports the passage by showing how the owl looks. In the passage it talked about the eyes. It also talked about the wings.

It shows both eyes and wings in the picture.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the picture of the great horned owl supports the information in the passage (*by showing how the owl looks*). The response provides a sufficient number of facts from the text for support as required by the prompt (*it talked about the eyes and It also talked about the wings. It shows both eyes and wings in the picture*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

27

How does the picture of the great horned owl support the information in the passage?
Use **two** details from the passage to support your response.

The picture of the great horned owl support information in the passage because in the passage its describing a great horned owl and the picture is showing the things its describing. One detail from the text shows that when it hunts, it likes to sit and wait. The second detail from the text shows that its excellent vision in low light makes it the perfect hunter. These details all show how the picture supports the information in the passage.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the picture of the great horned owl supports the information in the passage (*in the passage its describing a great horned owl and the picture is showing the things its describing*); however, the response only provides one concrete detail from the text for support (*when it hunts, it likes to sit and wait*). This response includes complete sentences where errors do not impact readability.

27

How does the picture of the great horned owl support the information in the passage?
Use two details from the passage to support your response.

the picture shows the reader what the great horned owl looks like.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the picture of the great horned owl supports the information in the passage (*the picture shows the reader what the great horned owl looks like*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

27

How does the picture of the great horned owl support the information in the passage?
Use two details from the passage to support your response.

paragraph 7 tells about the horns or ears on its head. Paragraph 9 tells about the really big eyes it has on its head.

Score Point 1 (out of 2 points)

This response provides a sufficient number of relevant facts from the text for support as required by the prompt (*paragraph 7 tells about the horns or ears on its head* and *Paragraph 9 tells about the really big eyes it has on its head*); however, the response does not provide a valid inference from the text to explain how the picture of the great horned owl supports the information in the passage. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

27

How does the picture of the great horned owl support the information in the passage?
Use **two** details from the passage to support your response.

I think about the great horned owl
waking people up for school. It always
say whooo,hoo-hoo-hoo-hoo-hoo.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*I think about the great horned owl waking people up for school. It always say whooo,hoo-hoo-hoo-hoo-hoo*).

27

How does the picture of the great horned owl support the information in the passage?
Use two details from the passage to support your response.

The picher and the story are both about the GREAT HORNED OWL!!

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The picher and the story are both about the GREAT HORNED OWL!!*).

EXEMPLARY RESPONSE

28

How are paragraphs 3, 7, and 9 of “The Great Horned Owl” alike? Use **two** details from the passage to support your response.

Possible Exemplary Response:

Paragraphs 3, 7, and 9 of “The Great Horned Owl” are alike because they describe the features of the great horned owl. In paragraph 3, the author describes the owl’s wing span as “the size of many shorter adults.” In paragraph 7, the author describes an owl’s offset ears that are “slightly tilted in different directions.” And last, in paragraph 9, the author describes the owl’s eyes which can be “as big as oranges.” These features all help the owl be an excellent hunter.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

28

Rice
How are paragraphs 6, 7, and 9 of "The Great Horned Owl" alike? Use two details from the passage to support your response.

Paragraph 3, 7 and 9 are alike because all 3, 7, and 9 all talk about the great horned owl and proved it, in paragraph 3, 7 and 9 it each talk about adult and human also it Paragraph 3, 7 and 9 wing Span can reach five feet—that the size of many shorter adults in 7, it said if a great horned owl is as tall as a human the eyes will look like big oranges.

DO NOT WRITE BEYOND ►

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraphs 3, 7, and 9 of "The Great Horned Owl" are alike (*each talk about adult and human*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*it wing span can reach five feet—that the size of many shorter adults: thire ears are offset, and not even like people and most other animals; if a great horned owl is as tall as a human the eyes will look likes big oranges*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

28

How are paragraphs 3, 7, and 9 of “The Great Horned Owl” alike? Use two details from the passage to support your response.

They talk about there Body like in paragraphs 3 they where talking about there wings that can rech 5 Feet wide. And in paraghra 9 it was talking about there big eyes the size of oreges

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraphs 3, 7, and 9 of “The Great Horned Owl” are alike (*they talk about there Body*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*in paragraphs 3 they where talking about there wings that can rech 5 Feet wide and in paraghra 9 it was talking about there big eyes the size of oreges*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

28

How are paragraphs 3, 7, and 9 of “The Great Horned Owl” alike? Use **two** details from the passage to support your response.

the paragraphs 3,7, and 9 are alike because they all are describing things about the great horned owl. For example, if you read paragraph 3, you would know that it is talking about its wings. If you read paragraph 7, you would know it is talking about the ears. 9 is about the eyes. This is what paragraphs 3,7, and 9 are alike.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraphs 3, 7, and 9 of “The Great Horned Owl” are alike (*they all are describing things about the great horned owl*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*if you read paragraph 3, you would know that it is talking about its wings; If you read paragraph 7, you would know it is talking about the ears; 9 is about the eyes*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

28

How are paragraphs 3, 7, and 9 of “The Great Horned Owl” alike? Use **two** details from the passage to support your response.

Paragraphs 3,7,9 are alike because it talk about all the owl body Parts. One example is in the text it say “They have powerful feet With curved, sharp talons.” Another example is in the text it say “It's wings span can reach five feet.”

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how paragraphs 3, 7, and 9 of “The Great Horned Owl” are alike (*it talk about all the owl body Parts*); however, the response only provides one concrete detail from the text for support (“*It's wings span can reach five feet*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

28

How are paragraphs 3, 7, and 9 of “The Great Horned Owl” alike? Use **two** details from the passage to support your response.

they both talk about some of the owls body parts like the wings, eyes and ears.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how paragraphs 3, 7, and 9 of “The Great Horned Owl” are alike (*they both talk about some of the owls body parts*); however, the response only provides one relevant fact from the text for support (*like the wings, eyes and ears*). This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

28

How are paragraphs 3, 7, and 9 of “The Great Horned Owl” alike? Use **two** details from the passage to support your response.

They are alike because in paragraph 3 it was talking about the owls wings and about predating. It said "it wings could reach five feet" and that "there are now predators that hunt this owl. In paragraph 7 it said "they are the only owls with ear tufts." And on and on. And finely in paragraph 9 it said about there iase.

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 (*“it wings could reach five feet”* and *“in paragraph 9 it said about there iase”*); however, the response does not provide a valid inference from the text to explain how paragraphs 3, 7, and 9 of “The Great Horned Owl” are alike. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

28

How are paragraphs 3, 7, and 9 of “The Great Horned Owl” alike? Use **two** details from the passage to support your response.

It is comparing it to different things.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*It is comparing it to different things*).

GUIDE PAPER 8

Additional

28

How are paragraphs 3, 7, and 9 of "The Great Horned Owl" alike? Use two details from the passage to support your response.

3 Paragraph three is the size of the owls.
7 Paragraph seven is the different sight of the owles.
9 Paragraph nine is the body lanth and how big or small.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (3 Paragraph three is the size of the owls. 7 Paragraph seven is the different sight of the owles. 9 Paragraph nine is the body lanth and how big or small).

EXEMPLARY RESPONSE

29

In “The Great Horned Owl,” how are the ideas in paragraphs 4 and 10 related? Use two details from the passage to support your response.

Possible Exemplary Response:

The ideas in paragraphs 4 and 10 are related because they describe the features of the Great Horned Owl that help it to hunt at night. According to paragraph 4, “It can hear the smallest sound, like the squeak of a tiny mouse from far away” and “Its excellent vision in low light makes it the perfect night hunter.” In paragraph 10, the author describes the owl’s special feathers, which are like fleece, that allow it to stay silent during flight. Because of this silent flight, it can sneak up on rodents without them knowing they are about to become dinner for the owl.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

29

In "The Great Horned Owl," how are the ideas in paragraphs 4 and 10 related? Use two details from the passage to support your response.

Paragraph 4 And 10 Are related because both of them Talk about how do they hunt There Pray. For Example In the Text it says in Paragraph 4 "When it hunts, it likes To sit And wait; it's excellent vision in low light Makes it The Perfect night hunter". In Paragraph 10 it says "The Owl has Something else That helps It hunt. It's Flight is silent The Feathers Are soft, like Fleece."

DO NOT WRITE !

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the ideas in paragraphs 4 and 10 are related (*both of Them Talk about how do They hunt There Pray*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*it says in Paragraph 4 " When it hunts, it likes To sit And wait; it's excellent vision in low light Makes it The Perfect night hunter; In Paragraph 10 it says " The Owl has something else That helps it hunt. It's Flight is silent The Feathers Are soft, like Fleece*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

29

In "The Great Horned Owl," how are the ideas in paragraphs 4 and 10 related? Use two details from the passage to support your response.

Both paragraphs talk about how they hunting.I know this because in paragraph 4 it said " its excellent vision in low light makes it the perfect night hunter.In paragraph 10 it said "The owl has something else that helps it hunt .Its flight is silent.That is how I know they both talk about how they hunt.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the ideas in paragraphs 4 and 10 are related (*Both paragraphs talk about how they hunting*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (" *its excellent vision in low light makes it the perfect night hunter* and "*The owl has something else that helps it hunt .Its flight is silent*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

29

In "The Great Horned Owl," how are the ideas in paragraphs 4 and 10 related? Use two details from the passage to support your response.

Both paragraphs 4 and 10 are related bcz they both tell the reader one of there feutures like paragraph 4 tells about the hornd owl can here very well and paragraph 10 tells about how silent it is when it flys.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the ideas in paragraphs 4 and 10 are related (*they both tell the reader one of there feutures*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*paragraph 4 tells about the hornd owl can here very well and paragraph 10 tells about how silent it is when it flys*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

29

In “The Great Horned Owl,” how are the ideas in paragraphs 4 and 10 related? Use two details from the passage to support your response.

The ideas in paragraphs 4 and 10 are related.
Paragraphs 4 and 10 are related. In paragraph 10 and 4 they both are talking about the Horned owl's adaptation. They both talk about how it hunts. They talk about its skills for catching prey.

Score Point 1 (out of 2 points)

This response provides valid inferences from the text to explain how the ideas in paragraphs 4 and 10 are related (*they both are talking about the Horned owl's adaptation* and *They both talk about how it hunt's*); however, the response only provides one relevant fact from the text for support (*They talk about it's skil's for catching prey*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

29

In “The Great Horned Owl,” how are the ideas in paragraphs 4 and 10 related? Use two details from the passage to support your response.

They are related because they are both talking about how the great horned owl eats and also how they hunt.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the ideas in paragraphs 4 and 10 are related (*they are both talking about [...] how they hunt*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

29

In “The Great Horned Owl,” how are the ideas in paragraphs 4 and 10 related? Use two details from the passage to support your response.

The great horned owl how are the ideas in paragraphs 4 and 10 are
relalated. there are hunts for a tine mose far a way and its exallant vishen.

Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (*exallant vishen*). The response does not provide a valid inference from the text to explain how the ideas in paragraphs 4 and 10 are related. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

29

In “The Great Horned Owl,” how are the ideas in paragraphs 4 and 10 related? Use **two** details from the passage to support your response.

The owl hunt samll things for food
than they go back to the
tree.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The owl hunt samll things for Food than they go back to the tree*).

29

In "The Great Horned Owl," how are the ideas in paragraphs 4 and 10 related? Use two details from the passage to support your response.

Well its here that this owl can turn its head around all away but it cant to that because it would have to go 360 degrees.there eyes are really big and it says if a great horned owl was as tall as a human, the eyes would be as big as oranges.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Well its here that this owl can turn its head around all away but it cant to that because it would have to go 360 degress.there eyes are really big and it says if a great horned owl was as tall as a human, the eyes would be as big as oranges*).

EXEMPLARY RESPONSE

30

How is paragraph 12 important to “Excerpt from *Jumanji*”? Use **two** details from the story to support your response.

Possible Exemplary Response:

Paragraph 12 is important because it explains the main rule of the game. Once the Jumanji game is started, you can't stop it until someone gets to the end. When a real lion appears, Peter wants to stop playing but he can't. He even said he didn't think he wanted to play the game anymore. Judy knows they must keep playing to make the lion leave. She explains to Peter that's what the instructions mean and says “That lion won't go away until one of us wins the game.” That's why the rule is so important.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

30

How is paragraph 12 important to “Excerpt from *Jumanji*”? Use **two** details from the story to support your response.

It is important because it tells you a very important rule. According to paragraph 24 Judy said that lion won't go away till one of us wins the game. Also according to paragraph 26 it says we started this game now we have to finish. That's why paragraph 12 - 15 is important.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraph 12 is important to “Excerpt from *Jumanji*” (*it tells you a very important rule*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Judy said that lion wont go away till one of us wins the game and we started this game now we have to finish*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

30

How is paragraph 12 important to “Excerpt from *Jumanji*”? Use two details from the story to support your response.

Paragraph 12 is important to the story because it tells you the last derections in the game.D. VERY IMPORTENT:once a game of jumanji is started it can not stop until the player reaches the Golden city. Peter doesn't care about the derectoins because he thinks that the game will be boring, but when he rolls the seven on the dice, he starts to nodice that those derections aren't fake.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraph 12 is important to “Excerpt from *Jumanji*” (*it tells you the last derections in the game*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*D. VERY IMPORTENT:once a game of jumanji is started it can not stop until the player reaches the Golden city and Peter doesn't care about the derectoins because he thinks that the game will be boring, but when he rolls the seven on the dice, he starts to nodice that those derections aren't fake*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

30

How is paragraph 12 important to "Excerpt from Jumanji"? Use two details from the story to support your response.

Paragraph 12 is important to
Excerpt from Jumanji by the game
is about who finishes the game and
makes it to the Golden City Stops
all the curses so it will not be over
until someone finishes the game. In the
text it states that very important once
a game of Jumanji is started it
will not be over until someone
reaches to the Golden City. In the
text it also says that
now we have to start the game
we have to finish it.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraph 12 is important to "Excerpt from Jumanji" (*by the game is about who finishes the game [...] stops all the curses*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*very important once a game of Jumanji is started it will not be over until someone reaches to the golden city and we started the game now we have to finish it*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

30

How is paragraph 12 important to “Excerpt from *Jumanji*”? Use **two** details from the story to support your response.

Paragraph 12 is important because it tells Peter and Judy that they have to finish the game. For example when Peter rolled 7 the lion actually appeared and to make the lion disappear they need to finish the game. That's how paragraph 12 is important.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how paragraph 12 is important to “Excerpt from *Jumanji*” (*it tells Peter and Judy that they have to finish the game*); however, the response only provides one concrete detail from the text for support (*when Peter rolled 7 the lion actually appeared and to make the lion disappear they need to finish the game*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

30

How is paragraph 12 important to “Excerpt from *Jumanji*”? Use **two** details from the story to support your response.

Paragraph 12 is important to “Excerpt from *Jumanji*” because it is in capital letters and they give you a warning about the game.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how paragraph 12 is important to “Excerpt from *Jumanji*” (*they give you a warning about the game*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

30

How is paragraph 12 important to “Excerpt from *Jumanji*”? Use two details from the story to support your response.

Judy says NO theres one more thing and its in capital letters D.VERY
IMPORTANT: ONCE A GAME OF JUMANGI IS STARTED IT WILL
NOT BE OVER UNTIL ONE PLAYER REACHES THE GOLDEN CITY.

Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (*Judy says NO theres one more thing and its in capital letters D.VERY IMPORTANT: ONCE A GAME OF JUMANGI IS STARTED IT WILL NOT BE OVER UNTIL ONE PLAYER REACHES THE GOLDEN CITY*). The response does not provide a valid inference from the text to explain how paragraph 12 is important to “Excerpt from *Jumanji*.¹” This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

30

How is paragraph 12 important to “Excerpt from *Jumanji*”? Use **two** details from the story to support your response.

The words in paragraph 12 is the words are capital and capital words mean is improtent

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The words in paragraph 12 is the words are capital and capital words mean is improtent*).

GUIDE PAPER 8

Additional

30

How is paragraph 12 important to “Excerpt from *Jumanji*”? Use **two** details from the story to support your response.

Because the game of jumanji is started

Score Point 0 (out of 2 points)

This response is totally inaccurate (*Because the game of jumanji is started*).

EXEMPLARY RESPONSE

31

How do Peter's feelings about the game change from the beginning of "Excerpt from *Jumanji*" to the end? What causes Peter's feelings to change? Use details from the story to support your response.

In your response, be sure to

- describe how Peter feels about the game at the beginning of the story
- describe how Peter feels about the game at the end of the story
- explain what causes Peter's feelings to change
- use details from the story to support your response

Possible Exemplary Response:

Peter's feelings about the game of Jumanji change throughout the story. He is bored at the beginning, scared in the middle, and determined to finish in the end. In the beginning, Peter thinks that the game will be boring, and he does not want to play it. He sounds disappointed when he says "Is that all?" and gives a bored yawn when Judy reads the directions. Even after they start playing he says, "Gosh, how exciting." in a sarcastic way.

In the middle of the story, Peter's feelings then change because he realizes what happens in the game actually happens in real life. He quickly becomes scared when Judy points out the live lion on the piano behind him. This scares him so much, he wants to quit playing the game and ignore the rule of having to finish.

His feelings change again at the end of the story when Judy convinces him he must continue playing to get rid of the lion. She tells Peter they have to keep playing and says "I'm sure that's what the instructions mean. That lion won't go away until one of us wins the game." Peter knows Judy is right, so he becomes determined to finish the game to get rid of the lion. The last line of the story states "Then he sat firmly in his chair and said "Let's play." In conclusion, Peter's feelings change throughout the story from bored, to scared, to determined. A real live lion showing up in his house during the game is one thing that causes Peter's feeling to change, and the other is Judy talking Peter into finishing the game which causes him to become determined in the end.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 4-point holistic rubric.

GUIDE PAPER 1a

31

How do Peter's feelings about the game change from the beginning of "Excerpt from Jumanji" to the end? What causes Peter's feelings to change? Use details from the story to support your response.

In your response, be sure to

- describe how Peter feels about the game at the beginning of the story
- describe how Peter feels about the game at the end of the story
- explain what causes Peter's feelings to change
- use details from the story to support your response

Peter's feelings change about Jumanji from the beginning. First, Peter thought Jumanji was a boring game. I know this because on paragraph 6, it states; "Not really," said Peter. I'm sure someone left it here because it's so boring." That shows me that Peter surely thinks Jumanji is boring. Also, on paragraph 13, it states; "Oh, BIG DEAL," said Peter, who gave a BORED YAWN." That shows me that Peter is actually bored because it said BORED YAWN. Peter begins to be scared at the end because on Paragraph 22, it states; "Peter stood with Judy gasping for air." That shows me Peter was GO ON

GUIDE PAPER 1b

running for his life. Also, on paragraph 22, it states, slammed the door behind him." that shows me that Peter is frightened because he slammed the door. That is how I know Peter was bored at the beginning to scared or frightened at the end.

The lion caused Peter's feelings to change because on paragraph 21, it states, "The boy (Peter) turned in his chair. He couldn't believe his eyes. Lying on the piano was a lion, staring at Peter, licking his lips." When I said "...couldn't believe his eyes"; that shows me Peter is frightened. Also, on paragraph 23, it states "I don't think, Peter said in between gasps of air. That I want... to play... this... game... anymore. When Peter talked like that, it sounded like he was frightened and he was running for his life, like I said before. In conclusion, that is how the lion changed Peter's feelings about Jumanji - STOP.

- 0 From **Form 4**
Bored or tired to frightened or scared out of his breath.

■ SECURE MATERIALS ■

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GUIDE PAPER 1c

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*Peter's feeling change about Jumanji from the beginning. First Peter thought Jumanji was a boring game; Peter begins to be scared at the end; The lion caused Peter's feelings to change*). The response demonstrates comprehension and analysis of the text (*That shows me that Peter surely thinks Jumanji is boring; That is how I know Peter was bored at the beginning to scared or frightened at the end; The lion caused Peter's feelings to change; that shows me peter is frightened; When Peter talked like that, it sounded like he was frightened and he was running for his life*). The response develops the topic with relevant, well-chosen details throughout the essay (“*Not really, said Peter. I'm sure someone left it here because it's so boring.*”; “*Oh, BIG DEAL, said Peter, who gave a BORED YAWN.*”; “*Peter stood with Judy Gasping for air.*”; “*I don't think, Peter said in between gasps of air. That I want ... to play ... this ... game ... anymore*”). The response clearly and consistently groups related information together and skillfully connects ideas within categories of information using linking words and phrases (*First, I know this because, That shows me, Also, When, In conclusion*). The response provides a concluding statement that follows clearly from the topic and information presented (*In conclusion, that is how the lion changed Peter's feelings about Jumanji—from bored to tired to frightened or scared out of his breath*). The response demonstrates grade-appropriate command of conventions, with few errors.

How do Peter's feelings about the game change from the beginning of "Excerpt from *Jumanji*" to the end? What causes Peter's feelings to change? Use details from the story to support your response.

In your response, be sure to

- describe how Peter feels about the game at the beginning of the story
- describe how Peter feels about the game at the end of the story
- explain what causes Peter's feelings to change
- use details from the story to support your response

In "Jumanji" Peter's feelings change about Jumanji from boring to nervous. The lion causes Peter's feelings to change.

In the beginning of Jumanji Peter feels the game is boring. One detail is, when he said, "Some body left it here because it's so boring" Peter could have taken it home, but instead he does not want to. Another detail is when it says, "gosh, how exiting" said Peter in a very unexcited voice." This shows Peter is unexcited about the game. In the end of Jumanji, Peter

feels nervous about the game because it already made a lion in the house. One detail is, "Lying on the piano was a lion" This shows there was a lion that scared Peter. Another detail is when Peter said, "I don't think" "that I want to play... this game... anymore" This shows he does not want to play.

In "Jumanji" the lion makes Peter want to not play. One detail is when the lion comes alive Peter says, "I don't think" said Peter between gasps of air, "that I want... to play... this game... anymore" This shows the lion effected Peter.

In Jumanji, we learn to take our time.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*In “Jumangi” peters feelings change about Jumangi from boring to nervous. The lion causes Peters feelings to change*). The response demonstrates comprehension and analysis of the text (*In the beginning of Jumangi Peter feels the game is boring; In the end of Jumangi, Peter feels nervous about the game because it already made a lion in the house; This show there was a lion that scared Peter; This show the lion effected Peter*). The response develops the topic with relevant, well-chosen details throughout the essay (“*Somebody left it here because it’s so boring*”; “*gosh, how exiting*” said peter in a very unexited voice.”; “*lying on the piano was a lion*”; *when the lion comes alive Peter says, “I don’t think” said peter between gasps of air; “that I want ... to play ... this game ... anymore*”). The response clearly and consistently groups related information together and skillfully connects ideas within categories of information using linking words and phrases (*In “Jumangi”, In the beginning, One detail, Another detail, This shows, In the end, when*). The response provides a concluding statement that follows generally from the topic and information presented (*In Jumangi, we learn to take our time*). The response demonstrates grade-appropriate command of conventions, with few errors (*Jumangi, peters, This show the lion effected Peter*).

GUIDE PAPER 3a

31

How do Peter's feelings about the game change from the beginning of "Excerpt from Jumanji" to the end? What causes Peter's feelings to change? Use details from the story to support your response.

In your response, be sure to

- ✓ describe how Peter feels about the game at the beginning of the story
- ✓ describe how Peter feels about the game at the end of the story
 - explain what causes Peter's feelings to change
- ✓ use details from the story to support your response

In the story Jumanji by Chris Van Allsburg A girl named Judy finds a game, and a boy named Peters feelings about the game change through out the story.

In the beginning of the game Peter feels bored and unexcited. "Gosh, how exiting. Said Peter, in a very unexcited voice." This means that Peter is feeling unexcited. Somcom probably left it here because its so boring. This proves that Peter is bored.

GUIDE PAPER 3b

In the end of the story, Peter feels nervous and upset. "I... don't... think that I want to... play this game... anymore." This shows that Peter is nervous. "For an instant, Peter thought he was going to cry." This means that Peter is feeling upset.

Peter's feelings change because before, he was feeling bored, but then he rolled $\overline{7}$, and a lion appeared! "The boy couldn't believe his eyes. There, on the piano, was a lion, staring at Peter and licking his lips."

To conclude, Jumanji is about a boy named Peter, who learned never to judge a book by its cover.

GUIDE PAPER 3c

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*In the story Jumanji by Chris Van Allsburg A girl named Judy finds a game, and a boy named Peters feelings about the game change through out the story*). The response demonstrates grade-appropriate comprehension of the text (*In the beginning of the game Peter feels bored and unexited; In the end of the story, Peter feels nearvous and upset; Peters feelings change because before, he was feeling bored, but then he rolled 7, and a lion apeared!*). The response develops the topic with relevant, well-chosen details throughout the essay (“*Gosh, how exiting. Said Peter, in a very unexited voice.*”; “*Someone probably left it here because its so boring.*”; “*I ... don't ... think ... that I want to ... play this game ... anymore.*”; “*The boy couldn't belive his eyes. There, on the piano, was a lion staring at Peter and 'licking his lips'*”). The response clearly and consistently groups related information together and connects ideas within categories of information using linking words and phrases (*In the story, In the beginning, This means that, This proves that, In the end, This shows that, because, but then, and, to conclude*). The response provides a concluding statement that follows clearly from the topic and information presented (*To conclude, Jumanji is about a boy named Peter; who learnt never to judge a book by its cover*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*through out, its so boring, unexited, nearvous, apeared, belive*).

GUIDE PAPER 4a

31

How do Peter's feelings about the game change from the beginning of "Excerpt from Jumanji" to the end? What causes Peter's feelings to change? Use details from the story to support your response.

In your response, be sure to

- describe how Peter feels about the game at the beginning of the story
- describe how Peter feels about the game at the end of the story
- explain what causes Peter's feelings to change
- use details from the story to support your response

Peter feels the game at the beginning was boring. For example "I'm sure somebody left because it was so boring." Another example is "Gosh, how excited" said Peter in a very unexcited voice. Last example is he only trust his elf. These are the examples why Peter think the game was boring.

Peter feels about the game at the end is scary. for example "Lying on the piano was a lion." Another example was "running through the house with the lion a wipers length". Last example is "Then there'd be two lions". These are the examples why Peter think the game is scary.

GUIDE PAPER 4b

Peter's feeling is changing because the lion. For example "The lion roared loud that it knocked Peter right off of its hair." Another example is "on the piano was a lion; staring at Peter and licking its lips." Last example is that tells that the lion wants to eat Peter. Those are the examples of Peter's feeling is changing.

Score Point 3 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*Peter feels the game at the beginning was boring; Peter feels about the game at the end is scary; Peter's feeling is changing because the lion*). The response demonstrates grade-appropriate comprehension of the text (*These are the examples why Peter think the game was boring; These are the examples why Peter think the game is scary; Last examples is that tells that the lion wants to eat Peter; These are the examples of Peter's feeling is changing*). The response develops the topic with relevant, well-chosen details throughout the essay ("I'm sure somebody lefted because it was so boring. "; "Gosh, how excited" said Peter in a very unexcited voice. "; "Lying on the piano was a lion"; "runing through the house with the lion a whiskers length"; "on the piano was a lion, staring at Peter and licking it's lips. "). The response generally groups related information together and connects ideas within categories of information using linking words and phrases (*at the beginning, For example, These are the examples, at the end, Another, Last*). The response provides a concluding statement that follows from the topic and information presented (*These are the examples of Peter's feeling is changing*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*lefted, why Peter think, Peter feels about the game at the end is scary, runing, whiskers, Peter's feeling is changing*).

GUIDE PAPER 5a

Additional

31

How do Peter's feelings about the game change from the beginning of "Excerpt from Jumanji" to the end? What causes Peter's feelings to change? Use details from the story to support your response.

In your response, be sure to

- describe how Peter feels about the game at the beginning of the story
- describe how Peter feels about the game at the end of the story
- explain what causes Peter's feelings to change
- use details from the story to support your response

This is what causes Peters feeling to change.

Peter is bored. He gave a bored yawn. He says "oh big deal" in a bored way. I got it from paragraph 13.

Peter feels scared at the end of the story. He get knockt out of his chair by a lion get up and start to run. Heruns in to his room and hides under his bed. The lion gets stuck in the bed.

Peter runs and slams his door. With lion still in his room. Judy helps him down the stairs to play the game.

Peter's feelings change by being bored to sckard. The lion mak Peter's feelings change by scaring him. He did not know that this was going to hapen.

That is how Peter's feelings chanel from the begining to the end.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows generally from the task and purpose (*This is what causes Peters feelings to change*). The response demonstrates grade-appropriate comprehension of the text (*Peter is bored; Peter feels scared at the end of the story; Peter's feelings change by being bored to sckard; The lion mak Peter's feelings change by scaring him*). The response develops the topic with relevant details throughout the essay (*He gave a bored yawn; He says "Oh big deal" in a bored way; He runs in to his room and hides under his bed; Peter runs and slams his door with lion still in his room;*). The response generally groups related information together and connects ideas within categories of information using linking words and phrases (*This, from paragraph, and, That, from, to*). The response provides a concluding statement that follows from the topic and information presented (*That is how Peter's feelings chaned from the begining to the end*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*Peters, knokt, with lion, sckard, hapen, chaned, begining*).

GUIDE PAPER 6a

31

How do Peter's feelings about the game change from the beginning of "Excerpt from Jumanji" to the end? What causes Peter's feelings to change? Use details from the story to support your response.

In your response, be sure to

- describe how Peter feels about the game at the beginning of the story
- describe how Peter feels about the game at the end of the story
- explain what causes Peter's feelings to change
- use details from the story to support your response

Judy and Peter were playing a game.
First of all, at the begining of the game he feels like the game looks boring and he was disappointed in Judy because he did not want to play. I know this because in paragraph 6 Peter says "I am sure somebody left it here because it was boring".
Also, in paragraph 13 after Judy is done finishing the directions Peter said "oh, big deal" Said Peter giving a board look and yawn.
Then, at the end of the story Peter whats to play because then the lion will go away if they finish.
I knew because in paragraph

GUIDE PAPER 6b

27 it says! Peter looked down at the game board. What if Judy rolled a Seven! Then there would be two lions. For in instant Peter thought he was going to cry. Then he sat firmly in his chair and said let's play!"

The cause for Peter's feelings to change was When the lion came because he got tarifed and just wanted to finish the game because at the begining he thought it would be boring. But then when he saw the lion he just wanted it to end because if it did the lion would of gone away.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*Judy and Peter were playing a game. First of all, at the begining of the game he feels like the game looks boring; Then, at the end of the Story Peter whats to play; The cause for Peter's feelings to chage was When the Lion came*). The response demonstrates grade-appropriate comprehension of the text (*feels like the game looks boring and he was disappointed in Judy because he did not want to play; Peter whats to play because then the Lion will go away if they finish; at the begining he thought it would be boring. But then When he Saw the Lion he Just wanted it to end because if it did the Lion would of gone away*). The response develops the topic with relevant details throughout the essay (*'I am Sure Somebody left it here because it was boring'; "oh, big deal Said Peter giving a board look and yawn; What if Judy rolled a Seven! Then there Would be two Lions. For in instant Peter thought he was going to cry. Then he Sat firmly in his chair and Said, let's play!"; and just wanted to finish the game*). The response generally groups related information together and connects ideas within categories of information using linking words and phrases (*First of all, and, because, Also, in paragraph 13, Then, at the begining, but then*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*beginning "I am Sure Somebody, drections, whats to play, tarifed, beganing, But then When he Saw the Lion he Just, would of gone away*).

GUIDE PAPER 7a

31

How do Peter's feelings about the game change from the beginning of "Excerpt from Jumanji" to the end? What causes Peter's feelings to change? Use details from the story to support your response.

In your response, be sure to

- describe how Peter feels about the game at the beginning of the story ✓
- describe how Peter feels about the game at the end of the story ✓
- explain what causes Peter's feelings to change ✓
- use details from the story to support your response ✓

Peters feelings change in the begining of the story to the end of the story because, in the begining of the story Peter thinks that the game will be boring, but at the end of the story he thinks that the game is to scary, and exciting. Peters feelings change, when the lion appears, and chases after him. I now this because in the text it says, ① "I'm sure someone left it there because it's so boring.", ② "He stood in the hall with Judy, gasping for breath.", and ③ "Lying on the piano was a lion, staring at Peter and licking his lips.". So Peters feeling change through out the story from boring to, too exciting, ^{and} this is how I now that Peters feelings change throughout the story and why.

GUIDE PAPER 7b

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*Peters feelings change in the beginning of the story to the end of the story; Peters feelings change, when the lion appears, and chases after him*). The response demonstrates grade-appropriate comprehension of the text (*because, in the beginning of the story Peter thinks that the game will be boring, but at the end of the story he thinks that the game is too scary, and exciting*). The response partially develops the topic of the essay with the use of some textual evidence (“*I’m sure someone left it there because it’s so boring.*”; “*He stood in the hall with Judy, gasping for breath.*”; “*Lying on the piano was a lion, staring at Peter and licking his lips.*”). The response exhibits some attempt to group related information together and inconsistently connects ideas using some linking words and phrases (*in the beginning, at the end, when, I now this because in the text it says, from, to*). The response provides a concluding statement that follows from the topic and information presented (*So Peters feeling change throughout the story from boring to, too exciting, and this is how I now that Peters feelings change throughout the story and why*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*Peters feelings, begining, to scary, left it, how I now that, punctuation*).

GUIDE PAPER 8a

Additional

31

How do Peter's feelings about the game change from the beginning of "Excerpt from *Jumanji*" to the end? What causes Peter's feelings to change? Use details from the story to support your response.

In your response, be sure to

- describe how Peter feels about the game at the beginning of the story
- describe how Peter feels about the game at the end of the story
- explain what causes Peter's feelings to change
- use details from the story to support your response

In the beginning of the story peter feels about the game that its lame because why would the other people leave it there. Peter at the end of the story he is about to cry because if Judy rolls a 7 there are going to be 2 LION's but then when Peter said can we just call the Zoo and see if they could pick up the lion Judy said NO! Why peter said because they would not believ them so peter said lets wait until then peter said lets just stay here until dad comes home Judy said but do you know how mom will be upset then he turned brave and they started to finish it, Peter feeling change by

Judy said if we finish the game the lions will disappear and also if our dad and mom come home they would get in big trouble.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*In the beginning of the story peter feels about the game that its lame; Peter at the end of the story he is about to cry; Peter feeling change*). The response demonstrates a confused comprehension of the text (*because why would the other people leave it there; why peter said becuse they would not believe them; then he turned brave*). The response partially develops the topic of the essay with the use of some textual evidence, some of which is irrelevant (*if Judy roll's a 7 there are going to be 2 LION's but then when Peter said can we just call the zoo and see if they could pick up the lion. Judy said NO!; peter said lets Just stay here until dad comes home; Judy said but do you know how mom will be upset; Judy said if we finish the game the lions will dissaper; And also if our dad and mom come home they would get in big trouble*). The response exhibits some attempt to group related information together and inconsistently connects ideas using some linking words and phrases (*In the beginning, at the end, becuse, so*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*peter feels about the game that its, Peter at the end of the story he is, becuse, capitalization, punctuation, run-on sentences*).

GUIDE PAPER 9

31

How do Peter's feelings about the game change from the beginning of "Excerpt from *Jumanji*" to the end? What causes Peter's feelings to change? Use details from the story to support your response.

In your response, be sure to

- describe how Peter feels about the game at the beginning of the story
- describe how Peter feels about the game at the end of the story
- explain what causes Peter's feelings to change
- use details from the story to support your response

peter in the begining of the story fels anoyed when judy said he had to try it.

peter fels stessed at the end of the story becuase they had to finish it.

peter inthe begining anoyed becuase she says he has to do it and at the end he feels streesed beacuse thier is a lion in ther house.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*peter in the begining of the story fels anoyed; peter fels stressed at the end of the story*). The response partially develops the topic of the essay with the use of some textual evidence (*when judy said he had to try it; they had to finish it; thier is a lion in ther house*). The response exhibits some attempt to group related information together and inconsistently connects ideas using some linking words and phrases (*in the begining, at the end, because, and*). No concluding statement is provided. The response demonstrates a lack of command of conventions, with frequent errors (*fels stessed, becuase, peter inthe begining anoyed becuase, streesed beacuse thier is a lion in ther house*, punctuation, capitalization).

GUIDE PAPER 10

31

How do Peter's feelings about the game change from the beginning of "Excerpt from *Jumanji*" to the end? What causes Peter's feelings to change? Use details from the story to support your response.

In your response, be sure to

- describe how Peter feels about the game at the beginning of the story
- describe how Peter feels about the game at the end of the story
- explain what causes Peter's feelings to change
- use details from the story to support your response

Peters feelings in the beginning are nervous not wanting to.

His feelings in the end are not wanting to play the game ever again. The lion is what caused peters feelings to change after he landed on lion attack.

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose and demonstrates little understanding of the text (*Peters feelings in the beginning are nervous not wanting to. His feelings in the end are not wanting to play the game ever again. The lion is what caused peters feelings to change*). The response demonstrates an attempt to use minimal evidence (*not wanting to play the game and after he landed on lion attack*). The response exhibits some attempt at organization and lacks the use of linking words and phrases. No concluding statement is provided. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*are nervous not wanting to, peters feelings, after he landed on lion attack*).

GUIDE PAPER 11

Additional

31

How do Peter's feelings about the game change from the beginning of "Excerpt from *Jumanji*" to the end? What causes Peter's feelings to change? Use details from the story to support your response.

In your response, be sure to

- ✓ describe how Peter feels about the game at the beginning of the story
- ✓ describe how Peter feels about the game at the end of the story
- ✓ explain what causes Peter's feelings to change
- use details from the story to support your response

He fills Skird at the Begening
Because the liney Chast him all the way to the BedRoom. hefills he is gowing to get in tuBl Because the line. He fills like hes not gowing to git in toBul iney more. In the end he fills confidis.

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*He fills skird at the Begening* and *In the end he fills confidis*). The response demonstrates little understanding of the text (*he fills he is gowing to get in tuBl Because the line; He fills Like hes not gowing to git in toBul iney more*). The response demonstrates an attempt to use minimal evidence (*the liney Chast him all the way to the BedRoom*). The response exhibits little attempt at organization and lacks the use of linking words and phrases (*at the Begening* and *In the end*). The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*fills skird, Begening, Becuse the liney Chast, BedRoom, gowing to get in tuBl Because the line, gowing to git in toBul iney more, fills confidis*).

GUIDE PAPER 12

31

How do Peter's feelings about the game change from the beginning of "Excerpt from *Jumanji*" to the end? What causes Peter's feelings to change? Use details from the story to support your response.

In your response, be sure to

- describe how Peter feels about the game at the beginning of the story
- describe how Peter feels about the game at the end of the story
- explain what causes Peter's feelings to change
- use details from the story to support your response

In the beginning he was
a mit obnixis but also a
lot doubtful. Then he
was a lot obnixis by being
sarcastic. Finally he felt
scared when loin came to
life.

Score Point 1 (out of 4 points)

This response demonstrates little understanding of the text (*he was a mit obnixis but also a lot doubtful*). The response demonstrates an attempt to use minimal evidence (*when loin came to life*). The response exhibits little attempt at organization and inconsistently connects ideas using some linking words and phrases (*In the beginning, but also, finally, when*). No concluding statement is provided. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*beggining he was a mit abnixis; sarcastic, finally, when loin came to life*).

GUIDE PAPER 13

31

How do Peter's feelings about the game change from the beginning of "Excerpt from *Jumanji*" to the end? What causes Peter's feelings to change? Use details from the story to support your response.

In your response, be sure to

- describe how Peter feels about the game at the beginning of the story
- describe how Peter feels about the game at the end of the story
- explain what causes Peter's feelings to change
- use details from the story to support your response

happy in the beginning and mad at
the end, he has to movie back two
spasis

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the text (*happy in the beginning, and mad at the end*). The response demonstrates an attempt to use minimal evidence, some of which is generally invalid or irrelevant (*he has to movie back two spasis*). The response exhibits no evidence of organization. The presence of conventions is minimal, making assessment of conventions unreliable.

31

How do Peter's feelings about the game change from the beginning of "Excerpt from *Jumanji*" to the end? What causes Peter's feelings to change? Use details from the story to support your response.

In your response, be sure to

- describe how Peter feels about the game at the beginning of the story
- describe how Peter feels about the game at the end of the story
- explain what causes Peter's feelings to change
- use details from the story to support your response

he felt happy about the game then he felt borda. his feeling change to happy to borda.

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the text (*he felt happy about the game then he felt borda. his feeling change to happy to borda*). No evidence is provided and the response exhibits no evidence of organization. The presence of conventions is minimal, making assessment of conventions unreliable.