

New York NYSTP 2018 Grade 4 English Language Arts

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Name: _____



New York State *Testing Program*

**2018
English Language Arts Test
Session 1**

Grade 4

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 article. Then answer questions 7 through 12.

Saving Snow Leopards

by Pamela Crowe

“Mountain Ghost”

- 1 The snow leopard is rarely seen by humans. This mysterious cat lives in 12 Asian countries among the world’s tallest mountains.
- 2 The snow leopard is smaller than the tiger, the lion, and the leopard of Africa and Asia. It weighs as much as a cheetah, but is shorter and stockier. The cat’s compact shape and thick fur help keep it warm in glacier-chilled air. Dark markings dapple its light-gray coat, camouflaging it in rocky terrain. Big paws make padding over snow easier. An extra-long tail provides balance on steep, rugged ground.
- 3 You might think the snow leopard would be safe living in such harsh, remote places. But it faces multiple threats from humans. The cat has lost important stretches of habitat. (A habitat is the place that fills an animal’s needs—mainly food, shelter, and mates.) Mining, wars, and overgrazing by farm animals have all led to this loss of habitat.

Protecting the Herd

- 4 The loss of habitat has caused a food shortage. Snow leopards eat wild goats and sheep. When farm animals eat too much vegetation, wild plant eaters can’t find enough food to stay healthy. Females don’t have enough babies. Over time, the numbers of wild goats and sheep go down, and snow leopards have less to eat. Then the big cats eat livestock, and the herders kill the leopards to protect their livelihoods.
- 5 Agencies are working to save the cats and help herders at the same time. Some agencies give herders wire mesh and wood to keep snow leopards from entering their stables at night. Some pay herders for the animals they lose to snow leopards. In exchange, the herders stop killing snow leopards and leave more room and plants for the wild goats and sheep.

GO ON

- 6 Are the conservation programs working? Researchers estimate that only 3,500 to 7,500 snow leopards are alive today. But they need more reliable ways to count leopards before they will know.
- 7 That's where scientists like Dr. Kyle McCarthy are needed. He traveled to Kyrgyzstan to test ways of estimating snow leopard numbers. He camped in the mountains with Dr. Jennifer McCarthy (his wife) and other co-workers. They saw no leopards, but they hadn't expected to. Instead, they looked for evidence the cats left behind. "You have to find something related to them: poops, scrapes (claw marks), and pee," Dr. Kyle McCarthy says.
- 8 The group collected scat (poop) for DNA analysis. Along with the waste material of digestion, scat contains cells from the animal's own body. DNA is material inside those cells that, like fingerprints, can identify an individual animal.
- 9 The team also used automatic cameras. The scientists placed motion-and-heat-sensitive cameras along a mountain ridge. When a snow leopard neared one of these "camera traps," the camera snapped its picture.
- 10 Each snow leopard's spot pattern is different. Researchers compared patterns in the photos to identify cats. The cameras had taken photos of 15 different snow leopards at two study sites.

A Close Encounter

- 11 Shannon Kachel, Dr. Kyle McCarthy's graduate assistant, has searched for snow leopards in Tajikistan, where he almost saw one. "I was hiking along a ridgeline in the late afternoon and came around the corner of a rock outcropping to find a steaming, fresh kill site with snow leopard signs all round," Kachel says. "I could see and hear where the cat had knocked some rocks loose as it ran away from me, but even though I waited until it was nearly dark, I never saw the cat."

GO ON

12 “Most people will never see a snow leopard, yet it has a right to exist,” Dr. Kyle McCarthy says. “It’s too magnificent to think about losing.”

THREATS TO SNOW LEOPARDS	
Illegal hunting	<ul style="list-style-type: none">Snow leopards are hunted for their fur and bones.
Loss of habitat	<ul style="list-style-type: none">People and livestock move into snow leopard range.
Loss of prey	<ul style="list-style-type: none">Fewer prey are available to snow leopards when wild sheep and goats are hunted.Livestock compete with the wild sheep and goats for food and the number of wild animals is reduced.
Killed by herders	<ul style="list-style-type: none">Sheep and goat herders kill the leopards when the leopards eat livestock.
Lack of effective protection	<ul style="list-style-type: none">The areas in which the snow leopards live are too large to protect.Many countries cannot afford to pay for protection.
Lack of awareness and support	<ul style="list-style-type: none">Herders do not understand the importance of snow leopards to the ecosystem.

GO ON

7 What does the word “conservation” mean as it is used in paragraph 6?

- A** action
- B** education
- C** preparation
- D** protection

8 How does paragraph 9 connect to paragraph 6 in the article?

- A** by describing a method for counting snow leopards
- B** by describing what it is like to see a snow leopard
- C** by explaining why snow leopards are rarely seen by humans
- D** by explaining how scientists identify individual snow leopards

9 Which idea **best** explains why Dr. McCarthy and his co-workers traveled to Kyrgyzstan?

- A** “The loss of habitat has caused a food shortage.” (paragraph 4)
- B** “But they need more reliable ways to count leopards before they will know.” (paragraph 6)
- C** “They saw no leopards, but they hadn’t expected to.” (paragraph 7)
- D** “Researchers compared patterns in the photos to identify cats.” (paragraph 10)

GO ON

10 Which idea from the article **best** supports the main idea?

- A** “The snow leopard is smaller than the tiger, the lion, and the leopard of Africa and Asia.” (paragraph 2)
- B** “Researchers estimate that only 3,500 to 7,500 snow leopards are alive today.” (paragraph 6)
- C** “Each snow leopard’s spot pattern is different.” (paragraph 10)
- D** “The cameras had taken photos of 15 different snow leopards at two study sites.” (paragraph 10)

11 How is the article **mainly** organized?

- A** compare and contrast
- B** sequence of events
- C** question then answer
- D** cause and effect

12 How does the table at the end of “Saving Snow Leopards” support the main idea of the article?

- A** by showing reasons why snow leopards are struggling to survive
- B** by listing ways to better protect snow leopards
- C** by presenting new information about the habitat of snow leopards
- D** by providing evidence that there are fewer snow leopards alive now than in the past

GO ON

Directions

Read this story. Then answer questions 19 through 24.

This story is based on a folktale from Australia.

The Scarlet Ribbon

by Emily Hoffman

- 1 Long ago, in Australia, there lived a girl named Kanikiya. From the time she was small, Kanikiya loved to dance. She moved as gracefully as the brolgas, the tall, slender cranes that courted along the riverbank. The people in the camp would often see Kanikiya dancing down by the water, for she wore a scarlet ribbon around her neck, and it floated as she moved. People believed she danced like moonlight shining on the running river.
- 2 Dancing was fine for a young child, but by the time she was twelve, the people in the camp did not approve of such frivolity in a young woman. She should be working, they insisted. Only the youngest children danced away the day.

frivolity = carefree behavior
- 3 Kanikiya's mother, hearing disapproval around the camp, warned her that she must stop dancing. "Remember the story of the lazy girl who would not work," she said. "She turned into a dingo. The rest of her life she ran with packs of wild dogs, preying on sheep at night."
- 4 Kanikiya, who knew the camp legends, shivered at her mother's words. Such tales frightened her. But she knew she wasn't lazy. It wasn't laziness that made her forget her work. The need to dance surged through her. She could not stop dancing any more than she could stop breathing. She feared that if she stopped doing either, she would die.

GO ON

5 Flocks of silvery gray brolgas stopped near Kanikiya's camp during their migration in the spring and fall of each year. Then, more than any other time, Kanikiya would forget her work, steal to the river, and watch the birds dance as the day darkened. As if impelled by a strong, mysterious force, Kanikiya would join in their dance at the river's edge, her scarlet ribbon flying behind her. If only I could dance with the cranes all my life, thought Kanikiya as she trudged back to the camp, then I would be at peace. One spring evening Kanikiya's mother found her daughter dancing near the river before she had finished gathering cabbage palms for their evening meal.

impelled = moved or driven into action

6 "I can do nothing with you, Kanikiya!" her mother shouted. "I have decided. You must not leave the camp until the brolgas have left. I feel they have powers over you that must be broken." While her mother spoke, Kanikiya felt tears gather. She sensed the eyes of the brolgas upon her. Glancing up, she marveled as they dipped their heads and danced a slow, mournful dance. They understand my sorrow, Kanikiya thought, the knowledge warming her.

7 Her mother grabbed her arm, pulling her toward the camp. Within Kanikiya's heart something died as she left the river that evening. Plodding up the bank, she felt her life begin to ebb away. The next day, instead of going out to gather food, Kanikiya stayed in the camp. She wove baskets from the reeds the other children collected. Day followed day in a mournful blur. She couldn't eat. She wouldn't smile. The heaviness in her heart grew, and because of that she became weaker. As she worked, she listened to the happy calls of the brolgas and imagined herself dancing with them, twirling, dipping, and free. At night she danced with the birds in her dreams.

8 If only I could dance with them again, she'd think each morning upon waking, then I would find rest for my soul. Soon the call of the brolgas became too strong for Kanikiya to deny. One morning before dawn she heard them calling her. Slipping out of the camp, she rushed down to the riverbank to dance with the cranes.

GO ON

9 Just this one time, she thought as she whirled, her scarlet ribbon floating behind her. Just this once, then peace will visit me again. Later that morning, she was not found at her weaving. Her mother looked for her throughout the camp and, not finding her there, searched near the river.

10 As Kanikiya's mother neared the water, she found dozens of wild brolgas dancing and dipping to the sound of the wind in the trees. Fearful of their savage dance, she turned to go. But before she started up the path, she noticed one graceful crane in the center of the flock, a scarlet ribbon tied around her neck, dipping her head in greeting.

GO ON

19

Which detail from paragraph 1 **best** supports a theme of the story?

- A** The folktale takes place long ago.
- B** Kanikiya likes to wear a scarlet ribbon.
- C** The brolgas are birds that live along the river.
- D** Kanikiya has a talent that is recognized by others.

20

Read this sentence from paragraph 6.

They understand my sorrow, Kanikiya thought, the knowledge warming her.

What does the phrase “the knowledge warming her” suggest?

- A** a feeling of comfort
- B** sadness and disappointment
- C** a feeling of anger
- D** wisdom and clear thinking

21

What does the word “mournful” mean as it is used in paragraph 7?

- A** angry
- B** bored
- C** nervous
- D** sad

GO ON

22

Which sentence from the story **best** shows how a character's actions help to develop the story?

- A “You must not leave the camp until the brolgas have left.”
(paragraph 6)
- B “She wove baskets from the reeds the other children collected.”
(paragraph 7)
- C “Slipping out of the camp, she rushed down to the riverbank to dance with the cranes.” (paragraph 8)
- D “Her mother looked for her throughout the camp and, not finding her there, searched near the river.” (paragraph 9)

23

Which statement **best** describes how Kanikiya changes from the beginning to the end of the story?

- A She realizes that she must leave her home to find happiness.
- B She learns that the most important thing is to obey the rules.
- C She discovers that the birds love her more than she loves them.
- D She is frightened by camp tales and then sees that they are untrue.

24

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

- A Kanikiya is often seen near the river by others.
- B Kanikiya's mother tells her a story about a girl.
- C Kanikiya feels like she must dance.
- D Kanikiya weaves baskets.

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 story. Then answer questions 25 through 27.

Emily lives in Washington, D.C., in 1908. This afternoon she has been invited by her friends to see her first motion picture. In 1908, motion pictures were silent, so piano music was played in the theater to help the audience understand what was happening on the screen.

Excerpt from *Wheels of Change*

by Darlene Beck Jacobson

- 1 We're bundled under wool blankets to keep most of the chill off. With a jug of hot chocolate and a sack of Mrs. Cook's sugar cookies, I hardly feel the cold.
- 2 Charlie does most of the talking, telling us about the things we'll see. He's been a couple times already, and since Rose and I are first timers, we nod our heads, nibble cookies, and listen. Charlie's excitement captures us like lightning bugs until we're glowing and buzzing with anticipation. Before I know it, we pull up in front of a store on Seventh Street. A huge sign in the window says: SEE THE WONDERS OF THE WORLD. HAVE SOME LAUGHS. ENJOY THE FINEST SONG AND DANCE ACTS AND MUCH MORE FOR ONLY 5 CENTS.
- 3 "Are we really going to see singing, dancing, and action all at once?" I ask. It's hard to imagine so many exciting things at the same time.
- 4 "Just wait until you see!" Charlie crows.
- 5 Mr. Cook ties up the horse and helps us all out of the wagon. "Bring the hot chocolate and cookies," he says.
- 6 "We can eat and drink while we watch the show," Charlie explains.
- 7 To say it is unlike anything I've ever seen only tells part of the story.
- 8 We enter a room nearly the size of the carriage barn. There are some benches up front, but they're taken. We sit in some straight-back chairs half-way down the room. No sooner do we sit than the lights dim, and a spotlight shines on the white wall in front of us. An enormous photograph fills up the light on the wall and starts to move.

GO ON

- 9 It moves faster.
- 10 When a train moves past open fields, mountains, and lakes, I gasp. I can almost feel the wind on my face as the train rushes by. There are comedy skits with famous folks from vaudeville telling jokes, slipping on banana skins, and singing funny songs. I watch dance pictures, and one about the American Revolution with people dressed in costumes.
- vaudeville = a type of entertainment
that was popular in the United
States at the time of this story**
- 11 I'm dizzy, wide-eyed and breathless, watching it all. When I think it can't be any more exciting, a piano player begins music that starts out slow and easy. Once the action on the wall speeds up, the music does too, so I have the feeling I'm right in the middle of the fight between the cowboys and Indians. Then I'm chasing bank robbers down a city street. It's as if it's happening right now before us. Stories are told with signs spelling out what's happening, and, through it all, the piano music fills the room.
- 12 The sights make me want to jump from my seat, but the piano music makes me want to dance, soar, and fly. It's almost as good as being in the forge.
- 13 Almost—but not quite.
- 14 Still, I can't take my eyes off the piano player. In the dark it's hard to see what he looks like. His music makes the crowd laugh, cry, shout, and swoon, at just the right moments.
- 15 When it's over and the lights come back on, the piano player faces the crowd and takes a bow.
- 16 My mouth falls open and I can't stop staring at what I see.
- 17 A woman.
- 18 "Well, what do you think?" Charlie asks.
- 19 "I loved the song and dance parts," Rose says, smiling.

GO ON

- 20 “Did you see the woman playing the piano? I didn’t know girls could have such a job.” I’m so excited I feel like it’s my birthday and Mama made my favorite applesauce spice cake.
- 21 “It was a lady?” Charlie scratches his head.
- 22 Rose, Mr. Cook, and I all laugh at his confused expression.
- 23 “How could you not know that?” I say.
- 24 Charlie shrugs. “I was so caught up in the action, I didn’t pay attention to anything else.”
- 25 “She made the action,” I say as we gather our coats and empty cups and head for the exit.
- 26 “You’re crazy,” says Charlie.
- 27 “What do you mean?” asks Rose.
- 28 “Do you think it would have been anywhere near as exciting to watch with no sound?” I say.
- 29 They all look at me, and Mr. Cook laughs and says, “By golly, Emily, that’s something I never considered. The moving pictures were entertaining, but that piano told you when there was danger, or tragedy, or just plain fun.”
- 30 “Exactly,” I say.

GO ON

25

Why does Emily say that she and her friends are “glowing and buzzing with anticipation” in paragraph 2 of “Excerpt from *Wheels of Change*”? Use **two** details from the story to support your response.

GO ON

26

What theme is supported by paragraphs 12 through 17 of “Excerpt from *Wheels of Change*”? Use **two** details from the story to support your response.

GO ON

27

How are Rose's and Charlie's reactions to the piano music different in "Excerpt from *Wheels of Change*"? Use **two** details from the story to support your response.

GO ON

Directions

Read this article. Then answer questions 28 and 29.

How Birds Beat the Odds

by Charles C. Hofer

1 Raising a nest of young birds is a lot of work. Parent birds have to keep their eggs safe from predators, shelter the chicks from weather, and find enough food for all those hungry mouths. Different kinds of birds do these things in different ways. But they all face the same challenge: making sure that there's a next generation of birds.

The More, the Merrier

2 The Gambel's quail lives in the deserts of the American Southwest. These ground-dwelling birds usually lay 10 to 12 eggs at a time in a shallow nest. That's a lot of tiny mouths to feed.

3 Gambel's quail chicks don't need much attention. Just hours after hatching, they're up and running. And they'd better be quick! These birds are a favorite prey of desert hunters like bobcats, snakes, and hawks. This means that only a few chicks will survive to be adults. By laying lots of eggs, adult quails increase the chances that at least some of their young will grow up to lay eggs themselves.

Try, Try Again

4 American robins are common backyard birds. They also lay many eggs—but not all at once. Instead, robins raise two to four batches of eggs over the summer.

5 Robins build cup-shaped nests that hungry predators like snakes or raccoons can easily raid. Building several nests in a season instead of just once makes it more likely that at least one clutch will survive to become adult robins.

Spiny Hideaway

6 Many birds try to improve their eggs' chances by hiding their nests. The Gila woodpecker has found a great hiding place—inside the giant saguaro cactus. This woodpecker drills a hole in the cactus, where she lays about six eggs. Not many egg-stealers are willing to risk being stuck by the sharp spines.

GO ON

28

According to the article “How Birds Beat the Odds,” why does the Gambel’s quail lay so many eggs? Use **two** details from the article to support your response.

GO ON

29

In “How Birds Beat the Odds,” how does the heading “Try, Try Again” relate to the information in paragraphs 4 and 5? Use **two** details from the article to support your response.

GO ON

Directions

Read this article. Then answer questions 30 and 31.

Meerkat Chat

by Karen de Seve

- 1 The afternoon sun bakes the hot desert sand. It's too hot to hunt—or even move. In the shade of a tree is a pile of brown fur, skinny tails, and tiny feet. A mob of 20 meerkats naps, waiting for the temperature to cool down so they can return to foraging for food.
- 2 No one notices that one curious youngster is more interested in exploring than sleeping. He scurries through the tall grass toward the edge of the family's four-square-mile home base. Then he stops, stands up on his hind legs, and looks around. Something is watching him.
- 3 A nearby goshawk eyes the meerkat and launches into flight. It can easily swoop down and nab the furry pup in its orange claws. The meerkat sounds the alarm. He squeals "danger, danger" into the air. The urgent call alerts his family, which runs to his rescue. The goshawk flies away, realizing that it can't win against a big group.
- 4 As meerkats know, danger lurks everywhere in the Kalahari Desert of South Africa. Strength in numbers is a survival skill for these burrowing animals. Another key to survival—out in the world or within the family—is communication. Meerkats have a collection of chirps, squeaks, and growls that mean different things.
- 5 "Meerkats have more than 30 different calls or vocalizations. These are different things they want to say," says Simon Townsend, a researcher at the Kalahari Meerkat Project in South Africa. The organization's scientists have spent years studying wild meerkat mobs. They're cracking the communication code to figure out what meerkats are saying—and how much they understand.

Making the Call

- 6 Lookouts in a meerkat mob constantly scan the surroundings for danger. Up on hind legs, head in the air, looking, listening. Maybe it will be a bird in the sky or a snake in the grass. Maybe a wild cat is stalking from the bushes.

GO ON

- 7 Suddenly a shadow moves across the grass. A lookout gives a high-pitched call and everyone runs for the burrow. From the safety of the entrance, they all look at the sky to see the incoming threat. An eagle flies over the tunnels that the meerkat family calls home. But the eagle is a mile away and not interested in meerkats today.
- 8 To figure out if that alarm call had a specific meaning, researchers watch what the lookout saw and how the mob responds to his alarm. They also record the call with a microphone. The team has been collecting different calls to see what they mean. “We know a certain call is always made when they see something dangerous in the air or on the ground,” Townsend says. “One call might mean, ‘Look, danger on the ground.’ Another might mean, ‘Look, danger in the air.’ ”

GO ON

30

Based on the article “Meerkat Chat,” why is communication important to meerkats? Use **two** details from the article 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 15 and 16.



GO ON

31

In “How Birds Beat the Odds” and “Meerkat Chat,” what is one problem that birds and meerkats share? How do birds and meerkats try to solve this problem? Use details from **both** articles to support your response.

In your response, be sure to

- identify a problem that birds and meerkats share
- explain how birds and meerkats try to solve this problem
- use details from **both** articles to support your response

GO ON

STOP

THE STATE EDUCATION DEPARTMENT
THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
2018 English Language Arts Tests Map to the Standards
Released Questions on EngageNY
Grade 4

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									
7	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.4.4	Reading	0.59			
8	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.4.3	Reading	0.49			
9	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.4.3	Reading	0.53			
10	Multiple Choice	B	1	CCSS.ELA-Literacy.RI.4.2	Reading	0.71			
11	Multiple Choice	D	1	CCSS.ELA-Literacy.RI.4.5	Reading	0.52			
12	Multiple Choice	A	1	CCSS.ELA-Literacy.RI.4.7	Reading	0.68			
19	Multiple Choice	D	1	CCSS.ELA-Literacy.RL.4.2	Reading	0.56			
20	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.4.4	Reading	0.51			
21	Multiple Choice	D	1	CCSS.ELA-Literacy.L.4.4	Reading	0.64			
22	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.4.3	Reading	0.57			
23	Multiple Choice	A	1	CCSS.ELA-Literacy.RL.4.3	Reading	0.50			
24	Multiple Choice	C	1	CCSS.ELA-Literacy.RL.4.2	Reading	0.68			
Session 2									
25	Constructed Response		2	CCSS.ELA-Literacy.RL.4.4	Writing to Sources		1.18	0.59	
26	Constructed Response		2	CCSS.ELA-Literacy.RL.4.2	Writing to Sources		1.16	0.58	
27	Constructed Response		2	CCSS.ELA-Literacy.RL.4.6	Writing to Sources		0.78	0.39	
28	Constructed Response		2	CCSS.ELA-Literacy.RI.4.3	Writing to Sources		1.12	0.56	
29	Constructed Response		2	CCSS.ELA-Literacy.RI.4.2	Writing to Sources		1.14	0.57	
30	Constructed Response		2	CCSS.ELA-Literacy.RI.4.3	Writing to Sources		1.26	0.63	
31	Constructed Response		4	CCSS.ELA-Literacy.RI.4.3	Writing to Sources		1.92	0.48	

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

2-Point Rubric—Short Response

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

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

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

New York State Grades 4–5 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: <i>the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text</i>	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 insightful comprehension and analysis of the text(s) 	<ul style="list-style-type: none"> —clearly introduce a topic in a manner that follows from the task and purpose 	<ul style="list-style-type: none"> —introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s) 	<ul style="list-style-type: none"> —introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s) 	<ul style="list-style-type: none"> —demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: <i>the extent to which the essay presents evidence from the provided text to support analysis and reflection</i>	W.2 R.1–8	<ul style="list-style-type: none"> —develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence 	<ul style="list-style-type: none"> —develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety 	<ul style="list-style-type: none"> —partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence with inconsistency 	<ul style="list-style-type: none"> —demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant 	<ul style="list-style-type: none"> —provide no evidence or provide evidence that is completely irrelevant
COHERENCE, ORGANIZATION, AND STYLE: <i>the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</i>	W.2 L.3 L.6	<ul style="list-style-type: none"> —exhibit clear, purposeful organization —skillfully link ideas using grade-appropriate words and phrases —use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary —provide a concluding statement that follows clearly from the topic and information presented 	<ul style="list-style-type: none"> —exhibit clear organization —link ideas using grade-appropriate words and phrases —use grade-appropriate precise language and domain-specific vocabulary —provide a concluding statement that follows from the topic and information presented 	<ul style="list-style-type: none"> —exhibit some attempt at organization —inconsistently link ideas using words and phrases —inconsistently use appropriate language and domain-specific vocabulary —provide a concluding statement that follows generally from the topic and information presented 	<ul style="list-style-type: none"> —exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack the use of linking words and phrases —use language that is imprecise or inappropriate for the text(s) and task —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 —exhibit no use of linking words and phrases —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement
CONTROL OF CONVENTIONS: <i>the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</i>	W.2 L.1 L.2	<ul style="list-style-type: none"> —demonstrate grade-appropriate command of conventions, with few errors 	<ul style="list-style-type: none"> —demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension 	<ul style="list-style-type: none"> —demonstrate emerging command of conventions, with some errors that may hinder comprehension 	<ul style="list-style-type: none"> —demonstrate a lack of command of conventions, with frequent errors that hinder comprehension 	<ul style="list-style-type: none"> —are minimal, making assessment of conventions unreliable

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

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

EXEMPLARY RESPONSE

25

Why does Emily say that she and her friends are “glowing and buzzing with anticipation” in paragraph 2 of “Excerpt from *Wheels of Change*”? Use **two** details from the story to support your response.

Possible Exemplary Response:

Emily says that she and her friends are “glowing and buzzing with anticipation” because they are excited to go to the motion picture. They have never been to one before, and Charlie tells them all about it. In paragraph 2, Emily states, “Charlie does most of the talking, telling us about the things we’ll see. He’s been a couple times already, and since Rose and I are first timers, we nod our heads, nibble cookies, and listen.” Listening to Charlie and his enthusiasm “captures us like lightning bugs.”

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

25

Why does Emily say that she and her friends are “glowing and buzzing with anticipation” in paragraph 2 of “Excerpt from *Wheels of Change*”? Use **two** details from the story to support your response.

Emily says this because her friends are exsited about going to see the motion pictues. It was their first one so they probally glowing and buzzing with inticipation. In the text it says,"Are we really going to see singing, danceing and action all at once?" In the text it also says,"Just wait until you see!

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why Emily says that she and her friends are “glowing and buzzing with anticipation” in paragraph 2 of “Excerpt from *Wheels of Change*” (*because her friends are exsited about going to see the motion pictues*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Are we really going to see singing, danceing and action all at once?*” and “*Just wait until you see!*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

25

Why does Emily say that she and her friends are “glowing and buzzing with anticipation” in paragraph 2 of “Excerpt from *Wheels of Change*”? Use two details from the story to support your response.

R| Emily says that she and her friends
A| are “glowing and buzzing with anticipation.”
D| She says that because of Charlie’s
D| excitement. On paragraph 2 it says
D| “Charlie’s excitement catches us like
T| bugs.” On paragraph 3 it says “It’s
hard to imagine so many exciting
things.” I can infer this is
why Emily said that she and her
friends are glowing and buzzing
with anticipation.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why Emily says that she and her friends are “glowing and buzzing with anticipation” in paragraph 2 of “Excerpt from *Wheels of Change*” (*because of Charlie’s excitement*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“Charlie’s excitement catches us like bugs.” and “It’s hard to imagine so many exciting things.”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

25

Why does Emily say that she and her friends are “glowing and buzzing with anticipation” in paragraph 2 of “Excerpt from *Wheels of Change*”? Use two details from the story to support your response.

✓R
✓A
✓D
✓D
✓T

Emily says that she and her friends are “glowing and buzzing with anticipation” because they’re going to see the play. Charlie said “Just wait until you see”. Also “charile’s excitement capture us”. I infer she excited to see the play.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why Emily says that she and her friends are “glowing and buzzing with anticipation” in paragraph 2 of “Excerpt from *Wheels of Change*” (*she excited to see the Play*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Just wait until you see*” and “*charile’s excitement capture us*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

25

Why does Emily say that she and her friends are “glowing and buzzing with anticipation” in paragraph 2 of “Excerpt from *Wheels of Change*”? Use two details from the story to support your response.

Emily says that she and her friends are glowing and buzzing with anticipation because they are hyped up and excited for th motion picture. First is that it says in paragraph 3 that 'It's hard to imagine so manyexciting things at the same time'. Next is that it says in paragraph 12 that ' The sights make me want to jump from my seat, but the piano music makes me want to dance, soar, and fly'. This shows that she is ready for the excitement.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain why Emily says that she and her friends are “glowing and buzzing with anticipation” in paragraph 2 of “Excerpt from *Wheels of Change*” (*because they are hyped up and excited for th motion picture*); however, the response only provides one concrete detail from the text for support (“*It's hard to imagine so manyexciting things at the same time*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

25

Why does Emily say that she and her friends are “glowing and buzzing with anticipation” in paragraph 2 of “Excerpt from *Wheels of Change*”? Use **two** details from the story to support your response.

She says that because fireflies (AKA Lightning Bugs) in real life buzz and glow when there is danger or something exciting going on. And ther WAS something exciting going on. Also it was their first time. That is why she says that her and her friends were "buzzing and glowing with anticipation."

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain why Emily says that she and her friends are “glowing and buzzing with anticipation” in paragraph 2 of “Excerpt from *Wheels of Change*” [because fireflies (AKA Lightning Bugs) in real life buzz and glow when there is danger or something exciting going on. And ther WAS something exciting going on. Also it was their first time]; 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

Why does Emily say that she and her friends are “glowing and buzzing with anticipation” in paragraph 2 of “Excerpt from *Wheels of Change*”? Use two details from the story to support your response.

Emily said that to her friends because
she and her friends are getting scared. One
detail is - Charlie's excitement like bugs
like lighting bugs. Another detail is - Before
I know it will pull up in front of the store.

Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (“Charlie’s excitement captures us like lighting bugs.”). The response does not provide a valid inference from the text to explain why Emily says that she and her friends are “glowing and buzzing with anticipation” in paragraph 2 of “Excerpt from *Wheels of Change*.” This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

25

Why does Emily say that she and her friends are “glowing and buzzing with anticipation” in paragraph 2 of “Excerpt from *Wheels of Change*”? Use **two** details from the story to support your response.

P✓ Emily say that she and her friends are “glowing and buzzing with anticipation”. Emily and her friends say that because they saw a bug that glows and it was buzzing. one deatil is that “Before I know it, we pull in front for a store on seventh street. another deatil is that Chaile does a lot of talking about us telling what we will see. I can infer that they had a nice time.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt, and is inaccurate (*Emily say that she and her friends are “glowing and buzzing with andicipation”*. *Emily and her friends say that because they saw a bug that glows and it was buzzing.one deatil is that “Before I know it, we pull in front for a store on seventh street. another deatil is that “Chaile does a lot of talking about us telling what we will see. I can infer that they had a nice time*).

GUIDE PAPER 8

Additional

25

Why does Emily say that she and her friends are “glowing and buzzing with anticipation” in paragraph 2 of “Excerpt from *Wheels of Change*”? Use **two** details from the story to support your response.

She sed that because they are having a good day and they love watch live dance.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt, and is inaccurate (*She sed that because they are having a good day and they love watch live dance*).

EXEMPLARY RESPONSE

26

What theme is supported by paragraphs 12 through 17 of “Excerpt from *Wheels of Change*”? Use **two** details from the story to support your response.

Possible Exemplary Response:

Paragraphs 12 through 17 of “Excerpt from *Wheels of Change*” support the theme that things aren’t always as they seem. In paragraph 14, Emily is curious about and amazed by the piano player and assumes that the piano player is a man: “I can’t take my eyes off the piano player. In the dark it’s hard to see what he looks like.” In paragraphs 16 and 17, Emily is shocked and astonished when she sees that the piano player is actually a woman: “My mouth falls open and I can’t stop staring at what I see. A woman.”

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

26

What theme is supported by paragraphs 12 through 17 of “Excerpt from *Wheels of Change*”? Use two details from the story to support your response.

The theme supported by paragraphs 12 through 17 is that the things people do can have a big impact on people. For example, in the text it states, “the piano music makes me want to dance, soar, and fly.” This shows that the person making the piano music has a big impact on Emily (“me”). To add on, the text states, “His music makes the crowd laugh, cry, shout, and swoon”. This makes it clear that the person making the music has a great impact on the people.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what theme is supported by paragraphs 12 through 17 of “Excerpt from *Wheels of Change*” (*the things people do can have a big impact on people*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*the piano music makes me want to dance, soar, and fly.*” and “*His music makes the crowd laugh, cry, shout, and swoon*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

26

What theme is supported by paragraphs 12 through 17 of “Excerpt from *Wheels of Change*”? Use **two** details from the story to support your response.

The theme supported by paragraphs 12 to 17 is that music can do many things to you. For instance, in paragraph 12 it says: "but the piano music makes me want to dance, soar, and fly." This is important because it shows that the music made him want to dance, soar, and fly. The text also says: "His music makes the crowd laugh, cry, shout, and swoon, at just the right moments."

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what theme is supported by paragraphs 12 through 17 of “Excerpt from *Wheels of Change*” (*music can do many things to you*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*but the piano music makes me want to dance, soar, and fly.*” and ‘*His music makes the crowd laugh, cry, shout, and swoon, at just the right moments.*’). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

26

What theme is supported by paragraphs 12 through 17 of “Excerpt from *Wheels of Change*”? Use **two** details from the story to support your response.

The theme that is supported by paragraphs 12 through 17 of “Excerpt from *Wheels of Change*” is music is good to hear. According to the text Emily likes the music so much, it makes her want to dance, soar, and fly. Also, it says that the music makes the crowd laugh, cry, shout, and swoon, at just the right moments.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what theme is supported by paragraphs 12 through 17 of “Excerpt from *Wheels of Change*” (*music is good to hear*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Emily likes the music so much, it make her want to dance, soar, and fly and the music makes the crowd laugh, cry, shout and swoon, at just the right moments*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

26

What theme is supported by paragraphs 12 through 17 of “Excerpt from *Wheels of Change*”? Use two details from the story to support your response.

The theme of paragraphs 12 through 17 is that anybody can be good at something without it depending on gender. The sentence that supports my answer is In paragraphs 16 - 17 it says My mouth falls open i cant stop staring at what i see a woman.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what theme is supported by paragraphs 12 through 17 of “Excerpt from *Wheels of Change*” (*anybody can be good at something without it depending on gender*); however, the response only provides one concrete detail from the text for support (*My mouth falls open i cant stop staring at what i see a woman*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

26

What theme is supported by paragraphs 12 through 17 of “Excerpt from *Wheels of Change*”? Use two details from the story to support your response.

The theme that is supported by paragraphs 12 to 17 is music is more powfull then action. One reason why I think this is because all the girl paid attention to was the piano player. The second reason is because the music described what was going on. Those are two reasons why the theme is music is more powerful than action.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what theme is supported by paragraphs 12 through 17 of “Excerpt from *Wheels of Change*” (*music is more powfull then action*); 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

What theme is supported by paragraphs 12 through 17 of “Excerpt from *Wheels of Change*”? Use **two** details from the story to support your response.

lisening to someone play a piano it was a girl playing the piano

Score Point 1 (out of 2 points)

This response only provides one relevant detail from the text for support (*it was a girl playing the piano*). The response does not provide a valid inference from the text to explain what theme is supported by paragraphs 12 through 17 of “Excerpt from *Wheels of Change*. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

26

What theme is supported by paragraphs 12 through 17 of “Excerpt from *Wheels of Change*”? Use **two** details from the story to support your response.

the theme sopported by paragraph 12 through 17 is when a women was playing piano. this girl named emily lives in washington D.C, in 1908. she has been invited by her friends to see her first motion picture. In 1908

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*the theme sopported by paragraph 12 through 17 is when a women was playing piano. this girl named emily lives in washington D.C, in 1908. she has been invited by her friends to see her first motion picture. In 1908*).

GUIDE PAPER 8

Additional

26

What theme is supported by paragraphs 12 through 17 of “Excerpt from *Wheels of Change*”? Use **two** details from the story to support your response.

that rose is excited to see
the people play and the music
was her favorite because she would
know everything because of the
music and how she will hear
it and she would know what's going
on without even looking on stage.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*that rose is excited to see the people play and the music was her favorite because she would know everything because of the music and how she will hear it and she would know what's going on without even looking on stage*).

EXEMPLARY RESPONSE

27

How are Rose's and Charlie's reactions to the piano music different in "Excerpt from *Wheels of Change*"? Use **two** details from the story to support your response.

Possible Exemplary Response:

Rose is affected in a bigger way than Charlie by the piano music. Charlie says he is "so caught up in the action" that he "didn't pay attention" to the music. For Rose, the music was much more important to the motion picture experience. She "loved the song and dance parts" that matched the pictures with the music and made both more enjoyable.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

27

How are Rose's and Charlie's reactions to the piano music different in "Excerpt from *Wheels of Change*"? Use two details from the story to support your response.

R✓ Rose's and Charlie's reactions to the Piano
ar are different. Rose was loving the Piano while
D✓ Charlie didn't care because he was into the action.
D✓ Rose said she loved the song and dance parts.
i Charlie said he wasn't paying attention to the music just the action. I can infer that Charlie's and Rose's reactions were different.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how Rose's and Charlie's reactions to the piano music are different in "Excerpt from *Wheels of Change*" (*Rose was loving the Piano while Charlie didn't care because he was into the action*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Rose said she loved the song and dance Parts and Charlie said he wasn't paying attention to the music just the action*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

27

How are Rose's and Charlie's reactions to the piano music different in "Excerpt from *Wheels of Change*"? Use **two** details from the story to support your response.

There reactions are different because Rose likes the music and Charlie likes the action. I know this because Rose says she likes the song and dance parts. Another reason is charlie saidhe was so caught up with the action

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how Rose's and Charlie's reactions to the piano music are different in "Excerpt from *Wheels of Change*" (*Rose likes the music and Charlie likes the action*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Rose says she likes the song and dance parts* and *charlie saidhe was so caught up with the action*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

27

How are Rose's and Charlie's reactions to the piano music different in "Excerpt from *Wheels of Change*"? Use **two** details from the story to support your response.

Rose's and Charlie's reactions are different because Rose notices the piano but Charlie doesn't. "I was so caught up in the action," Charlie said. "I love the song!" Rose said.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how Rose's and Charlie's reactions to the piano music are different in "Excerpt from *Wheels of Change*" (*Rose notices the piano but Charlie does'nt*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*I was so caught up in the action.*" Charlie said and "*I love the song*" Rose said). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

27

How are Rose's and Charlie's reactions to the piano music different in "Excerpt from *Wheels of Change*"? Use **two** details from the story to support your response.

Rose's and Charlie's reactions are differnt because Rose was listaning to the music and Charlie was not. I know this beacause the text says "Charlie shrugs. "I was so caught up in the action, I didn't pay any attention to anything else." shows me he did not care about the music. Rose says "She made the action" like there was a list but that sentince shows me she was paying attention to the piano player.Thats howI know their reactions where differnt.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how Rose's and Charlie's reactions to the piano music are different in "Excerpt from *Wheels of Change*" (*Rose was listaning to the music and Charlie was not*); however, the response only provides one concrete detail from the text for support (*"I was so caught up in the action, I didn't pay any attention to anything else."* shows me he did not care about the music). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

27

How are Rose's and Charlie's reactions to the piano music different in "Excerpt from *Wheels of Change*"? Use **two** details from the story to support your response.

Charlie was caught up in the action and Rose was caught up in the piano.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how Rose's and Charlie's reactions to the piano music are different in "Excerpt from *Wheels of Change*" (*Charlie was caught up in the action and Rose was caught up in the piano*); 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

27

How are Rose's and Charlie's reactions to the piano music different in "Excerpt from *Wheels of Change*"? Use **two** details from the story to support your response.

Rose reaction was so entayement by the wompa, Charlie was not looking at the piano, he just liked the actions.

Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (*Charlie was not looking at the piano, he just liked the actions*). The response does not provide a valid inference from the text to explain how Rose's and Charlie's reactions to the piano music are different in "Excerpt from *Wheels of Change*." This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

27

How are Rose's and Charlie's reactions to the piano music different in "Excerpt from *Wheels of Change*"? Use **two** details from the story to support your response.

Rose and charlies reactions are diffrent becuase Rose new it was a women playing the piano and charlie did not now it was a women.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Rose and charlies reactions are diffrent becuase Rose new it was a women playing the piano and charlie did not know it was a women*).

How are Rose's and Charlie's reactions to the piano music different in "Excerpt from *Wheels of Change*"? Use two details from the story to support your response.

Rose likes it with no sound and charlie likes it with music. In the text it said "Do you think it would be anywhere near exciting with no sound. Another reason is "Are you crazy charlie says." I can infer they have different opinions.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*Rose likes it with no sound and charlie likes it with music. In the text it said "Do you think it would be anywhere near exciting with no sound. Another reason is "Are you crazy charlie says." I can infer they have different opinions*).

EXEMPLARY RESPONSE

28

According to the article “How Birds Beat the Odds,” why does the Gambel’s quail lay so many eggs? Use **two** details from the article to support your response.

Possible Exemplary Response:

It is important for the Gambel’s quail to lay so many eggs to guarantee there is a next generation of Gambel’s quail. The text states, “By laying lots of eggs, adult quails increase the chances that at least some of their young will grow up.” These birds have a lot of predators, and the babies are easy prey. Laying more eggs is beneficial because “only a few chicks will survive to be adults.”

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

28

According to the article “How Birds Beat the Odds,” why does the Gambel’s quail lay so many eggs? Use **two** details from the article to support your response.

In the article "how birds beat the odds" the gambel's quail lay so many eggs so that the predators dont kill every single baby. In the article it states "by laying lots of eggs, adult quails increase the chances that at least some of their young will grow up to lay eggs themselves.". In the article it also states that in the article "this means that only only a few chicks will survive.". that is why I think gambel's quail lay so many eggs.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why the Gambel’s quail lays so many eggs according to the article “How Birds Beat the Odds” (*so that the predators dont kill every single baby*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*by laying lots of eggs, adult quails increase the chances that at least some of their young will grow up to lay eggs themselves.*” and “*this means that only only a few chicks will survive.*”). This response includes complete sentences where errors do not impact readability.

28

According to the article “How Birds Beat the Odds,” why does the Gambel’s quail lay so many eggs? Use **two** details from the article to support your response.

The Gambel's quill lays so many eggs because it will increase the chance of the birds surviving to have another generation of chicks. I think this because in the text it says "These birds are a favorite prey of desert hunters" and "By laying lots of eggs, adult quails increase the chance that at least some of their young will grow up to lay eggs themselves".

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why the Gambel’s quail lays so many eggs according to the article “How Birds Beat the Odds” (*because it will increase the chance of the birds surviving to have another generation of chicks*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*These birds are a favorite prey of desert hunters*” and “*By laying lots of eggs, adult quails increase the chance that at least some of their young will grow up to lay eggs themselves*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

28

According to the article “How Birds Beat the Odds,” why does the Gambel’s quail lay so many eggs? Use two details from the article to support your response.

The Gambel's quail lays many eggs. This is because there is a higher chance of the birds to become adults. Also those birds are favorite snacks to predators. So they have to lay more eggs because it gives them a higher chance to become adults and lay their own eggs.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why the Gambel’s quail lays so many eggs according to the article “How Birds Beat the Odds” (*because there is a higher chance of the birds to become adults*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*those birds are favorite snacks to predators and it gives them a higher chance to become adults and lay their own eggs*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

28

According to the article “How Birds Beat the Odds,” why does the Gambel’s quail lay so many eggs? Use two details from the article to support your response.

The Gambel's quail lays so many eggs because some of the chicks get eaten which leaves only a few of them surviving. By laying a lot of eggs adult quails have a bigger chance of having some of their young grow up and lay more eggs.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain why the Gambel’s quail lays so many eggs according to the article “How Birds Beat the Odds” (*because some of the chicks get eaten which leaves only a few of them surviving*); however, the response only provides one concrete detail from the text for support (*By laying a lot of eggs adult quails have a bigger chance of having some of their young grow up and lay more eggs*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

28

According to the article “How Birds Beat the Odds,” why does the Gambel’s quail lay so many eggs? Use **two** details from the article to support your response.

The Gambel's lay so many eggs because predators can eat the eggs and because a lot of mouths is bad because there will be too many of them.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain why the Gambel’s quail lays so many eggs according to the article “How Birds Beat the Odds” (*because Predators can eat the eggs*); 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

28

According to the article “How Birds Beat the Odds,” why does the Gambel’s quail lay so many eggs? Use **two** details from the article to support your response.

The Gambel quail lays so many eggs because there not alot of them. Also they will not all survive because they're favorite prey in the deserts is hunters, And cats, and other birds, and snakes.

Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (*they will not all survive because they're favorite prey in the deserts is hunters, And cats, and other birds, and snakes*). The response does not provide a valid inference from the text to explain why the Gambel's quail lays so many eggs according to the article “How Birds Beat the Odds.” This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

28

According to the article “How Birds Beat the Odds,” why does the Gambel’s quail lay so many eggs? Use **two** details from the article to support your response.

They lay a lot of eggs because a few hours after they hatch they are on their own.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*They lay a lot of eggs because a few hours after they hatch they are on their own*).

GUIDE PAPER 8

Additional

28

According to the article “How Birds Beat the Odds,” why does the Gambel’s quail lay so many eggs? Use two details from the article to support your response.

It lays so many eggs because they live in the “deserts of the American Southwest.” And because they want them to have baby to.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*It lays so many eggs because they live in the “deserts of the American Southwest.” And because they want them to have baby to*).

EXEMPLARY RESPONSE

29

In “How Birds Beat the Odds,” how does the heading “Try, Try Again” relate to the information in paragraphs 4 and 5? Use **two** details from the article to support your response.

Possible Exemplary Response:

The heading “Try, Try Again,” relates to the information in paragraphs 4 and 5 because these paragraphs are about how American robins have to make many different attempts in order to increase their chances of successfully hatching babies. Robins lay “two to four batches of eggs over the summer” and they build “several nests in a season” to make it as likely as possible that “at least one clutch will survive to become adult robins.”

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

29

In "How Birds Beat the Odds," how does the heading "Try, Try Again" relate to the information in paragraphs 4 and 5? Use two details from the article to support your response.

In "How Birds Beat the Odds," the heading "Try, Try Again" is related to the eggs. For example, in paragraph 5 it states Robins build cup-shaped nest which makes it easy for predators to raid. It also states in paragraph 5, Robins build multiple nest so it will be more likely for one clutch to survive. This makes me think of how hard Birds have to work.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the heading "Try, Try Again" relates to the information in paragraphs 4 and 5 in "How Birds Beat the Odds" (*the heading "Try, Try Again is related to the eggs*). The response includes evidence of analysis and provides a sufficient number of concrete details from the text for support as required by the prompt (*Robins build cup-shaped nest which makes it easy for predators to raid and Robins build multiple nest so it will be more likley for one clutch to survive. This makes me think of how hards Birds have to work*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

29

In “How Birds Beat the Odds,” how does the heading “Try, Try Again” relate to the information in paragraphs 4 and 5? Use **two** details from the article to support your response.

The heading relates to information in paragraphs 4 and 5 because it shows that robins try to get at least one clutch of their eggs to survive predators. For instance, "Robins build cup-shaped nests that hungry predators can easily raid." Also, "Building several nests in a season instead of just one makes it more likely that at least one clutch will survive to become adult robins."

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the heading “Try, Try Again” relates to the information in paragraphs 4 and 5 in “How Birds Beat the Odds” (*it shows that robins try to get at least one clutch of their eggs to survive predators*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Robins build cup-shaped nests that hungry predators can easily raid.*” and “*Building several nests in a season instead of just one makes it more likely that at least one clutch will survive to become adult robins.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

29

In "How Birds Beat the Odds," how does the heading "Try, Try Again" relate to the information in paragraphs 4 and 5? Use **two** details from the article to support your response.

It relates to paragraphs 4 and 5 because it talks about how many nests it makes. It says Building 7 nests in a season, make most likely one clutch will live. In 4 it says robin lays a lot of eggs but not at the same time and it raise 4 batches.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how the heading "Try, Try Again" relates to the information in paragraphs 4 and 5 in "How Birds Beat the Odds" (*it talks about how many nest's it makes*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Building 7 nest's in a season , make most likley one clutch will live and robin lays alot of eggs but not at the same time and it raise 4 bacthes*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

29

In “How Birds Beat the Odds,” how does the heading “Try, Try Again” relate to the information in paragraphs 4 and 5? Use **two** details from the article to support your response.

The heading "Try, Try Again relates because the parent robins can keep on trying to keep the offspring safe. Another detail is that the robins build cup shaped nests and keep trying to make it better because snakes and racoons can easily raid

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how the heading “Try, Try Again” relates to the information in paragraphs 4 and 5 in “How Birds Beat the Odds” (*because the parent robins can keep on trying to keep the offspring safe*); however, the response provides only provides one concrete detail from the text for support (*robins build cup shaped nests and keep trying to make it better because snakes and racoons can easily raid*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

29

In “How Birds Beat the Odds,” how does the heading “Try, Try Again” relate to the information in paragraphs 4 and 5? Use two details from the article to support your response.

The heading Try, Try Again relates to the information in paragraphs 4 and 5. One detail from the article says that the adult robin builds several nests. Another detail is that it also says by building several nests in a season some eggs will grow up to be adult robins.

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 adult robin builds several nests and by building several nests in a season some eggs will grow up to be adult robins*); however, the response does not provide a valid inference from the text to explain how the heading “Try, Try Again” relates to the information in paragraphs 4 and 5 in “How Birds Beat the Odds.” This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

29

In "How Birds Beat the Odds," how does the heading "Try, Try Again" relate to the information in paragraphs 4 and 5? Use **two** details from the article to support your response.

R In the heading "Try, Try again" relates to paragraph A 4 and 5 by Americans Robins to backyard birds. One detail is "American robins are common backyard birds." Another detail is it is talking about Americans I Robins that building their nests and more. I infer that try, try again is talking about Americans Robins.

Score Point 1 (out of 2 points)

This response only provides one relevant detail from the text for support (*it is talking about Americans Robins that building their nests and more*). The response does not provide a valid inference from the text to explain how the heading "Try, Try Again" relates to the information in paragraphs 4 and 5 in "How Birds Beat the Odds." This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

29

In “How Birds Beat the Odds,” how does the heading “Try, Try Again” relate to the information in paragraphs 4 and 5? Use **two** details from the article to support your response.

Try try Again relate to the story title because its almost like there teaching the birds how to survie in the wild so when the become big they can and also they want the birds to try and try again to be able to fly to.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Try try Again relate to the story title because its almost like there teaching the birds how to survie in the wild so when the become big they can and also they want the birds to try and try again to be able to fly to*).

GUIDE PAPER 8

Additional

29

In “How Birds Beat the Odds,” how does the heading “Try, Try Again” relate to the information in paragraphs 4 and 5? Use **two** details from the article to support your response.

because the birds building nest

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*because the birds building nest*).

EXEMPLARY RESPONSE

30

Based on the article “Meerkat Chat,” why is communication important to meerkats? Use two details from the article to support your response.

Possible Exemplary Response:

Communication is important to meerkats because it helps them survive. They use communication to warn each other of danger. If an eagle is flying overhead, a lookout will give a high-pitched call to warn the others that there is danger in the air. Meerkats have different types of calls that warn the others of danger and might tell where the danger is coming from. For example, a scientist from the research team explains that there are different calls for danger in the air and danger on the ground.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

30

Based on the article “Meerkat Chat,” why is communication important to meerkats? Use two details from the article to support your response.

Communication is important to meerkats because it lets the rest of the family or group know that danger is near. One example of communication between the meerkats is when one meerkat called a lookout squeaks that danger is lurking close by and everyone runs to the safety of their burrow. Another example of communication between the meerkats is when a youngster is exploring and sees danger he speaks a danger call and his family runs to come help him. The predator realizes that it can't win against a large group and decides to leave. In conclusion, communication is very important to meerkats.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why communication is important to meerkats based on the article “Meerkat Chat” (*because it lets the rest of the family or group know that danger is near*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*one meerkat called a lookout squeaks that danger is lurking close by and everyone runs to the safety of their burrow and when a youngster is exploring and sees danger he speaks a danger call and his family runs to come help him*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 2

Additional

30

Based on the article “Meerkat Chat,” why is communication important to meerkats? Use two details from the article to support your response.

Communication is important to meerkats because if danger is coming or if someone is in danger it will keep them alive. One way I know this is because in the article it says " A lookout gives a high pitched call and everyone runs for the burrows". Another way I know this is because in the article it says " Another key to survivle out in the world or within the family is communication" so communication is very important to them because it keeps them alive.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why communication is important to meerkats based on the article “Meerkat Chat” (*because if danger is coming or if someone is in danger it will keep them alive*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*A lookout gives a high pitched call and everyone runs for the burrows*” and “*Another key to survivle out in the world or within the family is communication*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

30

Based on the article “Meerkat Chat,” why is communication important to meerkats? Use two details from the article to support your response.

communication is important to meerkats because it tells the mob if there danger. For example in the text it says “A near by goshawk can easily swop down and habs the furry pup in its orange claws, but it lets a call saying danger, danger which wakes a whole mob and the hawk runs away. Another example is that these calls are mostly ways of saying there danger. That wh there so important

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why communication is important to meerkats based on the article “Meerkat Chat” (*because it tells the mob if there danger*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*A near by goshawk can easily swop down and habs the furry pup in its orange claws but it lets a call saying danger, danger which wakes a whole mob and the hawk runs away and finding out that these calls are mostly ways of saying there danger*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

30

Based on the article “Meerkat Chat,” why is communication important to meerkats? Use **two** details from the article to support your response.

The communication is important because it help the little meerkat be safe. For example, a meerkat saw a hawk in the air and it commnecated to the other meerkat. Also, the meerkat said “danger in the air.”

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain why communication is important to meerkats based on the article “Meerkat Chat” (*because it help the little meerkat be safe*); however, the response provides only provides one concrete detail from the text for support (*a meerkat saw a hawk in the air and it commnecated to the other meerkat [...] the meerkat said “danger in the air.”*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 5

Additional

30

Based on the article “Meerkat Chat,” why is communication important to meerkats? Use **two** details from the article to support your response.

Communication is so important to the Meerkats because it keeps them away from danger or safe. They also use communication to call home.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain why communication is important to meerkats based on the article “Meerkat Chat” (*because it keeps them away from danger or safe*); 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

Based on the article “Meerkat Chat,” why is communication important to meerkats? Use two details from the article to support your response.

aAs meerkats know, danger lurks everywhere in the kalahari desert of south africa. Meer kats have more than 30 different calls or vocalizations. these are different things they want to say", says simon townsend a researcher at the kalahari meerkat project in south africa.

Score Point 1 (out of 2 points)

This response provides some concrete details from the text for support (*danger lurks everywhere in the kalahari desert of south africa and Meer kats have more than 30 different calls or vocalizations. these are different things they want to say”*); however, the response does not provide a valid inference from the text to explain why communication is important to meerkats based on the article “Meerkat Chat.” This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

30

Based on the article “Meerkat Chat,” why is communication important to meerkats? Use **two** details from the article to support your response.

The communication important to meerkats because if you do not communication with someone no one will know what you are saying.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The communication important to meerkats because if you do not communication with someone no one will know what you are saying*).

GUIDE PAPER 8

Additional

30

Based on the article “Meerkat Chat,” why is communication important to meerkats? Use two details from the article to support your response.

Communication is importun to Meerkuts because it is there home And they dont want to Leve it. It also importan to meerkat because there is a lot of food there they can Live the they can hunt overe there they can do alot of stuff there.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Communication is importun to meerkuts because it is there home And they dont want to Leve it. It also importan to meerkat because there is a lot of food there they can Live the they can hunt overe there they can do alot of stuff there*).

EXEMPLARY RESPONSE

31

In “How Birds Beat the Odds” and “Meerkat Chat,” what is one problem that birds and meerkats share? How do birds and meerkats try to solve this problem? Use details from **both** articles to support your response.

In your response, be sure to

- identify a problem that birds and meerkats share
- explain how birds and meerkats try to solve this problem
- use details from **both** articles to support your response

Possible Exemplary Response:

In “Meerkat Chat” and “How Birds Beat the Odds,” one problem meerkats and birds share is survival. Both creatures experience threats from predators like hawks, raccoons, snakes, and cats making survival a constant struggle. Meerkats try to solve the problem of surviving by using communication. When a threat is spotted, they use different sounds to alert other meerkats in their mob where the threat is located. Birds also use strategies to avoid predators. Robins, for example, lay many eggs in several nests at different times during the summer in the hopes that at least one clutch will survive. Quail chicks are born able to run from predators, but the adult still has to lay 10-12 eggs at a time because they “are a favorite prey of desert hunters.” Paragraph 3 states “only a few chicks will survive to be adults” and laying more eggs will “increase the chances that at least some of their young will grow up to lay eggs themselves.” Yet another bird, the Gila woodpecker, builds its nest in places most predators don’t want to go: inside the saguaro cactus which has sharp spines. To conclude, birds and meerkats both have to protect their families from predators, but they use different methods to keep their babies safe.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 4-point holistic rubric.

GUIDE PAPER 1a

31

In "How Birds Beat the Odds" and "Meerkat Chat," what is one problem that birds and meerkats share? How do birds and meerkats try to solve this problem? Use details from **both** articles to support your response.

In your response, be sure to

- identify a problem that birds and meerkats share
- explain how birds and meerkats try to solve this problem
- use details from **both** articles to support your response

In both 'How Birds Beat the Odds' and 'Meerkat Chat' the articles talk about dangers meerkats and birds face.

In 'How Birds Beat the Odds' the birds need to make sure that their young grow up and lay more eggs to continue a life cycle. The birds make sure that this happens by protecting their young in different ways. One example of a bird protecting its babies is the woodpecker. The Gila woodpecker pecks a hole in a giant saguaro cactus where she lays her eggs. This protects the babies because the predators don't want to risk being pricked. Another example is the robin. American robins make 2 to 4 nests in which they lay several eggs. predators like snakes or other animals can easily reach the nests, but since the robin built more than one nest in the season, it's more likely that at least one nest will survive.

In 'Meerkat Chat,' the same problem happens: The meerkats have to survive. They do this by calling on more meerkats when a predator is threatening to take a meerkat. This intimidates the predator away. One example from the article is when a small meerkat explores the habitat, and then a goshawk appears. The meerkat responds by calling for its family and the goshawk flies away. Another example from the article is when a hawk flies above the meerkats territory. A whole mob of meerkats come to reinforce the base, and the hawk goes away.

This is how meerkats and birds in 'Meerkat Chat' and 'How Birds Beat the Odds' solve their problems

GUIDE PAPER 1b

Score Point 4 (out of 4 points)

This response clearly introduces the topic in a manner that follows logically from the task and purpose (*In both “How Birds Beat the Odds” and “Meerkat Chat” the articles talk about dangers meerkats and birds face*). The response demonstrates insightful comprehension and analysis of the texts (*In “How Birds Beat the Odds” the birds need to make sure that their young grow up and lay more eggs to continue a life cycle. The birds make sure that this happens by protecting their young in different ways and In “Meerkat Chat,” the same problem happens: The meerkats have to survive. They do this by calling on more meerkats when a predator is threatening to take a meerkat. This intimidates the predator away*). The response develops the topic with relevant, well-chosen details from the texts, and sustains the use of varied, relevant evidence (*The Gila woodpecker pecks a hole in a giant saguaro cactus where she lays her eggs. This protects the babies because the predators don’t want to risk being pricked; American robins make 2 to 4 nests in which they lay several eggs. predators like snakes or other animals can easily reach the nests, but since the robin built more than one nest in the season, it’s more likely that at least one nest will survive; when a small meerkat explores the habitat, and then a goshawk appears. The meerkat responds by calling for its family and the goshawk flies away; when a hawk flies above the meerkats territory. A whole mob of meerkats come to reinforce the base, and the hawk goes away*). The response exhibits clear, purposeful organization, skillfully linking ideas using grade-appropriate words and phrases (*In both, One example, Another example, but since, This is how*). The response uses grade-appropriate, stylistically sophisticated language and domain-specific vocabulary (*dangers meerkats and birds face, to continue a life cycle, protecting their young, predator is threatening, intimidates*). The response provides a concluding statement that follows from the topic and information presented (*This is how meerkats and birds in “Meerkat Chat” and “How Birds Beat the Odds” solve their problems*). The response demonstrates grade-appropriate command of conventions, with few errors (*in the season, capitalization, punctuation*).

GUIDE PAPER 2a

Additional

31

In "How Birds Beat the Odds" and "Meerkat Chat," what is one problem that birds and meerkats share? How do birds and meerkats try to solve this problem? Use details from both articles to support your response.

In your response, be sure to

- identify a problem that birds and meerkats share
- explain how birds and meerkats try to solve this problem
- use details from both articles to support your response

To "How Birds Beat The Odds" and "Meerkat Chat" Both have one problem. Keep reading to figure out what this problem is, and how they try to solve it.

The problem that Birds and Meerkats share is that they both have predators that want to eat them. In "How Birds Beat The Odds" it says "These birds are a favorite prey of desert hunters like bobcats, snakes and hawks!" This shows that birds have a lot of predators. In "Meerkat Chat" it says "A nearby goshawk eyes the meerkat and launches into flight." This shows that Meerkats also have a predator.

Birds and Meerkats try to solve

31

this problem by making more nests and calling for help. In "How Birds Beat the Odds" it says "Building several nests in a season instead of just one makes it more likely that at least one clutch will survive to become adult Robins". This shows that if they build more nests, more chicks will survive. In "Meerkat Chat" it says "He squeals 'danger, danger' into the air. The urgent call alerts his family, which runs to his rescue". This shows that by making calls their family could protect them from any harm.

In conclusion Both passages have a problem and both animals find a solution.

GUIDE PAPER 2c

Additional

Score Point 4 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (“*How Birds Beat The Odds*” and “*Meerkat Chat*” Both have one problem. keep reading to figure out what this problem is, and how they try to solve it). The response demonstrates insightful comprehension and analysis of the texts (*The problem that Birds and Meerkats share is that they both have predators that want to eat them; This shows that birds have a lot of predators; This shows that Meerkats also have a predator; Birds and Meerkats try to solve this problem by making more nests and calling for help; This shows that if they build more nests, more chicks will survive; This shows that by making calls their family could protect them from any harm*). The response develops the topic with relevant, well-chosen details from the texts, and sustains the use of varied, relevant evidence (“*These birds are a favorite prey of desert hunters like bobcats, snakes and hawks.*”; “*A nearby goshawk eyes the Meerkat and launches into flight.*”; “*Building several nests in a season instead of just once makes it more likely that atleast one klutch will survive to become adult robins.*”; *He squeals “danger, danger into the air. The urgent call alerts his family, which runs to his rescue”*). The response exhibits clear, purposeful organization. The response links ideas using grade-appropriate words and phrases (*Both, This shows that, In “Meerkat chat” it says, In conclusion*). The response uses grade-appropriate precise language and domain-specific vocabulary (*predators, try to solve the problem, calling for help, survive, protect them from any harm*). The response provides a concluding statement that follows from the topic and information presented (*In conclusion Both passages have a problem and both animals find a solution*). The response demonstrates grade-appropriate command of conventions, with few errors (capitalization and punctuation).

GUIDE PAPER 3a

31

In "How Birds Beat the Odds" and "Meerkat Chat," what is one problem that birds and meerkats share? How do birds and meerkats try to solve this problem? Use details from **both** articles to support your response.

In your response, be sure to

- identify a problem that birds and meerkats share
- explain how birds and meerkats try to solve this problem
- use details from **both** articles to support your response

In "How Birds Beat the Odds" and "Meerkat Chat" they both deal with enemies who try to eat them and their young. In "How Birds Beat the Odds" it says "Parent birds have to keep their eggs safe from predators, shelter the chicks from weather, and find enough food for all those hungry mouths." In "Meerkat Chat" it says "As Meerkats know, danger lurks everywhere in the Kalahari Desert of South Africa." This shows they both are hunted and their young are too. Birds and Meerkats solve the problem by doing different things. In How Birds Beat the Odds they increase their egg giving them a better chance of surviving. In Meerkat Chat they call family to help and protect them. This shows they can solve their problems in different ways.

GUIDE PAPER 3b

Score Point 4 (out of 4 points)

This response clearly introduces the topic in a manner that follows logically from the task and purpose (*In “How Birds Beat the Odds” and “Meercat Chat” they both deal with enemies who try to eat them and their young*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*This shows they both are hunted and their young are too; Birds and Meercats solve the problem by doing different things; This shows they can solve their problems in different ways*). The response develops the topic with relevant well-chosen details from the texts and sustains the use of varied, relevant evidence (*Parent birds have to keep their eggs safe from predators, shelter the chicks from weather; and find enough food for all those hungry mouths; As Meercats know, danger lurks everywhere in the Kalahari Desert of South Africa; they increase their egg giving them a better chance of surviving; they call family to help and protect them*). The response exhibits clear organization, linking ideas using grade-appropriate words and phrases (*In “How Birds Beat the Odds”, both, In “Meercat Chat” it says, This shows*). The response uses grade-appropriate, stylistically sophisticated language and domain-specific vocabulary (*deal with enemies, both are hunted and their young are too, better chance of surviving, to help and protect them, solve their problems*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with few errors (*enemies, capitalization, punctuation*).

GUIDE PAPER 4a

31

In “How Birds Beat the Odds” and “Meerkat Chat,” what is one problem that birds and meerkats share? How do birds and meerkats try to solve this problem? Use details from **both** articles to support your response.

In your response, be sure to

- identify a problem that birds and meerkats share
- explain how birds and meerkats try to solve this problem
- use details from **both** articles to support your response

I read the articles “How Birds Beat the Odds” by Charles C. Hofer and “Meerkat Chat” by Karen de Seve. In “How Birds Beat the Odds” and “Meerkat Chat” there is one problem that birds and meerkats share. Birds and meerkats solve this problem.

One problem is that birds and meerkats share is predators. A detail is “These birds are a favorite prey of desert hunters like bobcats, snakes, and hawks.” Another detail is “A nearby ghost hawk eyes the meerkat and launches into flight. It can easily swoop down and nab the furry pup in its orange claws.” This means how predators are a problem to birds and meerkats.

GUIDE PAPER 4b

31

Birds and meerkats solve this problem. Some birds can hide their chicks in a cactus. A detail is "This woodpecker drills a hole in the cactus, where she lays about six eggs." Meerkats call their family to protect them. A detail is "The urgent call alerts his family, which runs to his rescue." This shows how they solve this problem.

In the articles "How Birds Beat the Odds" by Charles C. Hofer and "Meerkat Chat" by Karen de Seven is how these animals solve a problem. This shows how there is one problem for the birds and meerkats. That is very interesting!

Score Point 3 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (*I read the articles "How Birds Beat the Odds" by Charles C. Hofer and "Meerkat Chat" by Karen de Seven. In "How Birds Beat the Odds" and "Meerkat Chat" there is one problem that birds and meerkats share. Birds and meerkats solve this problem*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*One problem is that birds and meerkats share is predators; This means how predators are a problem to birds and meerkats; Some birds can hide their chicks in a cactus; Meerkats call their family to protect them; This show how they solve this problem*). The response develops the topic with relevant, well-chosen details from the texts, sustaining the use of varied, relevant evidence (*"These birds are a favorite prey of desert hunters like bobcats, snakes, and hawks."; "A nearby ghosthawk eyes the meerkat and launches into flight. It can easily swoop down and nab the furry pup in its orange claws."; "This woodpecker drills a hole in the cactus, where she lays about six eggs."; "The urgent call alerts his family, which runs to his rescue."*). The response exhibits clear, purposeful organization, skillfully linking ideas using grade-appropriate words and phrases (*In, One problem, A detail is, Another detail is, This means, In the articles, This shows*). The response uses grade-appropriate precise language and domain-specific vocabulary (*hide their chicks, protect, interesting*). The response provides a concluding statement that follows from the topic and information presented (*In the articles "How Birds Beat the Odds" by Charles C. Hofer and "Meerkat Chat" by Karen de Seven is how these animals solve a problem. This shows how there is one problem for the birds and meerkats. That is very interesting!*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*One problem is that birds and meerkats share is, predators, it orange claws, This means how, which, Karen de Seven, In the articles [...] is how*).

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Additional

31

In "How Birds Beat the Odds" and "Meerkat Chat," what is one problem that birds and meerkats share? How do birds and meerkats try to solve this problem? Use details from **both** articles to support your response.

In your response, be sure to

- identify a problem that birds and meerkats share
- explain how birds and meerkats try to solve this problem
- use details from **both** articles to support your response

In both stories "How Birds Beat the Odds" and "Meerkat Chat" there is one similar problem. The problem both animals have is, too many animals hunt them. In "How Birds Beat the Odds" paragraph 3 says bobcats, snakes, and hawks hunt Gambel's quail. In paragraph 5 it says snakes and raccoons hunt American robins. In "Meerkat Chat" eagles, wild cats and more hunt the meerkats. The birds solve their problems by laying many eggs so at least some will survive. Meerkats solve their problem by communicating with each other. When they are in danger one of the meerkats tell the others to hide. This is how both animals from "How Birds Beat the Odds" and "Meerkats Chat" solve their problem.

Score Point 3 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (*In both stories "How Birds Beat the Odds" and "Meerkat Chat" there is one similar problem. The problem both animals have is, too many animals hunt them*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*The birds solve their problems by laying many eggs so at least some will survive* and *Meerkats solve their problem by communicating with each other. When they are in danger one of the meerkats tell the others to hide*). The response develops the topic with relevant details from the texts, sustaining the use of relevant evidence, with some lack of variety (*bobcats, snakes, and hawks hunt Gambel's quail; snakes and raccoons hunt American robins; eagles, wild cats and more hunt the meerkats*). The response exhibits clear organization, linking ideas using grade-appropriate words and phrases (*In both stories, The problem both animals have is, In, This is how*). The response uses grade-appropriate precise language and domain-specific vocabulary (*similar, too many, at least some, communicating*). The response provides a concluding statement that follows from the topic and information presented (*This is how both animals from "How Birds Beat the Odds" and "Meerkats Chat" solve their problem*). The response demonstrates grade-appropriate command of conventions, with few errors.

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31

In "How Birds Beat the Odds" and "Meerkat Chat," what is one problem that birds and meerkats share? How do birds and meerkats try to solve this problem? Use details from **both** articles to support your response.

In your response, be sure to

- identify a problem that birds and meerkats share
- explain how birds and meerkats try to solve this problem
- use details from **both** articles to support your response

The why how Birds beat the odds and meerkat chat are similar is that they both share a simler problem that problem is they both need to try and stay alive.

Like the quals the qual has to lay a lot of eggs because of predators if they didn't they would have a chance of being all eaten. They lay a lot those so they most likely won't get eaten by bobcats, snakes or hawks. Just like in the story "meerkat chat" the meerkats almost got eaten by the hawk and could of killed one of them but won saw it and started skunking so

GUIDE PAPER 6b

31

the other mearcats would come over and the hawk wouldn't be able to swope down because every mearcat was there so if it went down it could have gotten attacked because all of the mearcats coming over and charging at it.

That is how the story "How birds beat the odds" and "Meerkat chat" are simler on how they both have to survive.

Score Point 3 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (*The why how "Birds beat the odds" and "meerkat chat" are simler is that they both share a simler problem that problem is they both need to try and stay alive*). The response demonstrates a literal comprehension of the texts (like the quals the qual has to lay a lot of eggs because of pretiters if they didn't they would have a chance of ceting all eaten and every mearcat was there so if it went down it could have gotten attacked because all of the mearcats coming over and charging at it). The response develops the topic with relevant details from the texts (They lay a lot thoie so they most likley wont get eaten by bobcats snaks or hawks and the meercats almost get eaten by the hawk and could of killed one of them but won saw it and started skueling so the other mearcats would come over and the hawk wouldn't be able to swope down). The response exhibits some attempt at organization, and inconsistently links ideas using words and phrases (*both share, both need, so, Just like in the story, That is how the story*). The response uses grade-appropriate precise language and domain-specific vocabulary (*share a simler problem, stay alive, pretiters, attacked, charging at it*). The response provides a concluding statement that follows from the topic and information presented (*That is how the story "How birds beat the odds" and "Meerkat chat" are simler on how they both have to survive*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*The why how, simler, quals, pretiters, thaе, wont, get eaten, could of killed, but won saw, started skueling, swope down, mearcat, gotten attacked, surive, capitalization, punctuation*).

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31

In “How Birds Beat the Odds” and “Meerkat Chat,” what is one problem that birds and meerkats share? How do birds and meerkats try to solve this problem? Use details from **both** articles to support your response.

In your response, be sure to

- identify a problem that birds and meerkats share
- explain how birds and meerkats try to solve this problem
- use details from **both** articles to support your response

In 'How Birds Beat the Odds' and 'Meerkat Chat' they both share the problem of having to stay away from predators. I know this because in the story 'How Birds Beat the Odds' the birds have to be protected from bobcats, snakes, and hawks. In 'Meerkat Chat' the meerkats try to keep safe from their predators which are eagles. And also they both have a lot of family members to keep one and another safe from predators. The Meerkats stand over their home. And birds stay close to each other. This shows how the animals stay safe and what problems they were having.

Score Point 2 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (*In “How Birds Beat the Odds” and “Meerkat Chat” they both share the problem of having to stay away from predators*). The response demonstrates a literal comprehension of the texts (*they both have a lot of family members to keep one and another safe from predators*). The response partially develops the topic of the essay with some textual evidence (*the birds have to be protected from bobcats, snakes, and hawks* and *the meerkats try to keep safe from their predators which are eagles*) and uses relevant evidence with inconsistency (*The Meerkats stand over their home* and *birds stay close to each other*). The response exhibits some attempt at organization. The response links ideas using grade-appropriate words and phrases (*I know this because in the story, which, also, This shows how, and*). The response uses grade-appropriate language and domain-specific vocabulary (*both share the problem, predators, protected, family members*). The response provides a concluding statement that follows from the topic and information presented (*This shows how the animals stay safe and what problems they were having*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*Meerkat, predators, because, thy, keep one and another safe, capitalization, spacing*).

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Additional

31

In “How Birds Beat the Odds” and “Meerkat Chat,” what is one problem that birds and meerkats share? How do birds and meerkats try to solve this problem? Use details from **both** articles to support your response.

In your response, be sure to

- ✓ identify a problem that birds and meerkats share
- ✓ explain how birds and meerkats try to solve this problem
- ✓ use details from **both** articles to support your response

The problem that the birds and meerkats share is there predators always trying to eat them. The way that birds get predators away is that they hide there nest so the predators wont eat the birds. The way meerkats get predators away is they call there mob so the predator would get scared and run away.

Score Point 2 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (*The problem that the birds and meerkats share is there predators always trying to eat them; the way that birds get predators away is; The way meerkats get predators away is*). The response demonstrates a literal comprehension of the texts. The response partially develops the topic of the essay with some textual evidence (*they hide there nest so the predators wont eat the birds and they call there mob so the predator would get scared and run away*). The response exhibits some attempt at organization. The response lacks the use of linking words and phrases (*the way and so*). The response inconsistently uses appropriate language and domain-specific vocabulary (*get predators away and run*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*there predators always trying, hide there nest, wont, capitalization, changing tenses*).

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31

In “How Birds Beat the Odds” and “Meerkat Chat,” what is one problem that birds and meerkats share? How do birds and meerkats try to solve this problem? Use details from **both** articles to support your response.

In your response, be sure to

- identify a problem that birds and meerkats share
- explain how birds and meerkats try to solve this problem
- use details from **both** articles to support your response

Their problem is trying to survive they solve this problem by laying eggs or live birth and lookin out for eachother.

They both care for their young and keep them safe and they make sure to keep thier young away from preadetors.

Meerkats and Gambels young are in mobs to survive.

Many animals try to hide thier home to keep their babies safe.Meerkats and birds hide there babies

Score Point 2 (out of 4 points)

This response introduces the topic in a manner that follows generally from the task and purpose (*Their problem is and they solve this problem by*). The response demonstrates little understanding of the texts (*Their problem is trying to survive; they solve this problem by [...] live birth; they make sure to keep thier young away from preadetors; Gambels young are in mobs to survive*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*they solve this problem by laying eggs and birds hide there babies*). The response exhibits little attempt at organization. The response inconsistently links ideas using words and phrases (*by, or, and, They both*). The response uses grade-appropriate precise language and domain-specific vocabulary (*survive, laying eggs, young, preadetors, mobs*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*by laying eggs or live birth, lookin out, thier, preadetors, young are in mobs, spacing, punctuation*).

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31

In “How Birds Beat the Odds” and “Meerkat Chat,” what is one problem that birds and meerkats share? How do birds and meerkats try to solve this problem? Use details from **both** articles to support your response.

In your response, be sure to

- identify a problem that birds and meerkats share
- explain how birds and meerkats try to solve this problem
- use details from **both** articles to support your response

Each bird has a problem, it is to protect their eggs. They have to protect their eggs from animals and other danger. In "How Birds Beat the Odds," protect eggs by hiding nests or in giant Saguaro cactie. In "Meerkat Chat," there are at least 20 birds in a nest so they can adventure alone because they can call the other birds by going "tweet tweet" for protection. Some of the calls mean "Look danger on the ground" or "Look danger in the sky."

Score Point 1 (out of 4 points)

This response introduces the topic in a manner that follows generally from the task and purpose (*Each bird has a problem, it is to protect their eggs*). The response demonstrates little understanding of the texts (*They have to protect their eggs from animals and other danger; In "Meerkat Chat," there are at least 20 birds in a nest; they can call the other birds by going "tweet tweet" for protection*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence which is generally invalid (*"How Birds Beat the Odds," protect eggs by hiding nests or in giant Saguaro cactie; In "Meerkat Chat," there are at least 20 birds in a nest; they can call the other birds by going "tweet tweet" for protection*). The response exhibits some attempt at organization. The response lacks the use of linking words and phrases (*so and because*). The response inconsistently uses appropriate language and domain-specific vocabulary (*adventure alone and going "tweet tweet"*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*"How Birds Beat the Odds," protect eggs; or in giant Saguaro cactie; they can adventure; a run-on sentence*).

31

In “How Birds Beat the Odds” and “Meerkat Chat,” what is one problem that birds and meerkats share? How do birds and meerkats try to solve this problem? Use details from **both** articles to support your response.

In your response, be sure to

- identify a problem that birds and meerkats share
- explain how birds and meerkats try to solve this problem
- use details from **both** articles to support your response

one problem how there the same is they have to protect there babys from getting hert.how they try to slove the problem is by tryin g to keep there babies safe by hideing

Score Point 1 (out of 4 points)

This response introduces the topic in a manner that follows generally from the task and purpose (*one problem how there the same is and how they try to slove the problem is by*). The response demonstrates little understanding of the texts (*they have to protect there babys from getting hert and how they try to slove the problem is by tryin g to keep there babies safe*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*tryin g to keep there babies safe by hideing*). The response exhibits little attempt at organization, and lacks the use of linking words and phrases. The response inconsistently uses appropriate language and domain-specific vocabulary. The response does not provide a concluding statement. The response demonstrates a lack of command of conventions, with frequent errors (*how there the same, babys, hert, slove, tryin g, hideing*, capitalization).

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31

In “How Birds Beat the Odds” and “Meerkat Chat,” what is one problem that birds and meerkats share? How do birds and meerkats try to solve this problem? Use details from **both** articles to support your response.

In your response, be sure to

- identify a problem that birds and meerkats share
- explain how birds and meerkats try to solve this problem
- use details from **both** articles to support your response

they are in danger of uthr animalls. they jut solve it.

Score Point 1 (out of 4 points)

This response introduces the topic in a manner that follows generally from the task and purpose (*they are danger of uthr animals*). The response demonstrates little understanding of the text (*they jut solve it*). No evidence is provided. The response exhibits no evidence of organization and no use of linking words and phrases. The response uses language that is imprecise for the texts and task. The response does not provide a concluding statement. The response is minimal, making assessment of conventions unreliable.

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31

In “How Birds Beat the Odds” and “Meerkat Chat,” what is one problem that birds and meerkats share? How do birds and meerkats try to solve this problem? Use details from **both** articles to support your response.

In your response, be sure to

- identify a problem that birds and meerkats share
- explain how birds and meerkats try to solve this problem
- use details from **both** articles to support your response

The both have to hunt for food so they go out and hunt. They're both kids that need food to live. A bird cannot live without food. They also need water to live. So I think that's what they share.

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the texts (*They both have to hunt for food so they go out and hunt. They're both birds that need food to live abird cannot live without food. They also need water to live. So I think thaths what they share*).

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Additional

31

In “How Birds Beat the Odds” and “Meerkat Chat,” what is one problem that birds and meerkats share? How do birds and meerkats try to solve this problem? Use details from **both** articles to support your response.

In your response, be sure to

- identify a problem that birds and meerkats share
- explain how birds and meerkats try to solve this problem
- use details from **both** articles to support your response

grow up to lay eggs themselves one clutch will survive to become adult robins. mouths

Score Point 0 (out of 4 points)

This response is totally copied from the text with no original student writing (*grow up to lay eggs themselves one clutch will survive to become adult robins. mouths*).