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# **New York State Testing Program**

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# **2016 Common Core English Language Arts Test Book 1**

**Grade 3**

**April 5–7, 2016**

Released Questions

# Book 1



## TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

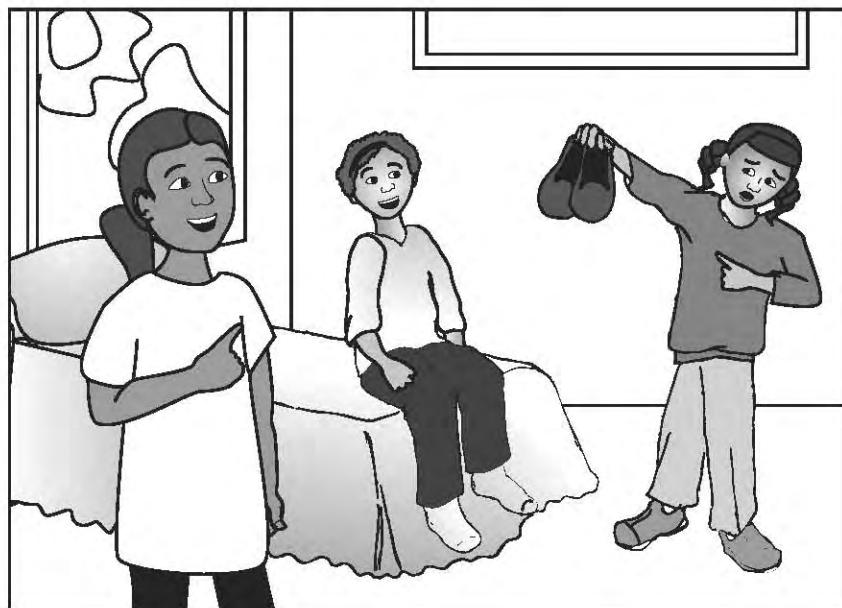
- Be sure to read all the directions carefully.
- Most questions will make sense only when you read the whole passage. You may read the passage more than once to answer a question. When a question includes a quotation from a passage, be sure to keep in mind what you learned from reading the whole passage. 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 choosing your response.
- Plan your time.

# **D**irections

Read this story. Then answer questions 1 through 6.

## The Private I's and the Case of the Big Stink

by Wendi Silvano



- 1 Inez brushed some brown hairs from her bedspread. Ivy fluffed up the pink pillow on her bed. Then she picked up the green pillow.
- 2 “Ack!” said Ivy. “This pillow smells!”
- 3 Inez took a whiff. “You’re right!”
- 4 Izzy came into the bedroom. “Hey,” she said, “who rolled my slippers in garbage?”
- 5 Ivy and Inez laughed.
- 6 “I’m not joking,” said Izzy. “Smell them!”
- 7 Ivy smelled the slippers. “Yuck! That smells just like my pillow.”
- 8 “What’s going on?” said Inez.
- 9 “Something smelly is going on,” said Izzy.
- 10 “But what would make my pillow and your slippers stink?” said Ivy.

**GO ON**

11     "This must be a case for the Private I's," said Izzy.  
12     "I'll get my notebook," said Inez.  
13     She wrote: *The Case of the Big Stink*.  
14     "Any ideas?" she asked.  
15     "Let's see if anything else smells the same," said Ivy.  
16     "Great idea!" said Izzy.  
17     Inez wrote: *Plan 1: Sniff out the stink*.  
18     The Private I's went to the kitchen. They sniffed the counter. They sniffed the table. They sniffed the garbage can.  
19     "The garbage can stinks," said Ivy, "but not in the way my pillow does."  
20     "Let's try the living room," said Izzy.  
21     They sniffed the curtains. They sniffed the lamps. They sniffed the sofa.  
22     "Yuck!" said Ivy. "That's the stink, all right."  
23     Inez wrote: *The sofa has the big stink*.  
24     "What do Ivy's pillow, my slippers, and the sofa have in common?" said Izzy.  
25     "They all stink," said Ivy.  
26     "Ha, ha," said Izzy.  
27     "Hey! Wait a minute," said Inez. "All of those things are soft and cushy."  
28     "That's an important clue," said Izzy.  
29     Inez wrote: *Everything with the big stink is soft and cushy*.  
30     "My pillow is the cushiest," said Ivy. "That's why I like to lie on it."  
31     " Hmm," said Izzy. "The pillow and the sofa are things people lie on."  
32     "What about the slippers?" said Inez. "People don't lie on slippers."  
33     "But Baxter does," said Ivy. "He sleeps on anything soft."  
34     "And look—brown hairs on my slippers!" said Izzy. "I suspect Baxter rolled in something stinky."  
35     "How can we check?" said Inez. "He's gone with Mom."  
36     "Let's smell his bed," said Ivy.  
37     "Brilliant!" said Izzy.  
38     They all went to sniff Baxter's bed.

39     “Yuck!”

40     Inez wrote: *Baxter is spreading the big stink.*

41     “But what is he rolling in?” asked Izzy.

42     “Let’s follow the smell,” said Ivy.

43     “Great idea,” said Izzy.

44     So Izzy, Inez, and Ivy went outside. They walked around the yard, sniffing.

45     “Check out the area behind these bushes,” said Izzy.

46     “That’s Baxter’s favorite napping spot,” said Inez. “The ground there is covered with soft moss.”

47     She took a whiff. “It’s got the stink, all right.”

48     Ivy peeked under the bushes. “There are two rotting eggs under here. They must be leftovers from our Easter-egg hunt. They’re all crushed from Baxter rolling in them.”

49     Just then, Mom came home with Baxter.

50     “Someone has to give this dog a bath!” said Mom. “He stinks.”

51     Izzy, Inez, and Ivy laughed.

52     “Come on, Baxter,” said Izzy. “Let’s get you un-stinked.”

53     Inez wrote: *The Case of the Big Stink: Solved.*

**GO ON**

**1** Read these sentences from paragraphs 13 and 17 of the story.

**She wrote:** *The Case of the Big Stink.*

**Inez wrote:** *Plan 1: Sniff out the stink.*

Which **best** describes why these lines are important to the story?

- A** They show how the girls record their information.
- B** They provide proof that Inez has the best ideas.
- C** They give a clue that the story is about a dog.
- D** They show that Inez wants to be a writer.

**2** In the story, which two items smell the same?

- A** the curtains and the garbage can
- B** the slippers and the counter
- C** the table and the lamps
- D** the sofa and the pillow

**3** In paragraphs 27 and 28, why does Izzy think the clue is important?

- A** It shows why the smelly things are in the house.
- B** It shows a way to connect all of the smelly things.
- C** It shows that the girls need to look for more things that smell the same.
- D** It shows that the girls have become good at finding the things that smell.

**4**

Read the sentence from paragraph 45 of the story.

**“Check out the area behind these bushes,” said Izzy.**

Which **best** describes the meaning of “check out” as it is used in the sentence?

- A** search
- B** write on
- C** sit next to
- D** stay away from

**5**

Which **best** describes the main idea of the story?

- A** Three girls write in their notebook about a smelly dog.
- B** Three girls try to discover where a bad smell comes from.
- C** Three girls discover that some parts of the house are smelly.
- D** Three girls help look for things in the house that smell the same.

**6**

Why do the girls **most likely** call themselves the “Private I’s”?

- A** because they want to keep a big secret
- B** because they keep their information in a notebook
- C** because they are all important and because of their ideas
- D** because they are solving a mystery and because of their names

**GO ON**

# **D**irections

Read this story. Then answer questions 13 through 18.

## Mary Jane and Her Recycled Sticks

by Marcia K. Wasson

- 1 Mary Jane woke up excited. She had barely slept the night before. Today when she got to school, she would turn in her art project. Mary Jane went downstairs, walked into the kitchen, and noticed the kitchen table had been cleaned off. The ice pop sticks and tissue paper she had left everywhere the night before were gone.
- 2 “Good morning, Mom,” Mary Jane said. “Thanks for cleaning up my mess! I was going to do it this morning.”
- 3 “Good morning, Mary Jane,” Mom said, smiling. “I didn’t clean up anything. I thought you put your supplies away after you finished your art project. Better grab some eggs and bacon. Dad and Josh will be down any minute.”
- 4 Mary Jane sat down with her breakfast as her dad and older brother came into the kitchen.
- 5 “Dad, Josh, did either of you clean up the mess I left on the kitchen table last night?” Mary Jane asked.
- 6 “It wasn’t me,” Dad said.
- 7 “It wasn’t me either,” Josh added with a shrug.
- 8 “Well someone cleaned up the leftover tissue paper and broken ice pop sticks,” Mary Jane said. “I didn’t, and Mom said it wasn’t her. I wonder what happened to them.”
- 9 Suddenly Smokey, the family cat, jumped up on the table. He tried to steal a piece of bacon from Josh’s plate.
- 10 “Hey!” Josh yelled. “That’s mine, Smokey! Get down!”
- 11 Smokey meowed and jumped to the floor without the bite of bacon.
- 12 “Poor Smokey,” Mary Jane sighed.
- 13 “Remember when Smokey would steal my toys when I was little?” Josh asked.

**GO ON**

- 14     “I remember,” Mom said.
- 15     “Me too,” Dad agreed, nodding. “He drove you nuts. You would leave your jacks on the floor after playing with them, and Smokey would take several and hide them. You would have to find the missing jacks when you wanted to play again.”
- 16     “Maybe Smokey took my leftover art project scraps,” Mary Jane said. “Josh, what did he do with your toys when he took them?”
- 17     “He would hide them behind the big, ugly brown chair in the living room,” Josh said.
- 18     “That chair is not ugly!” Mom scolded.
- 19     “OK, Mom,” Mary Jane groaned. “I’m going to see if my scraps are behind it.” She hopped out of her seat and ran into the next room. With a grunt, she slowly pulled out the heavy chair. “My stuff is here!” she gasped. “And here are some hair ribbons I thought I had lost along with a wash cloth I remember dropping the other day.”
- 20     Josh poked his head into the living room. “Look, Josh,” Mary Jane continued, “Smokey made a bed with the pieces of tissue paper and the wash cloth. The leftover ice pop sticks and my missing ribbons are on the floor around the bed. He probably plays with those.” She laughed. “It’s sort of funny when you think about it.”
- 21     “What’s funny?” Josh asked.
- 22     “My assignment was to reuse or recycle everyday objects and make an art project out of them. I recycled and painted the ice pop sticks and I reused the colored tissue paper to make a stained glass window. The ice pop sticks are the borders and the colored tissue paper is the glass.”
- 23     “I still don’t see why that’s funny,” Josh said.
- 24     “Smokey recycled and reused my leftovers!” Mary Jane explained. “He recycled the tissue paper and sticks that I was going to throw away! He reused the wash cloth as bedding. I never thought about animals recycling and reusing.”
- 25     “That is funny,” Dad called from the kitchen. “Now move the chair back and let’s finish breakfast.”
- 26     Mary Jane pushed the chair back in place and sat back down at the table. Smokey walked over and sat next to Mary Jane’s chair and looked up at her. She leaned over and patted his head. “Thanks, Smokey,” she said. “This will be a funny story to tell my teacher. And it’s a great idea for another class project—what does your pet recycle and reuse?”

**GO ON**

**13**

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

- A** Mary Jane is bringing her art project to school that day.
- B** Mary Jane notices that her art leftovers are gone from the table.
- C** Mary Jane thanks her mother for cleaning the table.
- D** Mary Jane plans to eat some eggs and bacon for breakfast.

**14**

Why is paragraph 17 important to the rest of the story?

- A** It introduces Smokey's favorite piece of furniture.
- B** It introduces a conflict between Josh and his mother.
- C** It suggests that Josh knows where Smokey hides.
- D** It gives the information that helps Mary Jane solve the problem.

**15**

Read these sentences from paragraph 19.

**She hopped out of her seat and ran into the next room. With a grunt, she slowly pulled out the heavy chair.**

Which words give the **best** clue for why Mary Jane grunts?

- A** "hopped out"
- B** "ran into"
- C** "she slowly"
- D** "heavy chair"

**GO ON**

**16**

Which items suggest that Smokey has been taking things for a long period of time?

- A** Mary Jane's hair ribbons
- B** bits of tissue paper
- C** Josh's piece of bacon
- D** broken ice pop sticks

**17**

What does paragraph 22 **mostly** show about Mary Jane?

- A** She is very creative.
- B** She is an excellent student.
- C** She enjoys art class.
- D** She spends a lot of time on her assignments.

**18**

What did Mary Jane make for her art project?

- A** a sheet of glass with colored tissue paper
- B** a fancy window with ice pop sticks and colored tissue paper
- C** a tiny home with ice pop sticks and colored tissue paper
- D** a bed frame with ice pop sticks

**GO ON**

# Book 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 choosing your answer or writing your response.
- For written-response questions, 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.
- Plan your time.

# **D**irections

Read this passage. Then answer questions 25 through 31.

## Start Your Engines!

by Ari Mahler

- 1 An empty highway stretches for miles ahead of you. The engine hums. The car hugs the road. What a sweet ride.
- 2 Now imagine a world without cars. It's hard! The invention of cars changed how and where we live. Take a drive back through time to see how.

### The Need for Speed

- 3 Before cars, people used their own feet or animals for transportation. People walked. They rode horses, camels, even elephants. Or they drove wagons, carriages, or sleds. Animals provided the power. Travel was slow and difficult. People rarely went far. They couldn't carry many goods with them.
- 4 Inventors began to dream. What could go faster? What could haul heavier loads? Could they build a vehicle with its own source of power?

### Full Steam Ahead

- 5 In 1769, an inventor named Nicolas Joseph Cugnot found an answer. He was a soldier in the French army. He watched horses slowly move weapons to the battlefield, one cannon at a time.
- 6 Cugnot had a better idea. He built a carriage. It rolled on three wooden wheels. On the front, he put a big metal boiler. It looked like a giant, black teakettle attached to a tricycle. The boiler heated water. That made steam. Pressure from the steam forced the front wheel to roll.
- 7 Cugnot had built the first automobile, or car. Auto means "self." Mobile means "moving." Cugnot's invention could move all by itself.
- 8 Cugnot's car was stronger than any horse. It was powerful enough to pull a few cannons at once. But it wasn't perfect.
- 9 Its top speed was about 4 kilometers (2.5 miles) per hour. It had to stop every 20 minutes to build up new steam. Steam engines also were heavy and noisy. They had a strong odor, too. And people worried the boiler might explode.

**GO ON**

## **Battery Power**

- 10 Other car inventors had a different idea for power. Would electric batteries work? The first electric car was invented in the 1830s in Scotland. By 1900, electric cars were the most popular kind of car in the U.S. They were quiet. They didn't smell as much.
- 11 Yet they had drawbacks, too. Most could only go about 30 to 60 kilometers (20 to 40 miles). Then the battery died. Places to plug in and recharge the battery were scarce.
- 12 Electric cars didn't have enough power to push through muddy roads. And most were slow. The New York City police used bicycles to catch "speeding" motorists!

## **Hitting the Gas**

- 13 In the 1880s, two German inventors had an idea. It changed cars forever. Working separately, they each built a car powered by a gasoline engine. Gas-powered cars could go faster. Plus, the cars had fuel tanks to store extra gasoline. Cars could now travel longer distances.
- 14 The first gas-powered cars cost up to \$2,000. That was a lot of money in 1900. It took a typical person in the U.S. four years to earn that much. Only the richest people could afford these cars.
- 15 Henry Ford changed that. He built a car that sold for \$260. He sold cars so cheaply because he had a faster way to make them.
- 16 Inside his factory, each worker installed a different car part. The workers stood along an assembly line. The car moved through the factory on a conveyor belt. It got a part from each worker. Within one hour, workers could put together all 700 parts of Ford's Model T car.
- 17 Now many middle-class families could afford to buy a car. By 1927, more than 15 million Model Ts had rolled off the assembly line and chugged their way onto America's roads.

**GO ON**

**25** In paragraph 4, the word “vehicle” means something that

- A** leads to questions
- B** takes years to create
- C** moves people and goods
- D** encourages people to invent

**26** Why was Nicolas Joseph Cugnot’s invention able to move by itself?

- A** It used steam.
- B** It had wheels.
- C** It was very large.
- D** It was very strong.

**27** Read this sentence from paragraph 11.

**Yet they had drawbacks, too.**

The word “drawbacks” shows that the electric car

- A** was not quickly accepted by the public
- B** changed the way that people traveled
- C** did not provide a perfect solution
- D** used batteries for power

**28** How do paragraphs 10 through 15 support a main idea of the passage?

- A** by discussing how several inventors improved cars
- B** by listing the names of countries to show how far apart they are
- C** by describing the condition of the streets to show the need for better roads
- D** by showing that drivers had to be stopped because their cars were going too fast

**GO ON**

**29**

The first gas-powered cars were an improvement on the electric car because the gas-powered cars

- A** did not cost much
- B** did not smell bad
- C** were able to travel farther
- D** made less noise when driven

**30**

How are paragraphs 14 through 17 connected?

- A** They show a problem that existed and explain how Henry Ford solved it.
- B** They describe the order of steps to move a Model T from the factory to the roads.
- C** They compare the number of parts in a Model T to the number of parts in other cars.
- D** They explain the effect of typical earnings on the people who worked for Henry Ford.

**31**

The headings divide the passage by the

- A** uses for automobiles
- B** changes in automobiles
- C** inventors of automobiles
- D** popularity of automobiles

**GO ON**

# **D**irections

Read this passage. Then answer questions 32 and 33.

## **Excerpt from *How To Convince Your Parents You Can . . . Care For A Kitten***

*by Stephanie Bearce*

- 1     Would you like a furry pet that likes to jump, play, cuddle, and purr? If so, a kitten could be the perfect pet for you. Baby cats are called kittens, and they like to be with people. They enjoy playing games, chasing string, and batting balls with their paws. Kittens love sitting on a person's lap and being petted. They are small and like to live inside with people. Kittens make great pets.
- 2     Have your parents said that a pet would be too messy in the house? Kittens are neat and tidy animals. They do not often need a bath because they use their tongues and paws to clean their fur. Kittens are also tidy about their bathroom habits and quickly learn to use a litter box.
- 3     Do your parents say that a pet needs lots of room? Are they worried about exercising a pet? You can tell them that kittens do not need a lot of space. They are happy living in small apartments and are good pets for people who live in towns and cities. Kittens do not need to go to the park for exercise, and they do not need to be walked on a leash. They exercise by jumping and running around the house. Because they are so active, it is important to keep their play space clean and free from objects that could hurt them. Kittens must be supervised to ensure they don't tear up things they shouldn't—like furniture, carpets, or curtains.
- 4     Do your parents think it costs too much for a pet? You can tell them that kittens are not too expensive. You can adopt kittens from animal shelters, or you can look in the newspaper to find people who are giving away kittens for free. Kittens do not need lots of expensive food. Most kittens like to eat dry cat food. They only need about a cup of food a day. Kittens do need regular visits to the veterinarian. Every year your kitten will need shots to keep him or her healthy. This can cost over \$100. Sometimes kittens can become ill, and they may need medicine from a veterinarian. This is another cost of having a kitten for a pet.

**GO ON**

- 5 When kittens are happy they will purr. Purring is a deep rumbling sound in the kitten's chest. It is fun to pet a kitten and make it purr.
- 6 Petting a kitten can also make you feel better when you have had a bad day. Doctors have found that when people sit quietly and pet a kitten, their hearts beat slower. That makes their blood pressure lower, and low blood pressure is a good thing. You can tell your family that having a kitten will be good for their health.
- 7 Kittens are fun to watch. They are great athletes. This is because they have a good sense of balance. If they jump or fall, they usually land on their feet. They have special muscles that help them twist their bodies in the air. Kittens have strong leg muscles. They learn to climb and jump when they are very young.
- 8 Kittens are smart and love to learn. Sometimes people think that you cannot teach a kitten tricks. That is because kittens are independent. They like to explore on their own and do what they want. But kittens can learn rules and how to obey. You can teach your kitten to come and sit, to lie down, and maybe even how to ring doorbells and flush toilets.
- 9 Today, kittens are some of the most popular pets in the world. You can find them in apartments in New York City. You can see them in Paris, France, or on farms in Missouri. Almost anywhere there are people, you will find kittens.

**GO ON**

**32**

How are paragraphs 1 through 4 alike? Use **two** details from “Excerpt from How To Convince Your Parents You Can . . . Care For A Kitten” to support your response.

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**33**

Why does the author include the cost of raising a kitten in the passage? Use **two** details from the passage to support your response.

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**GO ON**

# **D**irections

Read this story. Then answer question 34.

*Emma misses her father, who is working in Turkey. In addition, her best friend, Tem, will be moving away at the end of the school year. Emma has told her teacher that she and Tem will work together on a report about North Dakota, the state where Emma's parents were born.*

## **Excerpt from *Leaving Emma***

*by Nancy Steele Brokaw*

- 1 It took Tem and me two weeks to finish with North Dakota. We had to research the official state things like the bird, flower, and song, as well as the state history and what important people came from North Dakota. I drew a page-size version of the state flag that we used as a report cover.
- 2 We got out a ruler and measured. The distance from Fargo, N.D., to Grand Forks, N.D., was seventy-five miles. That was the same as the distance from my house in Champaign to Tem's new house, which they hadn't even bought yet, in Kankakee. We'd driven through North Dakota before, to visit my grandma. It was like driving across the moon.

Champaign and Kankakee are towns in the state of Illinois
- 3 The leaves were really falling, since it was the end of October. It was snowing in colors. Dad and I had always raked the leaves together. Now Mom said cleaning up the leaves was my job.
- 4 "Hey, Mom," I said, "since you want me to do the leaves, I was wondering if you'd mind typing our North Dakota paper? It's worth extra credit."
- 5 Mom was always up for typing. Before I was born, she worked as a secretary at Caterpillar, which I thought was a goofy name for a big factory.
- 6 "Sure," said Mom.
- 7 "Want to try it on the computer?" I asked.
- 8 "I wish I knew how," she said. "I'd love to be able to move words around and add graphs and pictures. One of these days I'll learn."
- 9 "You should," I said. "Anyway, I'll do the leaves and you do the typing."
- 10 "That's a deal," said Mom.

**GO ON**

- 11 I got Tem to help me. We raked the leaves into little piles, and then we raked the little piles into bigger piles and finally into one big pile that we jumped in.
- 12 Sometimes when we raked, I could see my dad raking alongside us. Not the way you see people in real life or on TV, but in a different way, sort of inside my head. I needed to remember to tell Dad about this when he called.
- 13 That night I found a half-empty notebook and glued a piece of white paper on the cover. I drew a border of pens, pencils and markers. In the center, in cursive, I wrote *Day by Day*. At first I was going to call it *Emma's Journal*, but I thought "Day by Day" sounded a lot better. I didn't want to write a bunch of words, so that night I wrote just one: *leaves*. If I read that one word, I'd remember the rest and be able to tell Dad.
- 14 I wrote down *soccer*, too, because I had sort of, almost, scored a goal, and I figured Dad would want to know. Dad liked soccer a lot more than I did.
- 15 After my bath I shut the door and climbed up on my bed. I held Dad's pocket watch in my hand. It felt smooth and solid and the right amount of heavy, like a good rock. I heard the seconds ticking out the time. Time was falling away, like leaves blowing to the ground. When I wound the watch, I thought about how I wanted time to speed up to bring Dad home, and I wanted time to slow down so Tem could be my best friend longer.
- 16 It was five in the morning in Turkey. Dad would still be sleeping. I wrapped the watch in a bandanna and set it on my nightstand. I heard it ticking. I heard the wind blowing. Winter was coming, my last winter with Tem.

**GO ON**

**34**

What does the reader learn about the kind of person Emma is? How do Emma's actions show the kind of person she is? Use details from the story to support your response.

In your response, be sure to

- explain what kind of person Emma is
- explain how Emma's actions show the kind of person she is
- use details from the story to support your response

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**STOP**

# Book 3

## TIPS FOR TAKING THE TEST

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- 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.
- Plan your time.

# **D**irections

Read this story. Then answer questions 35 and 36.

## A Stinky Plant Hike

by Anne Esenther

- 1     “E-e-e-w, what stinks?” Mary exclaimed.
- 2     Mary was hiking with her friend, Roger. Mary liked hiking with Roger because he knew about plants.
- 3     It was early spring. They walked along a narrow trail through wet, swampy land. A slow-moving stream wound beside the path. On the bank, Mary saw purplish-brown, leaf-like hoods poking up from the soil. Each one wrapped around a yellow, pulpy blob. To Mary, they seemed like aliens from another planet. She was curious and inched closer.
- 4     “You’ll be sorry,” said Roger.
- 5     Mary leaned down. She poked one with a stick. A foul odor met her nose. “These smell like skunk,” she said.
- 6     “Congratulations,” said Roger. “You’ve discovered skunk cabbage. The purple part is called the spathe. The yellow is the flower.”
- 7     “But why does it smell so bad?” Mary asked.
- 8     “What do you think?” Roger replied.
- 9     Mary thought for a moment. “To keep people away,” she said.
- 10    “Think,” said Roger, “and look again.”
- 11    Mary gazed at the strange-looking plants. Upon careful examination, she noticed flies, butterflies, bees, and beetles.
- 12    “To attract insects!” she said triumphantly.
- 13    “But why?” asked Roger.
- 14    Mary crinkled her eyebrows and frowned slightly while she pondered his question. Slowly, a smile crept across her face. “I know,” she said, “pollen.”

**GO ON**

15     “Right,” Roger said. “Some insects eat rotting things. They are attracted to stinky smells because to them it means there’s food nearby. While they crawl around looking for food, they collect pollen. When they fly or crawl away, they bring the pollen to other plants.”

16     “So, the stinky smell of skunk cabbage fools them,” said Mary.

17     “Right again,” said Roger. “Let’s see what else we can find.”

18     They continued hiking. Soon, Mary and Roger came to an open, grassy field with sandy soil. As they walked along, they noticed tall, grass-like plants dotting the landscape.

19     “E-e-e-w, what stinks?” Mary asked again. Her shoe accidentally crushed a plant. The smell made tears come to her eyes.

20     “This smells like garlic,” she said.

21     “It is wild garlic,” said Roger. “How is it different from skunk cabbage?”

22     “It smells different,” said Mary.

23     “Good, what else?” Roger asked.

24     “The leaves are different,” Mary said.

25     “What else?” Roger asked again.

26     Mary wiped her eyes and peered at the plant. She looked and looked but couldn’t think of anything.

27     “No insects,” said Roger.

28     “Why?” Mary asked.

29     “The leaves of wild garlic contain sulfur-like compounds. They are released when the leaf is crushed. They are what make you cry. They also protect the plant by keeping insects from chewing on the leaves,” Roger explained.

30     Then, Roger grinned. “Let’s go home and have some garlic bread,” he said.

31     Mary smiled. “That stinks,” she said.

32     On the way back, Mary reviewed what she learned on their stinky plant hike. Plants stink for different, sometimes opposite reasons. Certain plants, like skunk cabbage, stink to attract insects. Other plants, like wild garlic, stink to keep them away.

**35**

Why does Roger ask Mary so many questions? Use **two** details from the story to support your response.

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**36**

Read these paragraphs from the story.

**“E-e-e-w, what stinks?” Mary exclaimed.** (paragraph 1)

**“E-e-e-w, what stinks?” Mary asked again. Her shoe accidentally crushed a plant. The smell made tears come to her eyes.** (paragraph 19)

Why does the author repeat “E-e-e-w, what stinks?” in paragraphs 1 and 19? Use **two** details from the story to support your response.

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**GO ON**

# **D**irections

Read this story. Then answer questions 37 and 38.

*Julia and her father are cleaning the dinner dishes when Julia's classmate, Patrick, knocks on the door.*

## **Excerpt from *Project Mulberry***

*by Linda Sue Park*

- 1 We were almost done when Patrick knocked at the door and came in. He wasn't a member of the family, so he knocked, but he was *almost* a member of the family, so he came in without waiting for anyone to answer. He yelled hi as he went up to my room to get his backpack, then came down again.
- 2 "Can I help?" he asked.
- 3 "It's okay, Patrick, we're almost finished," my dad said.
- 4 Patrick sat at the table and opened his backpack. Just then my mom came into the room.
- 5 "I thought of a project you might be able to do," she said quietly.
- 6 "Really?" I said at the same time that Patrick said, "What is it?" I stopped scraping the plate I was holding.
- 7 My mom's eyes twinkled at me.
- 8 "Worms," she said.
- 9 I stared at her for a second. "Worms?" I said.
- 10 My mom nodded.
- 11 "We'd raise worms?" I said. "You mean, like, for fishermen to use as bait?"
- 12 Right away a whole bunch of thoughts started jostling around in my mind. I turned to Patrick. "Maybe we could have them in an aquarium, but filled with dirt instead of water, and that way you could see them through the glass."
- 13 Patrick looked doubtful. "Worms," he said slowly. "I don't know. . . ."
- 14 Then he started talking faster. "I read a book a while ago. There was this part where the people released bags and bags full of ladybugs on a farm because they were good for the plants. Or something like that. Somebody had to raise those ladybugs to get so many bagfuls, didn't they? Maybe we could raise ladybugs—"

**GO ON**

- 15 My mom laughed and held up her hand. “Slow down, you two. I wasn’t thinking of earthworms. Or ladybugs.”
- 16 I said, “Well, what other kind of worms . . . Oh, like caterpillars, you mean? ‘The Life Cycle of the Monarch Butterfly’ or something?”
- 17 I didn’t mean to sound impatient—I knew my mom was only trying to help. But raising caterpillars was more like a science-fair project, not a Wiggle project.
- 18 “Sort of. No, not exactly.” My mom took the plate out of my hand and gave it to my dad. “I was thinking you could do a silkworm project.”
- 19 I stared at her with my mouth half-open.
- 20 “My grandmother raised silkworms in Korea,” my mom said. “I used to help her. It’s really quite interesting, and it’s not like butterflies. I mean, it is in some ways, but it’s more than that. Because at the end you get an actual product—the silk.”
- 21 “It’s sort of like sheep,” Patrick said. “Only instead of sheep and wool, it’s caterpillars and silk. . . .”
- 22 I was pretty sure I’d already known that silk came from silkworms. But I’d never really thought about it before.
- 23 “Exactly,” my mom said. “It would be on a small scale, of course—you wouldn’t end up with enough silk to make fabric. But you might get enough for some thread.”
- 24 “Thread?” Patrick opened his eyes wide. He took a deep breath, swallowed, and sort of shook himself. Then he stood up and started pacing around the kitchen. “Jules, we can raise the—the caterpillars, and get thread from them, and then you can *sew* something with the thread, and we can enter the project in two categories—Animal Husbandry and Domestic Arts!”
- 25 He looked at me, his face all business. “I’ll get started on the Internet—oh, wait,” he said, and frowned at his watch. “It’s not even seven-thirty. I can’t do it yet.”
- 26 Patrick knew our family’s evening routine. Kenny got the computer until eight o’clock, and I got it after that.
- 27 “Homework comes first anyway, you two,” my mom said.
- 28 I went to get my backpack, wondering when Patrick would notice that I was not one bit excited about doing a silkworm project.

**Wiggle = a club for school-aged kids**

**GO ON**

**37**

What is Patrick’s relationship to Julia’s family? Use **two** details from the story to support your response.

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**38**

What do paragraphs 9 through 19 show about Julia and Patrick? Use **two** details from the story to support your response.

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**GO ON**

# **D**irections

Read this passage. Then answer questions 39 and 40.

*In 1939, Oscar Chapman learned that a young African-American woman named Marian Anderson was not allowed to sing at Constitution Hall in Washington, D.C., because of the color of her skin. He and his friend Walter White worked together to give her the opportunity to have a concert at the Lincoln Memorial instead.*

## **Excerpt from Sweet Land of Liberty**

*by Deborah Hopkinson*

- 1      The Lincoln Memorial had never been used for a public gathering. But Oscar wasn't about to let that stop him. Oscar went to see his boss, Harold Ickes, who agreed to talk to his boss: President Franklin Roosevelt!
- 2      Oscar stood by anxiously as Ickes called President Roosevelt to ask his permission.
- 3      "Tell Oscar to let Marian Anderson sing at the top of the Washington Monument if she wants to," President Roosevelt said. "It's a wonderful idea."
- 4      Oscar had a big job ahead of him. He wanted to make sure people in the government showed their support for Marian. He knew some wouldn't want to come. Like the school board members back in Oscar's hometown, they didn't believe in equal rights.
- 5      Oscar decided to put them on the spot. He sent invitations by telegram to every important government official, senator, and representative. Not only that, he asked the messenger to bring back a signed receipt for each one. No one would be able to claim he didn't get an invitation!
- 6      "One man wadded up the telegram and threw it down," the messenger told Oscar. "He said, 'That squirt Oscar Chapman is stirring up trouble.'"
- 7      Oscar laughed. Stirring things up was exactly what he aimed to do.
- 8      On Easter Sunday, April 9, 1939, people gathered early near the Lincoln Memorial. Thousands came in buses from Philadelphia, Marian Anderson's hometown.

**GO ON**

9 At first the day was cold and cloudy. But soon the sky cleared. By five o'clock, when the concert was set to begin, the crowd stretched from the Lincoln Memorial to the Washington Monument.

10 Constitution Hall, where Marian Anderson had hoped to sing, could seat 4,000 people. But now 75,000 people of all ages and races would hear her.

11 When Marian stepped forward, she looked out on a vast sea of faces. She could feel a great wave of good will pouring out from everyone. She took a deep breath, and sang from her heart.

12 Marian chose to begin by singing not just about, but to the country she loved, changing the words of a beloved old song. A hush came over the crowd as her powerful voice rang forth.

*My country, 'tis of thee,  
Sweet land of liberty,  
To thee we sing;  
Land where my fathers died,  
Land of the pilgrims' pride,  
From every mountainside  
Let freedom ring!*

13 As the concert ended, Walter White caught sight of a young girl in the crowd. He saw her stretch out her hands toward the great singer. Tears streamed down her face and hope gleamed in her eyes. Walter remembered that girl for the rest of his life.

14 Thousands of people heard Marian Anderson sing that day. It was the largest concert crowd the capital had ever seen, and the first major gathering at the feet of Abraham Lincoln for the cause of civil rights.

15 But not the last. Twenty-four years later, Martin Luther King Jr., made his most famous speech in the same place.

16 And Oscar Chapman?

17 Well, he set about opening parks and swimming pools in Washington, D.C., to everybody, whatever the color of his or her skin.

18 Oscar Chapman was a man who liked to keep stirring things up. After all, sometimes that's the only way to get things to change.

**39**

What do paragraphs 12 and 13 show about the audience who listened to Marian Anderson sing at the Lincoln Memorial? Use **two** details from the passage to support your response.

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**GO ON**

**40**

Marian Anderson performed at the Lincoln Memorial instead of Constitution Hall. Why was her concert such a historic event? Why did it turn out to be a good place for the event? Use details from the passage to support your response.

In your response, be sure to

- explain why Marian Anderson's concert at the Lincoln Memorial was such a historic event
- explain why the Lincoln Memorial was a good place for the event
- use details from the passage to support your response

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**GO ON**

**STOP**

**THE STATE EDUCATION DEPARTMENT**  
**THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234**  
**2016 Grades 3-8 English Language Arts Tests Map to the Standards**  
**Released Questions Available on EngageNY**

**Grade 3**

| Question      | Type            | Key | Points | Standard                 | Subscore | Secondary Standard(s) | <b>Multiple Choice Questions:</b>                       |                       | <b>Constructed Response Questions:</b>                  |  |
|---------------|-----------------|-----|--------|--------------------------|----------|-----------------------|---------------------------------------------------------|-----------------------|---------------------------------------------------------|--|
|               |                 |     |        |                          |          |                       | Percentage of Students Who Answered Correctly (P-Value) | Average Points Earned | P-Value (Average Points Earned ÷ Total Possible Points) |  |
| <b>Book 1</b> |                 |     |        |                          |          |                       |                                                         |                       |                                                         |  |
| 1             | Multiple Choice | A   | 1      | CCSS.ELA-Literacy.RL.3.5 | Reading  |                       | 0.76                                                    |                       |                                                         |  |
| 2             | Multiple Choice | D   | 1      | CCSS.ELA-Literacy.RL.3.1 | Reading  |                       | 0.90                                                    |                       |                                                         |  |
| 3             | Multiple Choice | B   | 1      | CCSS.ELA-Literacy.RL.3.1 | Reading  |                       | 0.57                                                    |                       |                                                         |  |
| 4             | Multiple Choice | A   | 1      | CCSS.ELA-Literacy.RL.3.4 | Reading  |                       | 0.90                                                    |                       |                                                         |  |
| 5             | Multiple Choice | B   | 1      | CCSS.ELA-Literacy.RL.3.2 | Reading  |                       | 0.77                                                    |                       |                                                         |  |
| 6             | Multiple Choice | D   | 1      | CCSS.ELA-Literacy.RL.3.3 | Reading  |                       | 0.52                                                    |                       |                                                         |  |
| 13            | Multiple Choice | B   | 1      | CCSS.ELA-Literacy.RL.3.2 | Reading  |                       | 0.65                                                    |                       |                                                         |  |
| 14            | Multiple Choice | D   | 1      | CCSS.ELA-Literacy.RL.3.5 | Reading  |                       | 0.62                                                    |                       |                                                         |  |
| 15            | Multiple Choice | D   | 1      | CCSS.ELA-Literacy.RL.3.4 | Reading  |                       | 0.45                                                    |                       |                                                         |  |
| 16            | Multiple Choice | A   | 1      | CCSS.ELA-Literacy.RL.3.1 | Reading  |                       | 0.51                                                    |                       |                                                         |  |
| 17            | Multiple Choice | A   | 1      | CCSS.ELA-Literacy.RL.3.3 | Reading  |                       | 0.54                                                    |                       |                                                         |  |
| 18            | Multiple Choice | B   | 1      | CCSS.ELA-Literacy.RL.3.1 | Reading  |                       | 0.53                                                    |                       |                                                         |  |
| <b>Book 2</b> |                 |     |        |                          |          |                       |                                                         |                       |                                                         |  |
| 25            | Multiple Choice | C   | 1      | CCSS.ELA-Literacy.L.3.4a | Reading  |                       | 0.73                                                    |                       |                                                         |  |
| 26            | Multiple Choice | A   | 1      | CCSS.ELA-Literacy.RI.3.1 | Reading  |                       | 0.66                                                    |                       |                                                         |  |
| 27            | Multiple Choice | C   | 1      | CCSS.ELA-Literacy.RI.3.4 | Reading  |                       | 0.34                                                    |                       |                                                         |  |
| 28            | Multiple Choice | A   | 1      | CCSS.ELA-Literacy.RI.3.2 | Reading  |                       | 0.79                                                    |                       |                                                         |  |
| 29            | Multiple Choice | C   | 1      | CCSS.ELA-Literacy.RI.3.1 | Reading  |                       | 0.65                                                    |                       |                                                         |  |
| 30            | Multiple Choice | A   | 1      | CCSS.ELA-Literacy.RI.3.8 | Reading  |                       | 0.57                                                    |                       |                                                         |  |

## Grade 3

## Released Questions Available on EngageNY

| Question      | Type                 | Key | Points | Standard                                             | Subscore           | Secondary Standard(s)                                                                                    | 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) |  |
| 31            | Multiple Choice      | B   | 1      | CCSS.ELA-Literacy.RI.3.5                             | Reading            |                                                                                                          | 0.47                                                    |                       |                                                         |  |
| 32            | Constructed Response |     | 2      | CCSS.ELA-Literacy.RI.3.8                             | Writing to Sources | CCSS.ELA-Literacy.W.3.2                                                                                  |                                                         | 1.22                  | 0.61                                                    |  |
| 33            | Constructed Response |     | 2      | CCSS.ELA-Literacy.RI.3.6                             | Writing to Sources | CCSS.ELA-Literacy.W.3.2                                                                                  |                                                         | 0.97                  | 0.48                                                    |  |
| 34            | Constructed Response |     | 4      | CCSS.ELA-Literacy.W.3.2,<br>CCSS.ELA-Literacy.RL.3.3 | Writing to Sources | CCSS.ELA-Literacy.L.3.1<br>CCSS.ELA-Literacy.L.3.2<br>CCSS.ELA-Literacy.L.3.3<br>CCSS.ELA-Literacy.L.3.6 |                                                         | 1.55                  | 0.39                                                    |  |
| <b>Book 3</b> |                      |     |        |                                                      |                    |                                                                                                          |                                                         |                       |                                                         |  |
| 35            | Constructed Response |     | 2      | CCSS.ELA-Literacy.RL.3.3                             | Writing to Sources | CCSS.ELA-Literacy.W.3.2                                                                                  |                                                         | 1.06                  | 0.53                                                    |  |
| 36            | Constructed Response |     | 2      | CCSS.ELA-Literacy.RL.3.5                             | Writing to Sources | CCSS.ELA-Literacy.W.3.2                                                                                  |                                                         | 1.08                  | 0.54                                                    |  |
| 37            | Constructed Response |     | 2      | CCSS.ELA-Literacy.RL.3.3                             | Writing to Sources | CCSS.ELA-Literacy.W.3.2                                                                                  |                                                         | 0.99                  | 0.50                                                    |  |
| 38            | Constructed Response |     | 2      | CCSS.ELA-Literacy.RL.3.3                             | Writing to Sources | CCSS.ELA-Literacy.W.3.2                                                                                  |                                                         | 0.93                  | 0.47                                                    |  |
| 39            | Constructed Response |     | 2      | CCSS.ELA-Literacy.RI.3.1                             | Writing to Sources | CCSS.ELA-Literacy.W.3.2                                                                                  |                                                         | 0.85                  | 0.42                                                    |  |
| 40            | Constructed Response |     | 4      | CCSS.ELA-Literacy.W.3.2,<br>CCSS.ELA-Literacy.RI.3.3 | Writing to Sources | CCSS.ELA-Literacy.L.3.1<br>CCSS.ELA-Literacy.L.3.2<br>CCSS.ELA-Literacy.L.3.3<br>CCSS.ELA-Literacy.L.3.6 |                                                         | 1.19                  | 0.30                                                    |  |

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

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

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

## New York State Grade 3 Expository Writing Evaluation Rubric

| CRITERIA                                                                                                                                                                           | CCLS              | SCORE                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                              |                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                    |                   | 4<br>Essays at this level:                                                                                                                                                                                                                                                                                                | 3<br>Essays at this level:                                                                                                                                                                                                                                                              | 2<br>Essays at this level:                                                                                                                                                                                                                                                                         | 1<br>Essays at this level:                                                                                                                                                                                                                                   | 0*<br>Essays at this level:                                                                                                            |
| <b>CONTENT AND ANALYSIS:</b><br>the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text                  | W.2,<br>R.1-9     | <ul style="list-style-type: none"> <li>—clearly introduce a topic in a manner that follows logically from the task and purpose</li> <li>—demonstrate comprehension and analysis of the text</li> </ul>                                                                                                                    | <ul style="list-style-type: none"> <li>—clearly introduce a topic in a manner that follows from the task and purpose</li> <li>—demonstrate grade-appropriate comprehension of the text</li> </ul>                                                                                       | <ul style="list-style-type: none"> <li>—introduce a topic in a manner that follows generally from the task and purpose</li> <li>—demonstrate a confused comprehension of the text</li> </ul>                                                                                                       | <ul style="list-style-type: none"> <li>—introduce a topic in a manner that does not logically follow from the task and purpose</li> <li>—demonstrate little understanding of the text</li> </ul>                                                             | <ul style="list-style-type: none"> <li>—demonstrate a lack of comprehension of the text or task</li> </ul>                             |
| <b>COMMAND OF EVIDENCE:</b><br>the extent to which the essay presents evidence from the provided text to support analysis and reflection                                           | W.2<br>R.1-8      | <ul style="list-style-type: none"> <li>—develop the topic with relevant, well-chosen facts, definitions, and details throughout the essay</li> </ul>                                                                                                                                                                      | <ul style="list-style-type: none"> <li>—develop the topic with relevant facts, definitions, and details throughout the essay</li> </ul>                                                                                                                                                 | <ul style="list-style-type: none"> <li>—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant</li> </ul>                                                                                                                                 | <ul style="list-style-type: none"> <li>—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant</li> </ul>                                                                 | <ul style="list-style-type: none"> <li>—provide no evidence or provide evidence that is completely irrelevant</li> </ul>               |
| <b>COHERENCE, ORGANIZATION, AND STYLE:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language      | W.2<br>L.3<br>L.6 | <ul style="list-style-type: none"> <li>—clearly and consistently group related information together</li> <li>—skillfully connect ideas within categories of information using linking words and phrases</li> <li>—provide a concluding statement that follows clearly from the topic and information presented</li> </ul> | <ul style="list-style-type: none"> <li>—generally group related information together</li> <li>—connect ideas within categories of information using linking words and phrases</li> <li>—provide a concluding statement that follows from the topic and information presented</li> </ul> | <ul style="list-style-type: none"> <li>—exhibit some attempt to group related information together</li> <li>—inconsistently connect ideas using some linking words and phrases</li> <li>—provide a concluding statement that follows generally from the topic and information presented</li> </ul> | <ul style="list-style-type: none"> <li>—exhibit little attempt at organization</li> <li>—lack the use of linking words and phrases</li> <li>—provide a concluding statement that is illogical or unrelated to the topic and information presented</li> </ul> | <ul style="list-style-type: none"> <li>—exhibit no evidence of organization</li> <li>—do not provide a concluding statement</li> </ul> |
| <b>CONTROL OF CONVENTIONS:</b> the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling | W.2<br>L.1<br>L.2 | <ul style="list-style-type: none"> <li>—demonstrate grade-appropriate command of conventions, with few errors</li> </ul>                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</li> </ul>                                                                                                                        | <ul style="list-style-type: none"> <li>—demonstrate emerging command of conventions, with some errors that may hinder comprehension</li> </ul>                                                                                                                                                     | <ul style="list-style-type: none"> <li>—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension</li> </ul>                                                                                                              | <ul style="list-style-type: none"> <li>—are minimal, making assessment of conventions unreliable</li> </ul>                            |

- 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

32

How are paragraphs 1 through 4 alike? Use two details from “Excerpt from *How To Convince Your Parents You Can . . . Care For A Kitten*” to support your response.

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### Possible Exemplary Response:

Paragraphs 1 through 4 are alike because they all tell why a kitten makes a great pet. They make a great pet because they don't need a lot of space. They also are neat and tidy.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

32

How are paragraphs 1 through 4 alike? Use two details from "Excerpt from How To Convince Your Parents You Can... Care For A Kitten" to support your response.

Paragraphs 1 through 4 are alike because they all ask questions about kittens and then they answer it. For example, the text says, "Have your parents said that a pet would be too messy in the house? Kittens are neat and tidy animals." The text also says, "Do your parents think it costs too much for a pet? You can tell them that kittens are not too expensive." That tells me how paragraphs 1 through 4 are alike.

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

This response provides a valid inference from the text to explain how paragraphs 1 through 4 are alike (*they all ask questions about kittens and then they answer it*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Have your parents said that a pet would be too messy in the house? Kittens are neat and tidy animals" and "Do your parents think it costs too much for a pet? You can tell them that kittens are not too expensive"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

32

How are paragraphs 1 through 4 alike? Use two details from "Excerpt from How To Convince Your Parents You Can . . . Care For A Kitten" to support your response.

Paragraphs 1 through 4 are alike because it both talks about how kittens could be easy to take care of. I wrote that because in paragraph 1 it says, "kittens make great pets. In paragraph 2 it says kittens are neat and tidy animals.

In paragraph 3 and 4 it says "kittens do not need a lot of space and kittens are not too expensive to buy."

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

This response provides a valid inference from the text to explain how paragraphs 1 through 4 are alike (*talks about how kittens could be easy to take care of*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*in paragraph 2 it says kittens are neat and tidy animals and In paragraph 3 and 4 it says, "kittens do not need a lot of space"*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

32

How are paragraphs 1 through 4 alike? Use two details from "Excerpt from How To Convince Your Parents You Can . . . Care For A Kitten" to support your response.

They are alike because they all ask questions and give good reasons why you should have a kitten. The text says they need little space. Also, they bathe their selves.

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

This response provides a valid inference from the text to explain how paragraphs 1 through 4 are alike (*because they all ask questions and give good reasons why you should have a kitten*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*they need little space* and *they bathe their selves*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

32

How are paragraphs 1 through 4 alike? Use two details from "Excerpt from How To Convince Your Parents You Can . . . Care For A Kitten" to support your response.

They are alike because each paragraph has a question. Also, each paragraph is saying things to convince parents to get a kitten.

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

This response provides a valid inference from the text to explain how paragraphs 1 through 4 are alike (*because each paragraph has a question*); 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 5

Additional

32

How are paragraphs 1 through 4 alike? Use two details from "Excerpt from How To Convince Your Parents You Can . . . Care For A Kitten" to support your response.

Paragraphs 1 through 4 are alike because they talk about how that it isn't hard taking care of kittens.

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

This response provides a valid inference from the text to explain how paragraphs 1 through 4 are alike (*because they talk about how that it isn't hard taking care of kittens*); however, the response does not provide two concrete details from the text for support as required by the prompt.

## GUIDE PAPER 6

32

How are paragraphs 1 through 4 alike? Use two details from "Excerpt from How To Convince Your Parents You Can . . . Care For A Kitten" to support your response.

1. Paragraph 1 says that Kittines are a good pet. paragraph 4 says
2. that kittines are not texpensive.

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

This response provides a sufficient number of details from the text as required by the prompt (*Kittines are a good pet and kittines are not texpensive*); however, the response does not provide a valid inference to explain how paragraphs 1 through 4 are alike.

## GUIDE PAPER 7

32

How are paragraphs 1 through 4 alike? Use two details from "Excerpt from How To Convince Your Parents You Can... Care For A Kitten" to support your response.

IF I wanted a toy will convince my parent's about something that's true. Of sometimes I convince my parent's by saying please, of sometimes I convince my mom when I take something somewhere I tell her where I will put it.

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

Although this response addresses the concept of convincing your parents, it does not address any of the requirements of the prompt.

## GUIDE PAPER 8

Additional

32

How are paragraphs 1 through 4 alike? Use two details from "Excerpt from How To Convince Your Parents You Can . . . Care For A Kitten" to support your response.

They both are very good Con-  
vincing paragraphs.

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

Although this response uses the word "convinceing," it does not address any of the requirements of the prompt.

## EXEMPLARY RESPONSE

33

Why does the author include the cost of raising a kitten in the passage? Use two details from the passage to support your response.

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### Possible Exemplary Response:

The author includes the cost of raising a kitten because she wants parents to know kittens are not very expensive, but they still cost some money. Every year a kitten will need shots, which can cost over \$100. Parents also might have to take it to the veterinarian if it gets sick and needs medicine.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

33

Why does the author include the cost of raising a kitten in the passage? Use two details from the passage to support your response.

The author included the cost of raising a kitten in the passage because the passage is about how to raise a kitten. I know this because the author stated in paragraph 4 "Sometimes, kittens can become ill and they may need medicine from a veterinarian. This is another cost of a pet kitten". Also in paragraph 4 it says "Every year your kitten would need shots to keep him/her healthy. It can cost \$100". This is why the author included the cost of raising a kitten.

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

This response provides a valid inference from the text to explain why the author included the cost of raising a kitten in the passage (*the passage is about how to raise a kitten*). The response provides two concrete details from the text as required by the prompt (*kittens can become ill and they may need medicine* and *Every year your kitten would need shots*). This response uses complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

33

Why does the author include the cost of raising a kitten in the passage? Use two details from the passage to support your response.

The author includes the cost of raising a kitten is because He or She wanted to show that kittens don't cost much. The text says You can adopt kittens from animal shelters or you can look in newspapers to find people who are giving away kittens for free.

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

This response provides a valid inference from the text to explain why the author included the cost of raising a kitten in the passage (*because He or she wanted to show that kittens don't cost much*) The response provides two concrete details from the text as required by the prompt (*you can adopt kittens from animal shelters and you can look in newspapers to find people who are giving away kittens for Free*). This response uses complete sentences where errors do not impact readability.

## GUIDE PAPER 3

33

Why does the author include the cost of raising a kitten in the passage? Use two details from the passage to support your response.

kittens are not expensive. According to the article you adopt kittens from animal shelters. The article also states you can look in the newspaper to find people who are giving away kitten for free.

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

This response provides a valid inference from the text to explain why the author included the cost of raising a kitten in the passage (*Kittens are not expensive*). The response provides a sufficient number of concrete details from the text as required by the prompt (*you adopt kittens from animal shelters* and *look in the newspaper to find people who are giving away kitten for free*). This response uses complete sentences where errors do not impact readability.

## GUIDE PAPER 4

33

Why does the author include the cost of raising a kitten in the passage? Use two details from the passage to support your response.

the author includes the cost of having a kitten because that's important information. I know this because in the text it said "Your kitten will need a shot to keep healthy and this can cost over \$100 sometimes."

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

This response provides a valid inference from the text to explain why the author included the cost of raising a kitten in the passage (*because that's important information*); however, the response only provides one concrete detail from the text for support (*Your kitten will need a shot to keep healthy and this can cost over \$100 sometimes*). This response includes complete sentences where errors do not impact readability.

33

Why does the author include the cost of raising a kitten in the passage? Use two details from the passage to support your response.

The author included the cost of raising a kitten. One reason is so the parents will know that it is not expensive. Also to tell that kittens food is not that expensive.

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

This response provides a valid inference from the text to explain why the author included the cost of raising a kitten in the passage (*One reason is so the parents will know that it is not expensive*); however, the response only provides one concrete detail from the text for support as required by the prompt (*that kittens food is not that expensive*). This response uses complete sentences where errors do not impact readability.

## GUIDE PAPER 6

33

Why does the author include the cost of raising a kitten in the passage? Use two details from the passage to support your response.

The author tells us the cost of a kitten because parents are usually saying no because they're worried that kittens cost too much.

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

This response provides a valid inference from the text to explain why the author included the cost of raising a kitten in the passage (*because parents are usually saying no because they're worried that kittens cost too much*); however, the response provides no concrete details from the text for support as required by the prompt. This response uses complete sentences where errors do not impact readability.

## GUIDE PAPER 7

33

Why does the author include the cost of raising a kitten in the passage? Use two details from the passage to support your response.

The author includes the cost of raising a kitten because kittens can calm you down if you have a bad day. Also they enjoy playing games, chasing string and batting balls with their paws.

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

This response does not address any of the requirements of the prompt (*because kittens can calm you down*).

## GUIDE PAPER 8

Additional

33

Why does the author include the cost of raising a kitten in the passage? Use two details from the passage to support your response.

In Now York Sey got  
ih ihViDiD to qportey  
Sey WOS ak sp it BeX  
kas Sey WOS gow  
to get a hon s, it Do/  
r BiMo

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

This response does not address any of the requirements of the prompt and is unintelligible.

## EXEMPLARY RESPONSE

34

What does the reader learn about the kind of person Emma is? How do Emma's actions show the kind of person she is? Use details from the story to support your response.

In your response, be sure to

- explain what kind of person Emma is
- explain how Emma's actions show the kind of person she is
- use details from the story to support your response

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## Possible Exemplary Response:

In “Excerpt from Leaving Emma,” the reader learns that Emma is a helpful and caring person. This is shown through her actions throughout the story.

I think Emma is a helpful person because she is good about helping her mom while her dad is away. One action that shows this is when she rakes the leaves for her mom. Emma doesn’t complain about it all, and even makes it fun by inviting her friend, Tem, to help. Another way she is helpful is when she helps Tem with the North Dakota report. She did a lot of research and drew a flag for the cover. These details show she is a hard worker and will help out when needed.

There are many examples in the story that show Emma as a caring person. For instance, when she holds her dad’s pocket watch at night thinking about him it shows she is caring. The text states, “When I wound the watch, I thought about how I wanted time to speed up to bring Dad home, and I wanted time to slow down so Tem could be my best friend longer.” These thoughts show Emma is thinking every night about her dad and missing him. She also really cares about Tem and is wanting time to slow down so they can be together longer. Another action that shows Emma is caring is when she makes a journal. She writes words in the journal so she can remember things to talk about with her dad. I think this is a thoughtful thing to do because it shows how she misses her dad and wants to share her life with him each day.

In this story Emma is a helpful and caring person. You can see this when she helps her mom, is a good friend to Tem, and misses her dad.

## Possible Details to Include:

- Other relevant text-based details

## Score Points:

Apply 4-point holistic rubric.

## GUIDE PAPER 1a

34

What does the reader learn about the kind of person Emma is? How do Emma's actions show the kind of person she is? Use details from the story to support your response.

In your response, be sure to

- explain what kind of person Emma is
- explain how Emma's actions show the kind of person she is
- use details from the story to support your response

In the story "Excerpt from Leaving Emma" it is about a girl who wants to spend more time with Tom before Tom leaves.

The kind of person Emma is is a person who cares about things. According to paragraph 1, the author states that "it took Tom and me two weeks to pack with North Dakota." This detail shows they have a good relationship since they worked together for a long time. Also, according to paragraph 1, the author states that "I got Tom to help me. We raked leaves into little piles c...". This detail shows they do many things together. These

## GUIDE PAPER 1b

details illustrate what kind of person Emma is.

Emma's actions show how kind she is by being helpful. According to paragraph 3, the author states that "now mom said fall[ing] the leaves was my job." This detail shows how Emma helped. Also, according to paragraph 1, the author states that "we had to research the official state things like the bird, flower, and song, as well as the state history and what important people came from North Dakota." This detail shows how she helped with a project. These details illustrate how Emma's actions show how kind she is by being helpful.

In summary, these details illustrate Emma's reactions and feelings throughout the story.



## **GUIDE PAPER 1c**

### **Score Point 4 (out of 4 points)**

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*The kind of person Emma is is a person who cares about things*). The response demonstrates comprehension and analysis of the text (*This detail shows that they have a good relationship since they worked together for a long time and this detail showed how she helped with a project*). The topic is developed with relevant, well-chosen details throughout the essay (*According to paragraph 1, the author states that "it took Tem and me two weeks to finish with North Dakota." and Emma's actions show how kind she is by being helpful. According to paragraph 3, the author states that "now mom said raking the leaves was my job", and Also, according to paragraph 1, the author states that "we had to research the official state things like the bird, flower, and song, as well as the state history and what important people came from North Dakota.*). A concluding statement that follows clearly from the topic is provided (*In summary, these details illustrate Emma's reactions and feelings throughout the story*). The response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 2a

Additional

34

What does the reader learn about the kind of person Emma is? How do Emma's actions show the kind of person she is? Use details from the story to support your response.

In your response, be sure to

- explain what kind of person Emma is
- explain how Emma's actions show the kind of person she is
- use details from the story to support your response

In my essay, I will be telling you what kind of person Emma is and how her actions show it. Read my essay and I will tell you why.

I would say that Emma is beloved person. I say this because Emma's father is in Turkey and she really misses him. Furthermore, Emma and her father always would rake the leaves together. :)

Whenever in the fall she doesn't do it with him, Emma imagines her father is with her. Also, I think Emma is very thoughtful. Emma would hold her dad's pocket watch in her hand to remind Emma of him. She made a list of things she did. Emma wrote "leaves" to explain about her raking and "soccer" because she almost scored a goal.

This is my essay about Emma and her actions. I think Emma is a beloved and thoughtful person.  
What do you think?

**Score Point 4 (out of 4 points)**

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*Emma is a beloved person* and *I think Emma is very thoughtful*). The topic is developed with relevant, well-chosen details throughout the essay (*Emma and her father always would rake the leaves together* and *Emma would hold her dad's pocket watch in her hand to remind Emma of him* and *She made a list of things she did*). Related information is clearly grouped together and ideas are connected using linking words (*I say this because*, *furthermore*, *Also*). This response provides a concluding statement that follows clearly from the topic (*I think Emma is a beloved and thoughtful person*). The response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 3a

34

What does the reader learn about the kind of person Emma is? How do Emma's actions show the kind of person she is? Use details from the story to support your response.

In your response, be sure to

- explain what kind of person Emma is
- explain how Emma's actions show the kind of person she is
- use details from the story to support your response

In this story, I learned about the kind of person Emma is, I also noticed that her actions show the kind of person she is.

In this essay I will show what kind of person Emma is.

I learned that Emma is a hardworking person. One example that shows this is that, when and her friend, Temir, raked a big pile of leaves. Another example that shows this is that,

## GUIDE PAPER 3b

34

her and Tem made a report about North Dakota and Emma drew a page-size version of the state flag that they used as a report cover.

Emma's actions also show that she's hard working. One example that shows this is that, she worked hard to research thing about North Dakota. Another example that shows this is that, she worked hard to draw and find out the distance between places.

Therefore, Emma is a hardworking person and her actions show that she is a very hardworking person.

### Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*In this story, I learned about the kind of person Emma is and I will show what kind of person Emma is*). This response demonstrates comprehension and analysis of the text (*Emma is a hardworking person*). The topic is developed with relevant facts throughout the essay (*her and her friend, Tem, raked a big pile of leaves and her and Tem made a report about North Dakota*). The response skillfully connects ideas using linking words and phrases (*One example* and *Another example*) and provides a concluding statement that follows clearly from the topic and information presented (*Therefore, Emma is a hardworking person and her actions show that she is a very hardworking person*). The response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 4a

34

What does the reader learn about the kind of person Emma is? How do Emma's actions show the kind of person she is? Use details from the story to support your response.

In your response, be sure to

- explain what kind of person Emma is
- explain how Emma's actions show the kind of person she is
- use details from the story to support your response

Emma is the kind of person who is up for challenges, she is nice and Emma seems patient.

I think Emma would be up for a challenge because she wanted to make a project about North Dakota. Emma and Tom had to find out <sup>1 state</sup> things like the bird, flower and their song, state history and important people that came from North Dakota. That's what it said in the text.

Emma is the kind of girl that is always nice to people. It seems like she follows "Treat others the way you want to be treated."

## **GUIDE PAPER 4b**

When Emma asked her mom if she wanted to type she said couldn't and Emma said you should learn.

Emma seems patient for her father to come home because she never asked her mother when he would be home. She never complained and that's good. In the text it just said she thought about him.

That's why I think Emma is up for challenges, nice and patient.

### **Score Point 3 (out of 4 points)**

This response clearly introduces a topic in a manner that follows from the task and purpose (*Emma is the kind of person who is up for challenges, she is nice and Emma seems patient*). The response is developed with relevant details (*Emma and Tem had to find out state things like the bird, flower and their song and When Emma asked her mom if she wanted to learn to type, she said she couldn't and Emma said you should learn*). The response clearly and consistently groups related information together. The concluding statement follows from the topic and information presented (*That's why I think Emma is up for challenges, nice and patient*). The response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 5a

Additional

34

What does the reader learn about the kind of person Emma is? How do Emma's actions show the kind of person she is? Use details from the story to support your response.

In your response, be sure to

- explain what kind of person Emma is
- explain how Emma's actions show the kind of person she is
- use details from the story to support your response

Emma is a good caring person in many ways. One way is because she wants to speed time up with her dad's watch so she can bring home her dad. Another reason is, she can slow time down so Tem can be her best friend longer. Also, because she invited Tem over to her house to help her rake and they did small piles, and then they raked the little piles into bigger piles and finally into one big pile and jumped into it! And, because that night after her bath

and after she got into bed she got her dad's pocket watch and had it in her hands for a wile and said it felt smooth and solid and at the right amount of heavy like a rock. And last, she is carring because she wanted to spend more time with Tem before she mooved away. These where my reasons that Emma is carring.

**Score Point 3 (out of 4 points)**

This response clearly introduces a topic in a manner that follows from the task and purpose (*Emma is a good carring person in manny ways*). The response demonstrates grade-appropriate comprehension of the text. The topic is developed with relevant details throughout the essay (*she invited Tem over to her house to help her rake and she wants to speed time up with her dad's watch so she can bring home her dad and she can slow time down so Tem can be her best friend longer and that night after her bath and after she got into bed she got her dad's pocken watch*). Ideas are connected within categories of information using linking words and phrases (*One way is, another reason is, Also*). The concluding statement follows from the topic and information presented (*These where my reasons that Emma is carring*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*where, carring, pocken, a wile, mooved*).

## GUIDE PAPER 6a

34

What does the reader learn about the kind of person Emma is? How do Emma's actions show the kind of person she is? Use details from the story to support your response.

In your response, be sure to

- explain what kind of person Emma is
- explain how Emma's actions show the kind of person she is
- use details from the story to support your response

Emma is a kind girl. In this essay I will show how she is kind and what person she is. Emma is a person who is helpful and smart. For example she is helpful because she raked the leaves for mom. She is smart because she studies a lot about her school project. Emma's actions also show what kind of person she is. Emma is very kind. For example she will miss her friend.

## GUIDE PAPER 6b

that means she really likes her  
wich is also kind. Another  
example that Emma's kind is  
that she wants time to go  
by so that her father is  
home. Thats kind that she  
misses her father. She also  
wrote down things to share  
with her father. Thats kind.  
The reasons in this essay  
show what kind of person  
Emma is and why.

### Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*Emma is a kind girl* and *Emma is a person who is helpful and smart*). The topic is developed with relevant details throughout the essay (*she is helpful because she raked the leaves for mom, she wants time to go by so that her father is home, she also wrote down things to share with her father*). This response provides a concluding statement that follows generally from the topic and information presented (*The reasons in this essay show what kind of person Emma is and why*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*wich, thats, studys*).

## GUIDE PAPER 7

34

What does the reader learn about the kind of person Emma is? How do Emma's actions show the kind of person she is? Use details from the story to support your response.

In your response, be sure to

- explain what kind of person Emma is
- explain how Emma's actions show the kind of person she is
- use details from the story to support your response

Emma is kind, smart and sad. She's sad because her best friend Tem is leaving. She's smart because she knows her mom loves typing and she gets her mom to type. And she's kind because she asks if her friend can be her partner because at the end of the school year her best friend Tem will move.

### Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*Emma is kind, smart and sad*). The topic is developed with relevant facts throughout the essay (*she knows her mom loves typing and she gets her mom to type and she asks if her friend can be her partner because at the end of the school year her best friend Tem will move*). A concluding statement is not provided. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*freind*).

## GUIDE PAPER 8

Additional

34

What does the reader learn about the kind of person Emma is? How do Emma's actions show the kind of person she is? Use details from the story to support your response.

In your response, be sure to

- explain what kind of person Emma is
- explain how Emma's actions show the kind of person she is
- use details from the story to support your response

Emma's dad in Turkey effects her feelings because she misses him, and she can't see him. So, she feels sad about that. She is also sad because her best friend, Tem, is moving. The last time she gets to see Tom is the end of the winter. Emma uses her dad's watch to make her feel better that even though her dad's in Turkey.

### Score Point 2 (out of 4 points)

This response introduces a topic in a manner that does not logically follow from the task and purpose (*She feels sad*). The topic is partially developed with the use of textual evidence (*Emma's dad in Turkey and her best friend, Tem, is moving and Emma uses her dad's watch to make her feel better*). No concluding statement is provided. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*dad in Turkey, make her feel better that even though her dad's in Turkey*).

## GUIDE PAPER 9

34

What does the reader learn about the kind of person Emma is? How do Emma's actions show the kind of person she is? Use details from the story to support your response.

In your response, be sure to

- explain what kind of person Emma is
- explain how Emma's actions show the kind of person she is
- use details from the story to support your response

Emma is a nice person and a caring person because she cares about her friend and doesn't want her friend to leave because in the text it said "I wanted time to slow down so Tem can be my best friend longer"

### Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*Emma is a nice person and a caring person*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*because in the text it said "I wanted time to slow down so Tem can be my best friend longer"*). No concluding statement is provided. This response demonstrates emerging command of conventions (run-on sentence).

## GUIDE PAPER 10

34

What does the reader learn about the kind of person Emma is? How do Emma's actions show the kind of person she is? Use details from the story to support your response.

In your response, be sure to

X explain what kind of person Emma is

- explain how Emma's actions show the kind of person she is
- use details from the story to support your response

Emma is a caring nice little girl. I think this because in the story, she acts like this.

Emma's actions show what kind of person she is because in the story her actions <sup>are</sup> really nice. I know this because in the stoy she does not have one mean or rude action.

### Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*Emma is a caring nice little girl*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence (*in the story her actions are really nice* and *in the stoy she does not have one mean or rude acton*). This response exhibits little attempt at organization and no concluding statement is provided. This response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*stoy* and *acton*).

## GUIDE PAPER 11

Additional

34

What does the reader learn about the kind of person Emma is? How do Emma's actions show the kind of person she is? Use details from the story to support your response.

In your response, be sure to

- explain what kind of person Emma is
- explain how Emma's actions show the kind of person she is
- use details from the story to support your response

Emma, is a thoughtful person because Emma misses her farther, who is working in turkey

### Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*Emma is a thoughtful person*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal, irrelevant evidence (*Emma misses her farther, who is working in turkey*). The response exhibits no evidence of organization and lacks a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*farther* and *turkey*).

## GUIDE PAPER 12

34

What does the reader learn about the kind of person Emma is? How do Emma's actions show the kind of person she is? Use details from the story to support your response.

In your response, be sure to

- explain what kind of person Emma is
- explain how Emma's actions show the kind of person she is
- use details from the story to support your response

Emma is a really nice person her actions make her seem that she loves her dad and best friend.

### Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task (*Emma is a really nice person*). The response provides no evidence. The response exhibits no attempt at organization and provides no concluding statement. The response demonstrates a lack of command of conventions (run-on sentence).

## GUIDE PAPER 13

34

What does the reader learn about the kind of person Emma is? How do Emma's actions show the kind of person she is? Use details from the story to support your response.

In your response, be sure to

- explain what kind of person Emma is
- explain how Emma's actions show the kind of person she is
- use details from the story to support your response

The reader learns about the kind person emma is emma is sneaky and takes stuff from people. I think that it shows that shes sneaky because she stole her dads watch.

### Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the task and provides inaccurate information (*Emma is sneaky and takes stuff from people*). The response does not provide a concluding statement and demonstrates emerging command of conventions (*emma, shes, dads*).

## GUIDE PAPER 14

Additional

34

What does the reader learn about the kind of person Emma is? How do Emma's actions show the kind of person she is? Use details from the story to support your response.

In your response, be sure to

- explain what kind of person Emma is
- explain how Emma's actions show the kind of person she is
- use details from the story to support your response

Emma kind the person is  
the home to everybody the  
world and in the city. Emma-  
a action when she person she  
said stat to talk the make  
ferind to be ferind together.

### Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the task and provides evidence that is completely irrelevant (*Emma kind the person is the home to everybody the world and in the city*). The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*when she person she said stat to talk the make ferind to be ferind together*).

## EXEMPLARY RESPONSE

35

Why does Roger ask Mary so many questions? Use two details from the story to support your response.

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### Possible Exemplary Response:

Roger asks questions to help Mary learn and figure out why plants stink. Roger asks Mary why she thinks the skunk cabbage smells so bad. Then, he has her look closely to find the answer, that it attracts insects. Roger also asks Mary questions about the difference between skunk cabbage and wild garlic. She learns how the smelly leaves of garlic protect the plant from insects.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

35

Why does Roger ask Mary so many questions? Use two details from the story to support your response.

Roger asked Mary so many questions because he wanted Mary to learn more about skunk cabbage and wild garlic. I know this because in the last paragraph she learned that skunk cabbage attracts insect and wild garlic keeps them away. Another reason is because she also learned that plants stink for different and sometime opposite reasons.

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

This response provides a valid inference from the text to explain why Roger asked Mary so many questions (*because he wanted Mary to learn more about skunk cabbage and wild garlic*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*she learned that skunk cabbage attracts insect and wild garlic keeps them away and she also learned that plants stink for different and sometime opposite reasons*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

35

Why does Roger ask Mary so many questions? Use two details from the story to support your response.

Roger asks Mary so many question because he want Mary to learn somet In the text it says "On the way back Mary reviewed what she had learned on her stinky plant hike" Another detail, "Think I said Rodger and look again" This means that Rodger wants Mary to learn something out of the hike!

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

This response provides a valid inference from the text to explain why Roger asked Mary so many questions (*because he want Mary to learn somet*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*"On the way back Mary reviewed what she had learned on her stinky plant hike"* and *"Think said Rodger and look again"*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

35

Why does Roger ask Mary so many questions? Use two details from the story to support your response.

Roger asked Mary many questions so Mary can learn from them. Roger asked Mary why do they stink. First Mary said to keep people away. Then she said with praudness to attract insects. That is why Roger asked Mary many questions.

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

This response provides a valid inference from the text to explain why Roger asked Mary so many questions (*Roger asked Mary many questions so Mary can learn from them*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Roger asked Mary why do they stink; First Mary said to keep people away. Then she said with praudness to attract insects*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

35

Why does Roger ask Mary so many questions? Use two details from the story to support your response.

Roger aske's mary all those  
all eviions because he whante  
her to compare the two plant they saw  
I know this beciale, he said  
"How is the garlic plant similar  
to the skunk cabbage plant?"

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

This response provides a valid inference from the text to explain why Roger asked Mary so many questions (*Roger aske's Mary all those questions becuse he whante her to compare the two plant they saw*); however, the response only provides one concrete detail from the text for support (*"How is the garlic plant similar to the skunk cabbage plant"*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

35

Why does Roger ask Mary so many questions? Use two details from the story to support your response.

Roger asks Mary so many questions to improve her knowledge on plants. According to the text, it says, "Mary liked hiking with Roger because he knew about plants."

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

This response provides a valid inference from the text to explain why Roger asked Mary so many questions (*Roger asks Mary so many questions to improve her knowledge on plants*); however, the response only provides one concrete detail from the text for support (*"Mary liked hiking with Roger because he knew about plants"*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

35

Why does Roger ask Mary so many questions? Use two details from the story to support your response.

Roger asked Mary so many questions because he wanted Mary to think for her self because in the story she really was asking ~~him~~ a lot of question in the story.

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

This response provides a valid inference from the text to explain why Roger asked Mary so many questions (*Roger asked Mary so many questions because he wanted Mary to think for her self*); however, the response does not provide two concrete details from the text for support as required by the prompt.

## GUIDE PAPER 7

35

Why does Roger ask Mary so many questions? Use two details from the story to support your response.

Roger ask Mary so many questions.

Mary asked again her shoe accident-all. Mary and Roger came to an open, grassy field. ()

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

This response does not address any of the requirements of the prompt (*Mary asked again her shoe accident-all. Mary and Roger came to an open, grassy field*).

## GUIDE PAPER 8

Additional

35

Why does Roger ask Mary so many questions? Use two details from the story to support your response.

When they fly or crawl.  
Sulfur-like compound,

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

This response does not address any of the requirements of the prompt (*When they fly or crawl. Sulfur-like compound*).

## EXEMPLARY RESPONSE

36

Read these paragraphs from the story.

“E-e-e-w, what stinks?” Mary exclaimed. (paragraph 1)

“E-e-e-w, what stinks?” Mary asked again. Her shoe accidentally crushed a plant. The smell made tears come to her eyes. (paragraph 19)

Why does the author repeat “E-e-e-w, what stinks?” in paragraphs 1 and 19? Use two details from the story to support your response.

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### Possible Exemplary Response:

The author repeats “E-e-e-w, what stinks?” to let the reader know that Mary will find a stinky plant and learn about it. The first time she pokes a plant with a stick and finds it smells like skunk. The second time she says it, her shoe crushes a plant that smells like garlic and it makes her eyes water.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

# GUIDE PAPER 1

36

Read these paragraphs from the story.

"E-e-e-w, what stinks?" Mary exclaimed. (paragraph 1)

"E-e-e-w, what stinks?" Mary asked again. Her shoe accidentally crushed a plant. The smell made tears come to her eyes. (paragraph 19)

Why does the author repeat "E-e-e-w, what stinks?" in paragraphs 1 and 19? Use two details from the story to support your response.

The author repeats, "E-e-e-w" because Mary discovers that the plants set off a stinky gas. The first plant was the skunk cabbage that smells like a skunk, and it attracts insects. The other plant is the wild garlic and it smells like garlic and it make Mary wipe her eyes.

## Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain why the author repeats "E-e-e-w, what stinks?" in paragraphs 1 and 19 (*because Mary discovers that the plants set off a stinky gas*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*The first plant was the skunk cabbage that smells like a skunk, and it attracts insects* and *The other plant is the wild garlic and it smells like garlic and it make Mary wipe her eyes*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

36

Read these paragraphs from the story.

"E-e-e-w, what stinks?" Mary exclaimed. (paragraph 1)

"E-e-e-w, what stinks?" Mary asked again. Her shoe accidentally crushed a plant. The smell made tears come to her eyes. (paragraph 19)

Why does the author repeat "E-e-e-w, what stinks?" in paragraphs 1 and 19? Use two details from the story to support your response.

The author repeated "E-e-e-w, what stinks?" in paragraphs 1 and 19. The author did this because both plants did not smell good. I know this because in paragraph 5, it says Mary leaned down. She poked on with a stick. "These smell like skunk", she said. The plant in paragraph nine does not smell good either. I know this because in paragraph 20, it says "This smells like garlic", she said. Garlic is not a good smell.

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

This response provides a valid inference from the text to explain why the author repeats "E-e-e-w, what stinks?" in paragraphs 1 and 19 (*The author did this because both plants did not smell good*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*in paragraph 5, it says Mary leaned down. She poked on with a stick, "These smell like skunk", she said and in paragraph 20, it says "This smells like garlic", she said*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

36

Read these paragraphs from the story.

"E-e-e-w, what stinks?" Mary exclaimed. (paragraph 1)

"E-e-e-w, what stinks?" Mary asked again. Her shoe accidentally crushed a plant. The smell made tears come to her eyes. (paragraph 19)

Why does the author repeat "E-e-e-w, what stinks?" in paragraphs 1 and 19? Use two details from the story to support your response.

The author repeats, "E-e-e-w, what stinks," because the 2 plants don't smell good. In the text, it said, "Congragulations; Roger said, 'You've discovered skunk cabbage!'" Skunks usually smell bad. Also it said, "Other plants like wild garlic stink to keep insects away." This is why the author repeats, "E-e-e-w that stinks."

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

This response provides a valid inference from the text to explain why the author repeats "E-e-e-w, what stinks?" in paragraphs 1 and 19 (*because the 2 plants don't smell good*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Congragulations; Roger said, "You've discovered skunk cabbage!" and "Other plants like wild garlic stink to keep insects away."). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

36

Read these paragraphs from the story.

"E-e-e-w, what stinks?" Mary exclaimed. (paragraph 1)

"E-e-e-w, what stinks?" Mary asked again. Her shoe accidentally crushed a plant. The smell made tears come to her eyes. (paragraph 19)

Why does the author repeat "E-e-e-w, what stinks?" in paragraphs 1 and 19? Use two details from the story to support your response.

The author repeats E-e-e-w because he shows that Mary doesn't like the smell of the plants she is smelling during the hiking trip Roger took her on.

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

This response provides a valid inference from the text to explain why the author repeats "E-e-e-w, what stinks?" in paragraphs 1 and 19 (*because he shows that Mary doesn't like the smell of the plants she is smelling during the hiking trip Roger took her on*); however, the response does not provide two concrete details from the text for support as required by the prompt.

## GUIDE PAPER 5

Additional

36

Read these paragraphs from the story.

"E-e-e-w, what stinks?" Mary exclaimed. (paragraph 1)

"E-e-e-w, what stinks?" Mary asked again. Her shoe accidentally crushed a plant. The smell made tears come to her eyes. (paragraph 19)

Why does the author repeat "E-e-e-w, what stinks?" in paragraphs 1 and 19? Use two details from the story to support your response.

The author repeats "E-e-e-w, what stinks because she is describing that the plants smell stinky. Also, because when people smell or see something gross they'll say "E-e-e-w, what stinks.

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

This response provides a valid inference from the text to explain why the author repeats "E-e-e-w, what stinks?" in paragraphs 1 and 19 (*because she is describing that the plants smell stinky*); 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

36

Read these paragraphs from the story.

"E-e-e-w, what stinks?" Mary exclaimed. (paragraph 1)

"E-e-e-w, what stinks?" Mary asked again. Her shoe accidentally crushed a plant. The smell made tears come to her eyes. (paragraph 19)

Why does the author repeat "E-e-e-w, what stinks?" in paragraphs 1 and 19? Use two details from the story to support your response.

The dutiful repeats e-e-e-w what stinks because on paragraph 1 there was shunh cabbage and she poked it with a stick then the shunh cabbage smelled disgusting.

The evidence is itsaid! Mary poked it one with a stick. A foul odor met her nose.

### 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 (*Mary poked it one with a stick* and *A foul odor met her nose*); however, no valid inference from the text is provided. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

36

Read these paragraphs from the story.

"E-e-e-w, what stinks?" Mary exclaimed. (paragraph 1)

"E-e-e-w, what stinks?" Mary asked again. Her shoe accidentally crushed a plant. The smell made tears come to her eyes. (paragraph 19)

Why does the author repeat "E-e-e-w, what stinks" in paragraphs 1 and 19? Use two details from the story to support your response.

Because the author wan't so  
to make the kids think that  
she likes flowers but she  
doesn't

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

This response does not address any of the requirements of the prompt and is incorrect (*Because the author wan'ts to make the kids think that she likes flowers but she doesn't*).

## GUIDE PAPER 8

Additional

36

Read these paragraphs from the story.

"E-e-e-w, what stinks?" Mary exclaimed. (paragraph 1)

"E-e-e-w, what stinks?" Mary asked again. Her shoe accidentally crushed a plant. The smell made tears come to her eyes. (paragraph 19)

Why does the author repeat "E-e-e-w, what stinks" in paragraphs 1 and 19? Use two details from the story to support your response.

The author repeats "E-e-e-w, what stinks because the food is realy bad.

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

This response does not address any of the requirements of the prompt and is incorrect (*the author repeats "E-e-e-w what stinks because the food is realy bad"*).

## EXEMPLARY RESPONSE

37

What is Patrick's relationship to Julia's family? Use two details from the story to support your response.

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### Possible Exemplary Response:

Patrick is very close and comfortable with Julia's family. He is like a brother or son to them. When he knocks at the door and goes right in the house it shows how comfortable he is with them. He also goes right upstairs to get his backpack without asking.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

37

What is Patrick's relationship to Julia's family? Use two details from the story to support your response.

I think patrick's relationship to julia's family, is strong, one reson is because it sayed that when he knocked on the door After we knocked we just came in, Another reson is he offerd to help them, Another reson is it said he was almos apart of the family.

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

This response provides a valid inference from the text to explain Patrick's relationship to Julia's family (*I think patrick's relationship to Julia's family, is strong*). The response provides several concrete details from the text for support as required by the prompt (*one reson is because it sayed that when he knocked on the door After he knocked he just came in and Another reson is he offerd to help them and Another reson is it said he was almos apart of the family*). This response demonstrates complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

37

What is Patrick's relationship to Julia's family? Use two details from the story to support your response.

Patricks relationship to Julia's family is that he is a very good friend. I know this because it say that he isn't a member of the family but hes almost a member of the family. It also says that Patrick has to knock but doesn't have to wait for anybody to answer the door.

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

This response provides a valid inference from the text to explain Patrick's relationship to Julia's family (*Patricks relationship to Julia's family is that he is a very good friend*). The response provides two concrete details from the text for support as required by the prompt (*it say that he isn't a member of the family but hes almost a member of the family* and *Patrick has to knock but doesn't have to wait for anybody to answer the door*). This response demonstrates complete sentences where errors do not impact readability.

## GUIDE PAPER 3

37

What is Patrick's relationship to Julia's family? Use two details from the story to support your response.

Patrick's relationship to the family is  
he is Julia's classmate  
but he is like family. I know  
this because in the story on  
top it says "Patrick is Julia's classmate". Also  
in paragraph 1 it says "He's almost family".  
This is how he is related to them.

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

This response provides a valid inference from the text to explain Patrick's relationship to Julia's family (*he is Julia's classmate but he is like family*). The response provides two concrete details for support as required by the prompt (*it says "Patrick is Julia's classmate and in paragraph 1 it says "He's almost family"*). This response demonstrates complete sentences where errors do not impact readability.

## GUIDE PAPER 4

37

What is Patrick's relationship to Julia's family? Use two details from the story to support your response.

Patrick's relationship to Julia's family is he wasn't a member of the family but he almost was a member. Also he likes coming over to see Julia.

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

This response provides a valid inference from the text to explain Patrick's relationship to Julia's family (*he likes coming over to see Julia*); however, the response only provides one concrete detail from the text for support (*Patrick's relationship to Julia's family is he wasn't a member of the family but he almost was a member*). This response demonstrates complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

37

What is Patrick's relationship to Julia's family? Use two details from the story to support your response.

Patrick's relationship with  
Julia's family is that,  
Julia and Patrick are  
such good friends they're  
almost like family.

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

This response provides a valid inference from the text to explain Patrick's relationship to Julia's family (*Julia and Patrick are such good friends they're almost like family*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response demonstrates complete sentences where errors do not impact readability.

## GUIDE PAPER 6

37

What is Patrick's relationship to Julia's family? Use two details from the story to support your response.

Patrick's relationship to the Julias family is like Patrick is like family to them and he is like a brother to Julia

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

This response provides two valid inferences from the text to explain Patrick's relationship to Julia's family (*Patrick is like family to them and he is like a brother to Julia*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response demonstrates complete sentences where errors do not impact readability.

## GUIDE PAPER 7

37

What is Patrick's relationship to Julia's family? Use two details from the story to support your response.

Patrick's relationship to Julia's family? use two details from the text to support my response.

In the text it states that Jules we can raise the Caterpillars and get thread from them and then you can sew something from the thread! In the text it also states that we can enter the project into to categories Animal Husbandry and Domestic art's. These details prove Patrick's relationship to Julia's family.

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

This response does not address any of the requirements of the prompt. No inference is provided and the text quoted does not address the prompt (*Jules we can raise the Caterpillar's and get thread*).

## GUIDE PAPER 8

Additional

37

What is Patrick's relationship to Julia's family? Use two details from the story to support your response.

Patrick's relationship with Julia's family is he didn't really fit in with Julia's family. What I mean by fit in is he didn't really go well with Julia's family. That's what I mean by fit in.

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

This response provides an incorrect inference (*Patrick's relationship with Julia's family is he didn't really fit in with Julia's family*) and no relevant facts are provided.

## EXEMPLARY RESPONSE

38

What do paragraphs 9 through 19 show about Julia and Patrick? Use two details from the story to support your response.

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### Possible Exemplary Response:

Paragraphs 9 through 19 show that Julia and Patrick are trying to figure out what to do for their Wiggle project. First, Julia suggests an idea for how they could show earthworms. Although Patrick isn't sure about that idea because he says, "I don't know . . ." and suggests they raise ladybugs instead.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

38

What do paragraphs 9 through 19 show about Julia and Patrick? Use two details from the story to support your response.

Paragraphs 9 through 19 show that Julia and Patrick don't want to study worms that much for their school project. The text states "I stared at her with my mouth half open." Also, the text states "I stared at her for a second. "Worms?" I said.

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

This response provides a valid inference from the text to explain what paragraphs 9 through 19 show about Julia and Patrick (*that Julia and Patrick don't want to study worms that much for their school project*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("I stared at her with my mouth half open." and "I stared at her for a second. "Worms?"). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

38

What do paragraphs 9 through 19 show about Julia and Patrick? Use two details from the story to support your response.

Julia and Patrick don't always agree on things. One reason is that when Julia thought they could raise earthworms Patrick thought of ladybugs. Then when Julia learned it was silk worms she didn't want it but Patrick did.

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

This response provides a valid inference from the text to explain what paragraphs 9 through 19 show about Julia and Patrick (*Julia and Patrick don't always agree on things*). The response provides a sufficient number of concrete details from the text as required by the prompt (*when Julia thought they could raise earthworms Patrick thought of ladybugs and when Julia learned it was silk worms she didn't want it but Patrick did*). This response includes complete sentences where errors do not impact readability.

**GUIDE PAPER 3**

What do paragraphs 9 through 19 show about Julia and Patrick? Use two details from the story to support your response.

It Shows they are bright and have good ideas. One detail to support this is Julia got the idea of raising a worm farm. Another detail is Patrick got the idea of raising a lady bug farm.

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

This response provides a valid inference from the text to explain what paragraphs 9 through 19 show about Julia and Patrick (*It shows they are bright and have good ideas*). The response provides a sufficient number of concrete details from the text as required by the prompt (*Julia got the idea of raising a worm farm* and *Patrick got the idea of raising a lady bug farm*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

38

What do paragraphs 9 through 19 show about Julia and Patrick? Use two details from the story to support your response.

Paragraphs 9 through 19 shows that Patrick and Julia don't exactly agree with each other. For example, in the text it said, "I wonder if when Patrick would notice that I was not one bit excited." Another example is, they didn't agree on things."

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

This response provides a valid inference from the text to explain what paragraphs 9 through 19 show about Julia and Patrick (*Patrick and Julia don't exactly agree with each other*); 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 5

Additional

38

What do paragraphs 9 through 19 show about Julia and Patrick? Use two details from the story to support your response.

The paragraphs 9 through 19 show that Julia and patrick are gessing what kind of worm is mom talking about. In the story it said that they were talking about all kinds of worms.

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

This response provides a valid inference from the text to explain what paragraphs 9 through 19 show about Julia and Patrick (*Julia and patrick are gessing what kind of worm is mom talking about*); however, the response only provides one detail, although vague, from the text for support (*they were talking about all kinds of worms*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

38

What do paragraphs 9 through 19 show about Julia and Patrick? Use two details from the story to support your response.

Paragraphs 9 through 19 shows that Julia and Patrick are confused. They don't really get what Julia's mom is talking about.

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

This response provides a valid inference from the text to explain what paragraphs 9 through 19 show about Julia and Patrick (*Julia and Patrick are confused*); 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 7

38

What do paragraphs 9 through 19 show about Julia and Patrick? Use two details from the story to support your response.

Patrick have a bags full of ladybugs.  
Julia have a bags full of lady bugs,  
too

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

This response does not address any of the requirements of the prompt (*Patrick have a bags full of ladybugs. Julia have a bags full of ladybugs, too*).

## GUIDE PAPER 8

Additional

38

What do paragraphs 9 through 19 show about Julia and Patrick? Use two details from the story to support your response.

paragraph 14 said that they are good at planting.

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

This response does not address any of the requirements of the prompt (*paragraph 14 said that they are good at planting*).

## EXEMPLARY RESPONSE

39

What do paragraphs 12 and 13 show about the audience who listened to Marian Anderson sing at the Lincoln Memorial? Use two details from the passage to support your response.

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### Possible Exemplary Response:

Paragraphs 12 and 13 show that the audience who listened to Marian Anderson sing at the Lincoln Memorial were excited and hopeful. When Marian started singing a hush came over the crowd, showing they were excited to hear her voice. Afterwards, a young girl had tears and hope in her eyes.

### Possible Details to Include:

- Other relevant text-based details

### Score Points:

Apply 2-point holistic rubric.

## GUIDE PAPER 1

39

What do paragraphs 12 and 13 show about the audience who listened to Marian Anderson sing at the Lincoln Memorial? Use two details from the passage to support your response.

Paragraphs 12 and 13 show the audience that listened to Marian were amazed and inspired. I know because in Paragraph 12 it says a hush ran over the crowd and her voice went forth. This shows the audience were amazed. In paragraph 13 it says the Walter White saw a young girl crying and trying to reach Marian with a gleam of hope. It also says the Walter remembered that girl for the rest of his life. This shows that she was inspired.

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

This response provides a valid inference from the text to explain what paragraphs 12 and 13 show about the audience who listened to Marian Anderson sing at the Lincoln Memorial (*the audience that listened to Marian were amazed and inspired*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*a hush ran over the crowd and her voice went forth. This shows the audience were amazed and Walter White saw a young girl crying and trying to reach Marian with a gleam of hope*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 2

Additional

39

What do paragraphs 12 and 13 show about the audience who listened to Marian Anderson sing at the Lincoln Memorial? Use two details from the passage to support your response.

Paragraphs 12 and 13 show that the crowd was excited to see Marian Anderson sing. For example, when Marian finished the song a young girl stretched her hands out at Marian. Also, when she began to sing the crowd got quiet really fast.

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

This response provides a valid inference from the text to explain what paragraphs 12 and 13 show about the audience who listened to Marian Anderson sing at the Lincoln Memorial (*the crowd was excited to see Marian Anderson sing*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*when Marian finished the song a young girl stretched her hands out at Marian and when she began to sing the crowd got quiet really fast*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

39

What do paragraphs 12 and 13 show about the audience who listened to Marian Anderson sing at the Lincoln Memorial? Use two details from the passage to support your response.

Paragraphs 12 and 13 show that the audience was emotional because it says a hush came over them, and it said a little girl stretched her hands out to the singer and tears ran down her face and hope gleamed in her eyes.

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

This response provides a valid inference from the text to explain what paragraphs 12 and 13 show about the audience who listened to Marian Anderson sing at the Lincoln Memorial (*the audience was emotional*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*a hush came over them and a little girl stretched her hands out to the singer and tears ran down her face and hope gleamed in her eyes*). This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 4

39

What do paragraphs 12 and 13 show about the audience who listened to Marian Anderson sing at the Lincoln Memorial? Use two details from the passage to support your response.

What paragraph 12 and 13 show about the audience who listened to Marian Anderson sing is that they loved her singing. The paragraph states that "Walter white caught sight of a young girl's hand's out toward the great singer with tears down her face."

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

This response provides a valid inference from the text to explain what paragraphs 12 and 13 show about the audience who listened to Marian Anderson sing at the Lincoln Memorial (*they loved her singing*); however, the response only provides one concrete detail from the text for support (*Walter white caught sight of a young girl's hand's out toward the great singer with tears down her face*). This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 5

Additional

39

What do paragraphs 12 and 13 show about the audience who listened to Marian Anderson sing at the Lincoln Memorial? Use two details from the passage to support your response.

12 and 13 shows about the audience who listened to Marian Anderson at the Memorial was because the story said "Marian chose to begin by singing not just about, but to the country she loved, changing the words of a beloved old song. Also in paragraph 13 it said "As the concert ended Walter White caught sight of a young girl in the crowd. Also because in paragraph 12 it said "A hush came over the crowd as her powerful voice rang forth. Also in paragraph 13 it said "He saw her stretch out her hands toward the great singer. Tears streamed down her face and hope gleamed in her eyes. Walter White remembered that girl in the rest of his life."

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

This response is a mostly literal recounting of details from the text ("Marian chose to begin by singing not just about, but to the country she loved" and "a hush came over the crowd as her powerful voice rang forth" and "He saw her stretch out her hands toward the great singer"). While the response provides some information from the text, no valid inference from the text is provided. This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

39

What do paragraphs 12 and 13 show about the audience who listened to Marian Anderson sing at the Lincoln Memorial? Use two details from the passage to support your response.

Paragraphs twelve and thirteen  
show that the audience feel  
excited and proud of Marian  
Anderson.

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

This response provides a valid inference from the text to explain what paragraphs 12 and 13 show about the audience who listened to Marian Anderson sing at the Lincoln Memorial (*the audience feel excited and proud of Marian Anderson*); 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 7

39

What do paragraphs 12 and 13 show about the audience who listened to Marian Anderson sing at the Lincoln Memorial? Use two details from the passage to support your response.

Paragraph 12 and paragraph 13 talk about Marian Anderson being afraid to sing and everyone calling her a corwd.

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

This response is totally inaccurate (*talk about Marian Anderson being afraid to sing and everyone calling her a corwd*).

## GUIDE PAPER 8

Additional

39

What do paragraphs 12 and 13 show about the audience who listened to Marian Anderson sing at the Lincoln Memorial? Use two details from the passage to support your response.

paragraphs 12 and 13 Show about the audience who listened to Marian Anderson sing at the Lincoln Memorial?

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

This response does not address any of the requirements of the prompt (*paragraphs 12 and 13 Show about the audience who listened to Marian Anderson sing at the Lincoln Memorial?*)

## EXEMPLARY RESPONSE

40

Marian Anderson performed at the Lincoln Memorial instead of Constitution Hall. Why was her concert such a historic event? Why did it turn out to be a good place for the event? Use details from the passage to support your response.

In your response, be sure to

- explain why Marian Anderson's concert at the Lincoln Memorial was such a historic event
- explain why the Lincoln Memorial was a good place for the event
- use details from the passage to support your response

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## **Possible Exemplary Response:**

Marian Anderson's concert was a historic event and the Lincoln Memorial was a great place to have it.

It was historic because no one had ever used the Lincoln Memorial for a public gathering. It was the first major gathering for civil rights held at the Lincoln Memorial. Martin Luther King Jr. even made his most famous speech there many years later. Also, many more people turned out than expected. Thousands came from Marian's hometown to see her and the crowd went all the way from the Lincoln Memorial to the Washington Monument.

It was a good place to have the event because it had so much room and anyone could come. 75,000 people could hear her at the Lincoln Memorial, but only 4,000 could be in the place where she wasn't allowed to sing. Also, people of all ages and races were able to come. It turned out to be the largest concert crowd at the capital, so it was good they had a big place.

## **Possible Details to Include:**

- Other relevant text-based details

## **Score Points:**

Apply 4-point holistic rubric.

## GUIDE PAPER 1a

40

Marian Anderson performed at the Lincoln Memorial instead of Constitution Hall. Why was her concert such a historic event? Why did it turn out to be a good place for the event? Use details from the passage to support your response.

In your response, be sure to

- explain why Marian Anderson's concert at the Lincoln Memorial was such a historic event
- explain why the Lincoln Memorial was a good place for the event
- use details from the passage to support your response

Marian Anderson's concert at the Washington Monument was such a big historic event because she sang about the country and she really touched people, even a little girl was crying because of how beautiful it was.

The Lincoln Memorial was such a good place for the event because a lot of people were able to come, it was big, and she was a young African American woman singing to all ages and races. Also she got to sing in front of 75,000 people→

## GUIDE PAPER 1b

instead of only 4,000 people where she wanted to sing.

I think that Marian Anderson is very brave to sing in front of that many people, considering that she is black and at that time not everyone agreed with equal rights. I also think that she is very smart to sing a song about the country, to the country, and I can't believe that she changed the lyrics.

### Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*Marian Anderson's concert at the Washington Monument was such a big historic event because she sang about the country and she really touched people, even a little girl was crying because of how beautiful it was*). The response demonstrates comprehension and analysis of the text (*she really touched people, even a little girl was crying because of how beautiful it was* and *I think that Marian Anderson is very brave to sing in front of that many people, considering that she is black and at that time not everyone agreed with equal rights* and *I also think that she is very smart to sing a song about the country, to the country*). The response develops the topic with relevant, well-chosen details throughout the essay (*she sang about the country and she really touched people, even a little girl was crying because of how beautiful it was* and *The Lincoln Memorial was such a good place for the event because a lot of people were able to come, it was big, and she was a young African American women singing to all ages and races and she got to sing in front of 75,000 people instead of only 4,000 people*). The response clearly and consistently groups related information together. The response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 2a

Additional

40

Marian Anderson performed at the Lincoln Memorial instead of Constitution Hall. Why was her concert such a historic event? Why did it turn out to be a good place for the event? Use details from the passage to support your response.

In your response, be sure to

- explain why Marian Anderson's concert at the Lincoln Memorial was such a historic event
- explain why the Lincoln Memorial was a good place for the event
- use details from the passage to support your response

Marian Anderson performed at the Lincoln Memorial instead of Constitution Hall. Her concert was such a historic event. It turned out to be a good place for the event.

Marian Anderson's concert at the Lincoln Memorial was such a historic event because so many people were there. Also because she sang about her country there. In paragraph 4 states "Marian chose to begin by singing not just about but the country she loved changing the words of a beloved old song." Also it states, "But now 75,000 people of all ages could hear her."

The Lincoln Memorial was such a historical event because a lot of people would hear her. In

## GUIDE PAPER 2b

Additional

40

constitution hall only 13,000 people could see her and hear her sing. In the text it states, "Constitution Hall over Marian had could sing, could only seat 1,600 people." Also, it states, "But now 25,000 people of all ages could hear her." This shows why Lincoln Monument is a better place.

In conclusion this is why Lincoln Monument is better. Also how Marian had a historic event.

1

### Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*Marian Anderson performed at the Lincoln Memorial instead of constitution Hall. Her concert was such a historic event*). The response demonstrates comprehension and analysis of the text (*because so many people were there. Also, because she sang about her country there*). The response develops the topic with relevant well-chosen facts throughout the essay (*"Marian chose to begin by singing not just about, but the country she loved changing the words of a beloved old song"* and *"But now 25,000 people of all ages could hear her"*). The response skillfully connects ideas using linking words and phrases (*Also, it states, This shows*). The response provides a concluding statement that follows from the topic and information presented (*In conclusion, this is why Lincoln Monument is better. Also how Marian had a historic event*). The response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 3a

40

Marian Anderson performed at the Lincoln Memorial instead of Constitution Hall. Why was her concert such a historic event? Why did it turn out to be a good place for the event? Use details from the passage to support your response.

In your response, be sure to Intro

✓✓✓  
RaDD

- explain why Marian Anderson's concert at the Lincoln Memorial was such a historic event
- explain why the Lincoln Memorial was a good place for the event
- use details from the passage to support your response

✓VVV  
RaDD  
Conclusion

Today I am going to explain why Marian Anderson's concert at the Lincoln Memorial was such a historic event.

Marian Anderson's concert at the Lincoln Memorial was such a historic event because everyone loved the concert. For example, tears came straight down her face and hope gleamed in her eyes. Another detail is that, it was the largest

## GUIDE PAPER 3b

40

concert crowd the capital had ever seen, and the first major gathering at the feet of Abraham Lincoln for the cause of civil rights.

The Lincoln Memorial was a good place for the event because many people liked it. For example, thousands came in buses from Philadelphia, Marian Anderson's hometown. Another detail is that, by five o'clock when the concert was set to begin the crowd stretched from the Lincoln Memorial to Washington Monument.

### Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*Today I am going to explain why Marian Anderson's concert at the Lincoln Memorial was such a historic event*). The response demonstrates comprehension and analysis of the text (*because everyone loved the concert*). The response develops the topic with relevant, well-chosen facts (*hope gleamed in her eyes and first major gathering at the feet of Abraham Lincoln for the cause of civil rights and the crowd stretched from the Lincoln Memorial to Washington Monument*). The response skillfully connects ideas using linking words and phrases (*For example, another detail*). This response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension.

## GUIDE PAPER 4a

40

Marian Anderson performed at the Lincoln Memorial instead of Constitution Hall. Why was her concert such a historic event? Why did it turn out to be a good place for the event? Use details from the passage to support your response.

In your response, be sure to

- ✓ explain why Marian Anderson's concert at the Lincoln Memorial was such a historic event (E1), (E2)
- ✓ explain why the Lincoln Memorial was a good place for the event (E1), (E2)
- ✓ use details from the passage to support your response

Marian Anderson performed at the Lincoln Memorial instead of Constitution Hall. Marian Anderson's concert at the Lincoln Memorial was such a historic event because Marian was the first black African-American woman to have a concert at the Lincoln Hall. I know this because (E1) In 1939, Oscar Chapman learned that a young African-American woman named Marian Anderson was not allowed to sing at Constitution Hall <sup>in Washington</sup> because of the color of her skin. The author also said (E2) He and his friend, Walter White worked together to give her the opportunity to have a concert at the Lincoln Memorial instead. Next Page →

## GUIDE PAPER 4b

The Lincoln Memorial was a good place for the event because Marian Anderson sang a patriotic song. ~~but~~ I know this because **E1**

Marian chose to begin by singing not just about, but to the country she loved, changing the words of a beloved old song. The author also said **E2** "My country 'tis of thee, Sweet land of Liberty, to thee we sing.

### Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*Marian Anderson's concert at the Lincoln Memorial was such a historic event because Marion was the first black African-American women to have a concert at the Lincoln Hall and The Lincoln Memorial was a good place for the event because Marian Anderson sang a patriotic song*). The response develops the topic with relevant details throughout the essay (*In 1939, Oscar Chapman learned that a young African-American woman named Marian Anderson was not allowed to sing at Constitution Hall in Washington D.C. because of the color of her skin and He and his friend Walter White worked together to give her the opportunity to have a concert at the Lincoln Memorial instead and Marian Anderson sang a patriotic song and Marian chose to begin by singing not just about, but to the country she loved*). The response generally groups related information together, however, no concluding statement is provided. This response demonstrates grade-appropriate command of conventions, with few errors.

## GUIDE PAPER 5a

Additional

40

Marian Anderson performed at the Lincoln Memorial instead of Constitution Hall. Why was her concert such a historic event? Why did it turn out to be a good place for the event? Use details from the passage to support your response.

In your response, be sure to

- explain why Marian Anderson's concert at the Lincoln Memorial was such a historic event
- explain why the Lincoln Memorial was a good place for the event
- use details from the passage to support your response

This essay is mostly about explain why Marian Anderson's concert at the Lincoln Memorial was such a historic event and explain why the Lincoln Memorial was a good place for the event.

Marian Anderson's concert at the Lincoln Memorial was such a historic event is because thousand of people hear it that day. One detail from paragraph 11 "Thousands of people heard Marian Anderson sing that day. Another detail from paragraph 14 "It was the largest concert crowd the capital had ever seen."

Lincoln Memorial is a good place for the event is because from that day on black and white can join the concert. One detail from paragraph 14 "Thousands of people heard Marian Anderson sing that day." Another detail from paragraph 8 "Thousands came in buses from Philadelphia, Marian Anderson's hometown.

Is essay is about explain why Marian Anderson concert at the Lincoln Memorial was such a historic event and explain why Lincoln Memorial is a good place for the event.

**Score Point 3 (out of 4 points)**

This response introduces a topic in a manner that follows generally from the task and purpose (*This essay is mostly about explain why Marian Anderson's concert at the Lincoln Memorial was such a historic event and explain why the Lincoln Memorial was a good place for the event*). The response demonstrates grade-appropriate comprehension of the text (*Marian Anderson's concert at the Lincoln Memorial was such a historic event is because thousand of people hear it that day and Lincoln Memorial is a good place for the event is because from that day on black and white can join the concert*). The response develops the topic with relevant details throughout the essay ("Thousands of people heard Marian Anderson sing that day" and *It was the larest concert crowd the capital had ever seen* and "*Thousands came in buses from Philadelphia, Marian Anderson's hometown*"). The response generally groups related information together. The response provides a concluding statement that follows from the topic and information presented (*Is essay is about explain why Marian Anderson concert at the Lincoln Memorial was such a historic event and explain why Lincoln Memorial is a good place for the event*). This response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*Is essay is about explain why, Marain, larest*).

## GUIDE PAPER 6a

Marian Anderson performed at the Lincoln Memorial instead of Constitution Hall. Why was her concert such a historic event? Why did it turn out to be a good place for the event? Use details from the passage to support your response.

In your response, be sure to

- explain why Marian Anderson's concert at the Lincoln Memorial was such a historic event
- explain why the Lincoln Memorial was a good place for the event
- use details from the passage to support your response

Marian Anderson performed at Lincoln Memorial instead of Constitution and it was a historical event.

It was a historical event because the first ever black person to play at Lincoln Memorial. For example, she couldn't play at Constitution Hall but she could play at Lincoln Memorial because of Oscar and how he stirring things up.

## GUIDE PAPER 6b

Lincoln was a good place because 75,000 people can see Marian sing. Also she can see people from home town. She carry from her heart.

This is why Marian Anderson singing at Lincoln Memorial was such a historical event and why it was a good place to singing.

### Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*It was a historic event because the first ever black person to play at Lincoln Memorial and Lincoln was a good place because 75,000 people can see Marian sing*). The response develops the topic with relevant details (*For example, she couldn't play at Constitution Hall but she could play at Lincoln Memorial because of Oscar and how he stirring things up and also she can see people from home town*). This response generally groups related information together. This response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*how he stirring things up, she can see people from home town*).

## GUIDE PAPER 7

40

Marian Anderson performed at the Lincoln Memorial instead of Constitution Hall. Why was her concert such a historic event? Why did it turn out to be a good place for the event? Use details from the passage to support your response.

In your response, be sure to

- explain why Marian Anderson's concert at the Lincoln Memorial was such a historic event
- explain why the Lincoln Memorial was a good place for the event
- use details from the passage to support your response

The reason that Marian Anderson performed at the Lincoln Memorial instead of the Constitution Hall was because at the Lincoln Memorial a lot more people could see her perform. The Constitution Hall could only fit 4,000 while the Lincoln Memorial could fit 75,000. It was such a historic event when Marian Anderson sang because it was at the Lincoln Memorial and it was never used for public gathering. It turned out to be a good place for the event because it was a special place and lots of people saw her and liked her a lot when she sang about civil rights to thousands of people.

### Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*The reason that Marian Anderson performs at the Lincoln Memorial instead of the Constitution Hall was because at the Lincoln Memorial a lot more people could see her perform*). The response develops the topic with relevant details (*The Constitution Hall could only fit 4,000 while the Lincoln Memorial could fit 75,000 and it was at the Lincoln Memorial and it was never used for public gathering*). The response exhibits some attempt to group related information together and does not provide a concluding statement. This response demonstrates grade-appropriate command of conventions.

## GUIDE PAPER 8

Additional

40

Marian Anderson performed at the Lincoln Memorial instead of Constitution Hall. Why was her concert such a historic event? Why did it turn out to be a good place for the event? Use details from the passage to support your response.

In your response, be sure to

- explain why Marian Anderson's concert at the Lincoln Memorial was such a historic event
- explain why the Lincoln Memorial was a good place for the event
- use details from the passage to support your response

Marian Anderson's concert was such a historic event because it gave hope to black people. I think so because in paragraph 13 a little girl was crying and the hope gleamed in her eyes. The Lincoln Memorial was a good place to have the concert because it stands for hope. I think so because thousands of people, black and white, came to the concert.

### Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*Marian Anderson's concert was such a historic event because it gave hope to black people*). The response demonstrates grade-appropriate comprehension of the text (*The Lincoln Memorial was a good place to have the concert because it stands for hope. I think so because thousands of people, black and white, came to the concert*). The response partially develops the topic with the use of some textual evidence (*I think so because in paragraph 13 a little girl was crying and hope gleamed in her eyes*) and no concluding statement is provided. This response demonstrates grade-appropriate command of conventions.

## GUIDE PAPER 9

40

Marian Anderson performed at the Lincoln Memorial instead of Constitution Hall. Why was her concert such a historic event? Why did it turn out to be a good place for the event? Use details from the passage to support your response.

In your response, be sure to

- explain why Marian Anderson's concert at the Lincoln Memorial was such a historic event
- explain why the Lincoln Memorial was a good place for the event
- use details from the passage to support your response

Marian Anderson's concert was such a historic event because this was the first gathering at the Lincoln Memorial.

The Lincoln Memorial was a great place for the event because everyone could see and listen to Marian Anderson sing.

### Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*because this was the first gathering at the Lincoln Memorial*). The response partially develops the topic with the use of some textual evidence (*everyone could see and Listen to Manan anderson sing*). The response exhibits little attempt at organization and no concluding statement is provided. This response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*lincon memorial; Manan; anderson*).

## GUIDE PAPER 10

40

Marian Anderson performed at the Lincoln Memorial instead of Constitution Hall. Why was her concert such a historic event? Why did it turn out to be a good place for the event? Use details from the passage to support your response.

In your response, be sure to

X explain why Marian Anderson's concert at the Lincoln Memorial was such a historic event

X explain why the Lincoln Memorial was a good place for the event

X use details from the passage to support your response

Her concert was such a historic event because 75,000 people came. The Lincoln Memorial was a good idea because, There has never been a gathering there.

### Score Point 1 (out of 4 points)

This response demonstrates little understanding of the text (*Her concert was such a historic event because 75,000 people came*). The response partially develops the topic with the use of some textual evidence (*The Lincoln Memorial was a good idea because, There has never been a gathering there*). The response demonstrates little attempt at organization and does not provide a concluding statement.

## GUIDE PAPER 11

Additional

40

Marian Anderson performed at the Lincoln Memorial instead of Constitution Hall. Why was her concert such a historic event? Why did it turn out to be a good place for the event? Use details from the passage to support your response.

In your response, be sure to

- Explain why Marian Anderson's concert at the Lincoln Memorial was such a historic event
- ✓ Explain why the Lincoln Memorial was a good place for the event
- ✓ Use details from the passage to support your response

Marian concert was such a historic event because every body in town proble noow her vocie very well. They proble whanted to see. Lincoln Menorial was a good place for ther event because of her song. Also because of the town folk how loved that places.

### Score Point 1 (out of 4 points)

This response demonstrates little understanding of the text (*Marian concert was such a historic event because every body in town proble noow her vocie very well*). The response demonstrates an attempt to use evidence, but only develops ideas with minimal evidence (*Lincoln Menorial was a good place for the event because of her song*). This response demonstrates a lack of command of conventions, with frequent errors (proble; vocie; noow; becaus; Menorial).

## GUIDE PAPER 12

40

Marian Anderson performed at the Lincoln Memorial instead of Constitution Hall. Why was her concert such a historic event? Why did it turn out to be a good place for the event? Use details from the passage to support your response.

In your response, be sure to

- explain why Marian Anderson's concert at the Lincoln Memorial was such a historic event
- explain why the Lincoln Memorial was a good place for the event
- use details from the passage to support your response

Marian Concert was historic because she made a freedom song. The Lincoln Memorial was a good place because they were would be able claim he didn't get an invitation.

### Score Point 1 (out of 4 points)

This response demonstrates little understanding of the text (*The Lincoln Memorial was a good place because no one would be able claim he didn't get an invitation*). The response demonstrates an attempt to use evidence (*she made a freedom song*). The response exhibits no evidence of organization and provides no concluding statement. This response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension.

## GUIDE PAPER 13

40

Marian Anderson performed at the Lincoln Memorial instead of Constitution Hall. Why was her concert such a historic event? Why did it turn out to be a good place for the event? Use details from the passage to support your response.

In your response, be sure to

- explain why Marian Anderson's concert at the Lincoln Memorial was such a historic event
- explain why the Lincoln Memorial was a good place for the event
- use details from the passage to support your response

Marian Anderson's concert at the Lincoln Memorial because the Lincoln Memorial was open. Marian Anderson's performe at the Lincoln Memrial in instead of Constitution Hall because it was clost for the night. That is thy The Lincoln Memrial was open and because she come not performed because the Constitution Hall was cbst.

### Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the text and task (*Marian Anderson's concert at the Lincoln Memorial because the Lincoln Memorial was open*). The response provides evidence that is irrelevant and incorrect (*Marian Anderson's performe at the Lincoln Memrial instead of Constitution Hall because it was clost for the night*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*clost*).

## GUIDE PAPER 14

Additional

40

Marian Anderson performed at the Lincoln Memorial instead of Constitution Hall. Why was her concert such a historic event? Why did it turn out to be a good place for the event? Use details from the passage to support your response.

In your response, be sure to

- explain why Marian Anderson's concert at the Lincoln Memorial was such a historic event
- explain why the Lincoln Memorial was a good place for the event
- use details from the passage to support your response

Because, he performed at  
Constitution Hall. It was a  
good place because, It was very  
nice.

### Score Point 0 (out of 4 points)

This response demonstrates a lack of understanding of the text (*It was a good place because, It was very nice*). The response provides no evidence and exhibits no evidence of organization. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension.