



**pennsylvania**  
DEPARTMENT OF EDUCATION

# The Pennsylvania System of School Assessment

## English Language Arts Preliminary Item and Scoring Sampler

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**Grade 6**

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## INTRODUCTION

### General Introduction

The Pennsylvania Department of Education provides districts and schools with tools to assist in delivering focused instructional programs aligned with the Pennsylvania Core Standards (PCS). These tools include assessment anchor documents, assessment handbooks, and content-based item and scoring samplers. This Item and Scoring Sampler is a useful tool for Pennsylvania educators to use in preparing local instructional programs. It can also be useful in preparing students for the statewide assessment.

### Pennsylvania Core Standards (PCS)

This sampler contains examples of test questions and stimulus passages that are aligned to the new Pennsylvania Core Standards-based 2013 PSSA Assessment Anchors and Eligible Content. The Mathematics, Reading, and Writing PSSA will transition to PCS-based operational Mathematics and English Language Arts assessments starting with the spring 2015 PSSA administration; however, stimulus passages and multiple-choice, short answer, and writing prompt test questions appearing on the operational portions of the 2014 PSSA will align to both the current Pennsylvania Academic Standards and the new PCS.

The 2013 PCS-aligned Assessment Anchor and Eligible Content documents are posted on this portal:

- [www.education.state.pa.us](http://www.education.state.pa.us) [Click on the green check mark and select “Pennsylvania System of School Assessment (PSSA).”]



### What Is Included

This sampler contains stimulus reading passages with test questions, standalone questions, and mode-specific prompts that have been written to align to the Assessment Anchors that are based on the Pennsylvania Core Standards (PCS). The passages represent some of the genres approved by PDE to appear on an operational, PCS-based PSSA. The test questions provide an idea of the types of items that may appear on an operational, PCS-based PSSA. Each sample test question has been through a rigorous review process to ensure alignment with the Assessment Anchors.

### Purpose and Uses

The passages with test questions, non-passage based standalone questions, and mode-specific prompts in this sampler may be used as examples for creating assessment items at the classroom level, and it may also be copied and used as part of a local instructional program.<sup>1</sup> In addition, classroom teachers may find it beneficial to have students respond to the test questions in this sampler. Educators can use the sampler as a guide to score the responses independently or together with colleagues within a school or district.

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<sup>1</sup> The permission to copy and/or use these materials does not extend to commercial purposes.

## Item Format and Scoring Guidelines

The PCS-based PSSA has multiple types of test questions. For grade 6, the types of test questions are Multiple-Choice questions (MC), Selected-Response questions (SR), Text-Dependent Analysis Questions, and mode-specific Prompts (P).

**Multiple Choice:** Each of this type of test question has four answer choices. Some MC test questions are based on a stimulus reading passage, while other MC test questions are independent of a passage. Each correct response to an MC test question is worth one point.

**Selected Response:** Each two-part SR question is designed to elicit an evidence-based response from a student who has read either a Literature or Informational Text passage. In Part One, which is similar to a multiple-choice question, the student analyzes a passage and chooses the best answer from four answer choices. In Part Two, the student elicits evidence from the passage to select one or more answers based on his/her response to Part One. Part Two is different from a multiple-choice question in that there may be more than four answer options and more than one correct answer. Each SR test question is worth either two or three points.

**Text-Dependent Analysis Question:** Unlike a prompt, the TDA question is a text-dependent analysis, based on a passage or passage set that each student has read during the test event. There are three response pages in the paper-and-pencil format and up to 5000 characters in the online format. Both Literature and Informational Texts are addressed through this item type. Students must draw on basic writing skills while inferring and synthesizing information from the passage in order to develop a comprehensive, holistic essay response. The demand required of a student's reading and writing skills in response to a TDA coincides with the similar demands required for a student to be college and career ready. The TDA is scored using a holistic scoring guideline on a 1–4-point scale.

**Prompt:** Each of this type of test question includes an extended response space in which the student composes an answer based on a provided prompt. There are two response pages in the paper-and-pencil format and up to 3000 characters in the online format. A prompt is based on a specific mode of writing and may ask the student to write an opinion essay, an informative essay, or a narrative essay. Each prompt is scored on a 1–4-point scale using a holistic, mode-specific scoring guideline. In this sampler, examples of student responses representing each score point can be combined with the mode-specific scoring guideline to form a practical scoring guide.

## Testing Time and Mode of Testing Delivery for the PCS-Based PSSA

The PSSA is delivered in traditional paper-and-pencil format as well as in an online format. The estimated time to respond to a test question is the same for both methods of test delivery. The following table shows the estimated response time for each item type.

During an official test administration, students are given additional time as necessary to complete the test questions.


Item Type	MC	SR	TDA	P
Estimated Response Time (in minutes)	1.5	3 to 5	30	30

***English Language Arts Grade 6***

This English Language Arts Sampler is composed of 3 passages, 23 passage-based multiple-choice questions, 4 selected-response questions, 2 text-dependent analysis questions, 12 standalone multiple-choice questions, and 3 mode-specific prompts.

In this sampler, the first passage is followed by a set of multiple-choice questions, selected-response questions, and a text-dependent analysis question. The second passage is followed by a set of multiple-choice questions and a selected-response question. The third passage is followed by a set of multiple-choice questions, a selected-response question, and a text-dependent analysis question.

Each question is preceded by the Assessment Anchor and Eligible Content coding. The correct answer is indicated by an asterisk (\*). Each question is followed by a brief analysis or rationale. Each text-dependent analysis question is displayed with an item-specific scoring guideline and examples of student responses with scores and annotations. Sample student responses for each of the scoring levels are also included for the prompts.

The PCS-Based PSSA may be administered in paper-and-pencil format or online. As a result, this sampler includes samples of text-dependent analysis question responses and mode-specific prompt responses in both formats. A sample online response is noted by the symbol, .

**Section 1**

**Directions:** On the following pages are the Reading passages and questions.

**Directions for Multiple-Choice Questions:**

Some questions will ask you to select an answer from among four choices.

For the multiple-choice questions:

- First, read the passage carefully.
- Read each question and choose the best answer.
- Only one of the answers provided is correct.
- You may look back at the passage to help you answer the question.
- Record your choice in the answer booklet.

**Directions for Selected-Response Questions:**

Some questions will have two parts and will ask you to select one or more answers in each part.

For the selected-response questions:

- Read Part One of the question and choose the best answer.
- You may look back at the passage to help you answer Part One of the question.
- Record your choice to Part One in the answer booklet.
- Only one of the answers provided in Part One is correct.
- Then, read Part Two of the question and choose the best answer or answers based on your answer to Part One. If Part Two tells you to select two answers, be sure to select two answers.
- You may look back at the passage to help you answer Part Two of the question.
- Record your answer or answers to Part Two in the answer booklet.

**Directions for Text-Dependent Analysis (TDA) Question:**

The English Language Arts TDA question will ask you to analyze the passage and use evidence from the passage to write an essay.

For the TDA essay:

- Be sure to read the passage and TDA question carefully.
- Review the Writer's Checklist to help you plan and organize your response.
- You may look back at the passage to help you write your essay.
- Write your essay in the appropriate space in the answer booklet. If you use scratch paper to write a rough-draft essay, be sure to transfer your final essay to the answer booklet.
- Be sure to check that your essay contains evidence from the passage to support your response.
- Be sure to check your essay for errors in capitalization, spelling, sentence formation, punctuation, and word choice.

**PASSAGE 1**

The following passage and poem are about making soup. Read the passage and answer questions 1–5. Then, read the poem and answer questions 6–11.

## Nail Soup

a folktale from Sweden

There was once a man who went plodding his way through a forest. The distance between the houses was so great that he had little hope of finding a shelter before the night set in. But all of a sudden he saw some lights between the trees. He then discovered a cottage, where there was a fire burning on the hearth. How nice it would be to roast one's self before that fire, and to get a bite of something, he thought, and so he dragged himself towards the cottage.

Just then a woman came toward him.

"Good evening, and well met!" said the man.

"Good evening," said the woman. "Where do you come from?"

"South of the sun and east of the moon," said the man, "and now I am on the way home again, for I have been all over the world with the exception of this parish," he said.

"You must be a great traveler, then," said the woman. "What may be your business here?"

"Oh, I want a shelter for the night," he said.

"I thought as much," said the woman, "but you may as well get away from here at once, for my husband is not at home and my place is not an inn," she said.

"My good woman," said the man, "you must not be so cross and hard-hearted, for we are both human beings and should help one another, it is written."

"Help one another?" said the woman. "Help? Did you ever hear such a thing? Who'll help me, do you think? I haven't got a morsel in the house! No, you'll have to look for quarters elsewhere," she said.

But the man did not consider himself beaten at the first rebuff. Although the woman grumbled and complained as much as she could, he was just as persistent as ever and went on begging until at last she gave in, and he got permission to lie on the floor for the night.

That was very kind, he thought, and he thanked her for it.

"Better on the floor without sleep, than suffer cold in the forest deep," he said, for he was a merry fellow, this man, and was always ready with a rhyme.

When he came into the room he could see that the woman was not so badly off as she had pretended, but she was a greedy and stingy woman of the worst sort and was always complaining and grumbling.



He now made himself very agreeable, of course, and asked her in his most insinuating manner for something to eat.

"Where am I to get it from?" said the woman. "I haven't tasted a morsel myself the whole day."

But the man was a cunning fellow, he was.

"Poor lady, you must be starving," he said. "Well, well, I suppose I shall have to ask you to have something with me, then."

"Have something with you!" said the woman. "You don't look as if you could ask anyone to have anything! What have you got to offer one, I should like to know?"

"He who far and wide does roam sees many things not known at home, and he who many things has seen has wits about him and senses keen," said the man. "Lend me a pot!"

The woman now became very inquisitive, as you may guess, and so she let him have a pot.

He filled it with water and put it on the fire, and then he blew with all his might till the fire was burning fiercely all round it. Then he took a four-inch nail from his pocket, turned it three times in his hand, and put it into the pot.

The woman stared with all her might.

"What's this going to be?" she asked.

"Nail broth," said the man, and he began to stir the water with the porridge stick.

"Nail broth?" asked the woman.

"Yes, nail broth," said the man.

The woman had seen and heard a good deal in her time, but that anybody could have made broth with a nail, well, she had never heard the like before.

"That's something for people to know," she said, "and I should like to learn how to make it."

But if she wanted to learn how to make it she had only to watch him, he said, and went on stirring the broth.

The woman squatted on the ground, her hands clasping her knees and her eyes following his hand as he stirred the broth.

"This generally makes good broth," he said, "but this time it will very likely be rather thin, for I have been making broth the whole week with the same nail. If one only had a handful of sifted flour to put in, that would make it all right," he said. "But what one has to go without, it's no use thinking more about," and so he stirred the broth again.

"Well, I think I have a scrap of flour somewhere," said the woman and went out to fetch some, and it was both good and fine.

The man began putting the flour into the broth and went on stirring, while the woman sat staring now at him and then at the pot until her eyes nearly burst their sockets.

"This broth would be good enough for company," he said, putting in one handful of flour after another. "If I had only a bit of salted beef and a few potatoes to put in, it would be fit for gentlefolks, however particular they might be," he said. "But what one has to go without, it's no use thinking more about."

When the woman really began to think it over, she thought she had some potatoes and perhaps a bit of beef as well, and these she gave the man, who went on stirring, while she sat and stared as hard as ever.

“This will be grand enough for the best in the land,” he said.

“Well, I never!” said the woman, “and just fancy—all with a nail!”

He was really a wonderful man! He could do more than drink a sup and turn the tankard<sup>1</sup> up, he could.

“If one had only a little barley and a drop of milk, we could ask the king himself to have some of it,” he said, “for this is what he has every blessed evening—that I know, for I have been in service under the king’s cook,” he said.

“Dear me! Ask the king to have some! Well, I never!” exclaimed the woman, slapping her knees. She was quite awestruck at the man and his grand connections.

“But what one has to go without, it’s no use thinking more about,” said the man.

And then she remembered she had a little barley, and as for milk, well, she wasn’t quite out of that, she said, for her best cow had just calved. And then she went to fetch both the one and the other.

The man went on stirring, and the woman sat staring, one moment at him and the next at the pot.

Then all at once the man took out the nail.

“Now it’s ready, and now we’ll have a real good feast,” he said. “But to this kind of soup the king and the queen always take one sandwich at least. And then they always have a cloth on the table when they eat,” he said. “But what one has to go without, it’s no use thinking more about.”

But by this time the woman herself had begun to feel quite grand and fine, I can tell you; if that was all that was wanted to make it just as the king had it, she thought it would be nice to have it just the same way for once and play at being king and queen with the man. She went straight to a cupboard and brought out the tea, butter and cheese, and smoked beef and veal, until at last the table looked as if it were decked out for company.

Never in her life had the woman had such a grand feast, and never had she tasted such broth, and just fancy, made only with a nail!

She was in such a good and merry humor at having learned such an economical way of making broth that she did not know how to make enough of the man who had taught her such a useful thing.

So they ate and drank, and drank and ate, until they became both tired and sleepy.

The man was now going to lie down on the floor. But that would never do, thought the woman; no, that was impossible. “Such a grand person must have a bed to lie in,” she said.

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<sup>1</sup> tankard—a large cup for drinking a beverage

He did not need much pressing. “A nicer woman I never came across. Ah, well! Happy are they who meet with such good people,” said he, and he lay down on the bed and went asleep.

And next morning when he woke the first thing he got was coffee and a roll.

When he was going the woman gave him a bright dollar piece.

“And thanks, many thanks, for what you have taught me,” she said. “Now I shall live in comfort, since I have learned how to make broth with a nail.”

“Well it isn’t very difficult, if one only has something good to add to it,” said the man as he went his way.

The woman stood at the door staring after him.

“Such people don’t grow on every bush,” she said.

**MULTIPLE-CHOICE QUESTIONS****E06.A-V.4.1.1**

1. Read the sentence from “Nail Soup.”

“ ‘No, you’ll have to look for quarters elsewhere,’ she said.”

Which meaning of the word quarters is used in the sentence?

- \* A. living spaces
- B. four parts
- C. small sections
- D. silver coins

The student is asked to use context clues to infer the correct meaning of a multiple-meaning word. Option A is the correct answer. In the passage, the words “*shelter*,” “*home*,” “*place*,” and “*inn*” all suggest that “*quarters*” relates to “*living spaces*.” Options B, C, and D are not supported by context clues in the passage.

**E06.A-V.4.1.2**

2. Read the sentence from “Nail Soup.”

“The man began putting the flour into the broth and went on stirring, while the woman sat staring now at him and then at the pot until her eyes nearly burst their sockets.”

What does the hyperbole “until her eyes nearly burst their sockets” suggest?

- \* A. The woman was watching very closely and for a long time.
- B. The woman was having a difficult time seeing such a long distance away.
- C. The woman’s eyes were very sore and painful.
- D. The woman’s eyes were tired from her lack of sleep.

The student is asked to interpret the meaning of a phrase from the passage that contains figurative language. Option A is the correct answer since the phrase “*burst their sockets*” suggests that the woman is staring intently and for a long time. Option B is incorrect since there is no indication in the passage that the woman is located a long distance from the pot. Option C is incorrect since it is a literal interpretation of the hyperbole. Option D is not supported by context.

## E06.A-C.2.1.3

## 3. Read the sentence from “Nail Soup.”

“ ‘Such people don’t grow on every bush,’ she said.”

How does the author use figurative language in the sentence?

- A. to show that the woman wants the man to find his own shelter
- B. to reveal that the woman hopes the man will return to cook more soup
- \* C. to suggest that the woman believes the man is unusually kind
- D. to indicate that the woman thinks the man should use better food for the soup

The student is asked to determine how the author uses figurative language in a given sentence. Option C is the correct answer since “*such people*” refers to the fact that the woman believes that the man is “*unusually kind*.” Option A is not supported by information in the passage since the man already has found shelter at the woman’s house. Option B is incorrect since the man is continuing his journey. Option D is incorrect since it is not supported by information in the passage.

## E06.A-C.2.1.1

## 4. How does the author develop the man’s point of view about the events in “Nail Soup”?

- A. by describing the man’s experiences before making his nail soup
- \* B. by revealing the man’s beliefs about the woman’s stinginess
- C. by sharing the woman’s experiences with cooking nail soup
- D. by explaining the woman’s beliefs about the man’s request for shelter

The student is asked to determine how the author develops the man’s point of view about the events in the passage. Option B is the correct answer since the man expresses his thoughts about the woman’s stinginess. Option A is incorrect since the man does not share his experiences before making the soup. Options C and D are incorrect since the woman’s experiences do not provide insight into the man’s point of view.

**SELECTED-RESPONSE QUESTION****E06.A-K.1.1.1**

5. This question has two parts. Answer Part One and then answer Part Two.

**Part One**

Which generalization can **best** be made from “Nail Soup”?

- A. People who have friends to help them are the happiest.
- B. It is best to find lodging on a trip before nighttime.
- \* C. People who are persistent are more likely to reach their goals.
- D. It is best to communicate openly so that issues can be resolved effectively.

**Part Two**

Which sentence from “Nail Soup” **best** supports the answer in Part One? Choose **one** answer.

- \* A. “But the man did not consider himself beaten at the first rebuff.”
- B. “He did not need much pressing.”
- C. “The woman stared with all her might.”
- D. “She was quite awestruck at the man and his grand connections.”

The student is asked to determine a generalization that can best be made based on information in the passage and then to select a sentence from the passage that best supports the generalization.

**Part One:** Option C is the correct answer since the man is able to obtain a place to sleep through persistence; he repeatedly asks the woman for a place to sleep. In addition, he is able to make a satisfying soup by suggesting additional ingredients. Option A is incorrect since the woman is not the man’s friend. Option B may be a factual statement but is too specific to be a generalization. Option D is incorrect since the man is able to resolve his issue through indirect communication.

**Part Two:** Option A is the correct answer since it supports the generalization that the man is persistent in reaching his goal. Options B, C, and D do not relate to the correct generalization in Part One.

Read the poem and answer questions 6–11.

## The Poem of Stone Soup

by Ilya Ben Goldberg

They came into town battered and torn,  
The soldiers hungry and worn,  
Door to door looking for food,  
All they got was firewood,  
So a clever plan was born.  
To the creek the men marched out,  
“Soup from a stone” the town heard a shout,  
Fire, water, and a polished stone,  
It boiled, it crackled empty alone,  
O’ then the stone was thrown,  
Soup from a stone they said with doubt,  
A fella said, “Would be better with herb,”  
This little bit will make the soup superb!  
A lady shouted what no meat?  
Here have some that can’t be beat!  
Carrots, onions would all repeat,  
Soup roared in the square undisturbed.  
The aroma of soup filled the town square,  
As many held hands completely unaware,  
Soldiers smiled in silence,  
A battle won with kindness.  
And greed a distant blindness,  
The stone was removed without despair,  
So a good bye, a gallop in a swoop  
Practices taught in the most righteous scoop,  
A virtue of caring,  
The act of sharing,  
The villagers glaring,  
The lesson passed in a stone soup.

**MULTIPLE-CHOICE QUESTIONS****E06.A-C.2.1.2**

6. Read the line from “The Poem of Stone Soup.”

“So a clever plan was born.”

How does the line contribute to the development of the poem?

- A. It describes the setting for the events.
- B. It reveals the theme of the poem.
- C. It details the events that are part of the conflict.
- \* D. It describes the characters’ response to a problem.

The student is asked to determine how the given line contributes to the development of the poem. Option D is the correct answer since it describes how the soldiers respond to their problem of being hungry. Option A is incorrect since the line does not relate to the setting. Option B is incorrect since the line does not relate to the development of the poem but rather the theme. Option C is incorrect since the line does not specify events related to the conflict.

**E06.A-V.4.1.2**

7. In “The Poem of Stone Soup,” which word is a synonym for superb?

- A. original
- \* B. excellent
- C. preserved
- D. inspiring

The student is asked to determine the synonym for the word “*superb*.” Option B is the correct answer since “*excellent*” means the same as “*superb*.” Options A, C, and D are not synonyms for “*superb*.”



**E06.A-K.1.1.3**

8. How do the soldiers in “The Poem of Stone Soup” respond to the way the villagers treat them?
- A. They make a soup without needing any help from the villagers.
  - B. They make a plea to the villagers for a place to sleep.
  - \* C. They come up with an idea that will trick the villagers.
  - D. They come up with an idea to take food from villagers in the next town.

The student is asked to determine how the soldiers in the poem respond to the way the villagers treat them. Option C is the correct answer since the soldiers come up with a plan to make stone soup and trick the villagers into giving them food to add to the soup. Options A, B, and D are not supported by information in the poem.

**SELECTED-RESPONSE QUESTION****E06.A-K.1.1.2**

9. This question has two parts. Answer Part One and then answer Part Two.

**Part One**

Which sentence **best** describes a central idea of “The Poem of Stone Soup”?

- \* A. Things are not always as they seem.
- B. People who trick others are usually punished.
- C. Wisdom comes through great sacrifice.
- D. People can be lonely even when with others.

**Part Two**

Which lines from the poem support the answer in Part One? Choose **two** answers.

- A. “All they got was firewood,”
- \* B. “As many held hands completely unaware,”
- \* C. “Soldiers smiled in silence,”
- D. “So a good bye, a gallop in a swoop”

The student is asked to identify the central idea of the poem and to select lines from the poem that support the central idea.

**Part One:** Option A is the correct answer since the villagers are unaware that they are being manipulated into helping the soldiers. Option B is incorrect since no one is punished in the poem. Option C is incorrect since the villagers do not know they have sacrificed; therefore, they are not made wiser. Option D is incorrect since neither the soldiers nor the villagers feel lonely.

**Part Two:** Options B and C are the correct answers since they support the central idea that “*things are not always as they seem.*” The villagers being “*completely unaware*” and the soldiers smiling “*in silence*” both suggest that the soldiers have achieved something without the villagers’ knowledge. Options A and D do not support the correct central idea from Part One.

**MULTIPLE-CHOICE QUESTION****E06.A-C.3.1.1**

10. How do **both** the author and the poet develop the plots using character actions?
- A. The main characters find ways to buy the supplies they need.
  - B. The main characters make decisions that result in their own downfall.
  - C. The characters are unsure how they can help but find a way to work together.
  - \* D. The characters are willing to share something that they had not offered before.

The student is asked to determine how the author and the poet develop the plots using character actions. Option D is the correct answer. In *"Nail Soup,"* the woman offers different items for the soup. Similarly, in *"The Poem of Stone Soup,"* the villagers offer different items for the soup. Options A and B are not supported by either the passage or by the poem. Option C is only supported by the poem.

**TEXT-DEPENDENT ANALYSIS QUESTION****E06.E.1.1**

11. The passage and the poem address a similar theme. Write an essay analyzing how the passage and the poem develop this theme. Use evidence from **both** the passage and the poem to support your response.

## Writer's Checklist for the Text-Dependent Analysis Question

PLAN before you write

- Make sure you read the question carefully.
- Make sure you have read the entire passage carefully.
- Think about how the question relates to the passage.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

FOCUS while you write

- Analyze the information from the passage as you write your essay.
- Make sure you use evidence from the passage to support your response.
- Use precise language, a variety of sentence types, and transitions in your essay.
- Organize your paper with an introduction, body, and conclusion.

PROOFREAD after you write

- ☐ I wrote my final essay in the answer booklet.
- ☐ I stayed focused on answering the question.
- ☐ I used evidence from the passage to support my response.
- ☐ I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.

- [illegible]

**GO ON** 

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**GO ON** 

[illegible]

**AFTER YOU HAVE CHECKED YOUR WORK, CLOSE YOUR ANSWER BOOKLET AND TEST BOOKLET SO YOUR TEACHER WILL KNOW YOU ARE FINISHED.**



# TEXT-DEPENDENT ANALYSIS QUESTION SCORING GUIDELINE

## Item #11

### Assessment Anchor:

E06.E.1–Evidence-Based Analysis of Text

### Specific Assessment Anchor Descriptor addressed by this item:

E06.E.1.1–Draw evidence from literary or informational texts to support analysis, reflection, and research.

Score Point	Description
4	<ul style="list-style-type: none"> <li>Effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text(s)</li> <li>Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s)</li> <li>Strong organizational structure that effectively supports the focus and ideas</li> <li>Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas, and inferences</li> <li>Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions</li> <li>Substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose</li> <li>Skillful use of transitions to link ideas</li> <li>Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</li> <li>Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning</li> </ul>
3	<ul style="list-style-type: none"> <li>Adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text(s)</li> <li>Clear introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s)</li> <li>Appropriate organizational structure that adequately supports the focus and ideas</li> <li>Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences</li> <li>Sufficient, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions</li> <li>Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose</li> <li>Appropriate use of transitions to link ideas</li> <li>Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</li> <li>Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning</li> </ul>



Score Point	Description
2	<ul style="list-style-type: none"> <li>• Inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text(s)</li> <li>• Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s)</li> <li>• Weak organizational structure that inconsistently supports the focus and ideas</li> <li>• Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat supports claims, opinions, ideas, and inferences</li> <li>• Vague reference to the text(s) using some details, examples, quotes, facts, and/or definitions</li> <li>• Weak reference to the main idea(s) and relevant details of the text(s) to support the writer's purpose</li> <li>• Inconsistent use of transitions to link ideas</li> <li>• Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</li> <li>• Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning</li> </ul>
1	<ul style="list-style-type: none"> <li>• Minimally addresses part(s) of the task demonstrating inadequate analytic understanding of the text(s)</li> <li>• Minimal evidence of an introduction, development, and/or conclusion</li> <li>• Minimal evidence of an organizational structure</li> <li>• Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences</li> <li>• Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions</li> <li>• Minimal reference to the main idea(s) and/or relevant details of the text(s)</li> <li>• Few, if any, transitions to link ideas</li> <li>• Little or no use of precise language or domain-specific vocabulary drawn from the text(s)</li> <li>• Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning</li> </ul>

## TEXT-DEPENDENT ANALYSIS QUESTION STUDENT RESPONSES

E06.E.1.1 Response Score: 4



11. The passage and the poem address a similar theme. Write an essay analyzing how the passage and the poem develop this theme. Use evidence from **both** the passage and the poem to support your response.

“Kill ‘em with kindness” is a common phrase and a theme that is illustrated in both the folktale “Nail Soup” and “The Poem of Stone Soup.” It is a phrase often used when you want to get people to do things they don’t want to do, you don’t act like them, you act the opposite.

In each passage, the hungry travelers do not want to come right out and beg for food. In Nail Soup, the woman the man meets is very miserly and mean. She lies and tries to hide from him that she has food. So, the man used reverse psychology on her and got her to give him food by fooling her with his “nail broth”. By suggesting things that would make it better and better and telling her how the king likes his nail soup, the man is actually getting what he wanted without coming right out and asking for it. In both passages the hungry ones act as if the meager soup they are making will be enough for them, and using that they are able to play on the egos of the people by giving them a chance to make the meager soup even better.

In each passage, the traveler’s fascinate the people by proposing such a wild idea as broth made from a nail or stone is delicious on it’s own but can be made even better by adding things to it, when really all they are trying to do is get the meat and potatoes in the first place so that they can eat.

In each passage, the people are fooled into thinking that it is the nail or the stone that is giving the soup its wonderful flavor when in fact it is all of the meat and vegetables that the hungry travelers are able to get the reluctant people to offer that makes the soup better. I think it is also very clever to say that it is very good by itself but the adding to it would make it even better.

The clever part of what the man and the soldiers do is they turn the tables on the people and offer them part of their soup even though it is only made with a nail or a stone. By making it appear that they are generous with what little they have the people realize they are being selfish and they can have even better soup if they put better things in it.

They are using a ruse, because even though they are hungry, they make it seem like they are not or that their hunger can be satisfied by something as simple as a nail or stone boiled in water. By making the other people want what they are having they are easy to trick into believing that the soup would be fine on it's own, but when ways are suggested to make it even better, they finally begin to see they are being greedy and admit things like, "I think I have a scrap of flour somewhere" (the old woman) or "A lady shouted what no meat? Here have some that can't be beat!" By making it appear that the people are missing out on this great soup, they are able to make them give them food to put in it, because the people are always thinking up ways to make it even better.

In the end, because the man and the soldiers "killed them with kindness" they got what they wanted: a nice hot meal. And the townspeople who at first were mean ended up with a nice meal too.

**Annotation:** In this response, the student effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text. The organizational structure is strong and effectively supports the focus and ideas. There is an effective introduction, development, and conclusion that support the response's controlling idea (the idea that the man and the soldiers used clever psychological tricks to get free food from stingy people). There are numerous examples of thorough analysis of explicit and implicit meanings from the texts ("*the man used reverse psychology on her and got her to give him food by fooling her with his 'nail broth'.*" "*the man is actually getting what he wanted without coming right out and asking for it.*" "*In both passages the hungry ones act as if the meager soup they are making will be enough for them, and using that they are able to play on the egos of the people by giving them a chance to make the meager soup even better.*" and "*By making it appear that they are generous with what little they have the people realize they are being selfish and they can have even better soup if they put better things in it.*"). There is also substantial, accurate, and direct reference to the texts, including main ideas and relevant key details ("*She lies and tries to hide from him that she has food*" and "*'I think I have a scrap of flour somewhere' (the old woman) or 'A lady shouted what no meat? Here have some that can't be beat!'*"). Transition use is sometimes skillful ("*The clever part...*" and "*By making...*"), sometimes adequate ("*In each passage,*" and "*In the end*"). Precise and domain-specific language from the text is used ("*telling her how the king likes his nail soup,*" "*hungry travelers,*" and "*something as simple as a nail or stone boiled in water*"). There are a few grammatical errors and an occasional spelling error; however, these do not interfere with meaning.

## E06.E.1.1 Response Score: 4

11. The passage and the poem address a similar theme. Write an essay analyzing how the passage and the poem develop this theme. Use evidence from **both** the passage and the poem to support your response.

Be thoughtful in how you approach all situations. It's important to understand the mood of the people around you and then make up a plan to get what you want. In both the passage and the poem the man and the soldiers wanted something from the people around them. They quickly realized that unless they came up with a plan to convince the people to help them they would be rejected. So the hungry travelers looked at the situation and decided their best option was to fool the people into believing that they wanted to help. They both began making soup, one with a nail and one with a stone. Obviously making a meal with water and such tasteless ingredients does not sound very delicious, but the travelers were able to build it up as an amazing opportunity for everyone.

In Nail Soup, a Swedish Folktale, the man understood that the woman wanted to feel grand. He said that their feast was fine as a meal for a king and queen. He convinced her that the nail soup was very special. The woman was in such a good and merry humor after she learned what seemed to be a cheap way of making broth that she treated the man with great respect and gave him her bed to sleep in. The Likewise in The Poem of Starve Soup by Ilya Ben Goldberg, the



soldiers understood that the people of the town might be more helpful if they thought they were gaining something by contributing things, such as meat or carrots and onions to the soup. They figured out a smart way to get what they wanted, because they understood what the townspeople wanted.

In both cases these stories could have had a different ending. Because the man from Nail Soup understood that the stingy and greedy woman would not want to share her food, he was able to come up with a plan that would allow her to feed him and at the same time feel that she benefitted by eating like a Queen. And in The Poem of Stone Soup the soldiers also realized that the townspeople would not want to share unless they felt they were part of something unique such as sharing a warm bowl of stone soup in a festive atmosphere with their neighbors.

Therefore, what started with only water and a nail, or water and a stone, did end up to be a special experience, all because the travelers were able to convince the people to join in. They each created a smart plan to get their way.

**AFTER YOU HAVE CHECKED YOUR WORK, CLOSE YOUR ANSWER BOOKLET AND TEST BOOKLET SO YOUR TEACHER WILL KNOW YOU ARE FINISHED.**



**Annotation:** In this response, the student demonstrates in-depth analytic understanding of the text by effectively addressing all parts of the task. The organizational structure is strong and effectively supports the focus and ideas. There is an effective introduction and the content and ideas are developed toward an effective conclusion which supports the response's controlling idea (*"Be thoughtful in how you approach all situations. It's important to understand the mood of the people around you and then make up a plan to get what you want"*). There is thorough analysis of explicit and implicit meanings from the text (*"the travelers were able to build it up as an amazing opportunity for everyone," "the soldiers understood that the people of the town might be more helpful if they thought they were gaining something," "They each created a smart plan to get their way," and "the soldiers also realized that the townspeople would not want to share unless they felt they were part of something unique such as sharing in a warm bowl of stone soup in a festive atmosphere with their neighbors"*), as well as substantial, accurate, and direct reference to the main ideas and relevant key details of the text (*"The woman was in such a good and merry humor after she learned what seemed to be a cheap way of making broth" and "the man...understood that the stingy and greedy woman would not want to share" and "...contributing things, such as meat or carrots and onions to the soup"*). Transitions employed effectively link ideas. Precise, domain-specific language from the text is used throughout the response. There are few, if any, convention errors.

## E06.E.1.1 Response Score: 3

11. The passage and the poem address a similar theme. Write an essay analyzing how the passage and the poem develop this theme. Use evidence from **both** the passage and the poem to support your response.

A THEME MIGHT BE THAT IF YOU DON'T GET SOMETHING BY COMING RIGHT OUT AND ASKING FOR IT, YOU CAN GET IT BY MAKING IT SEEM THAT WHAT YOU HAVE IS SO AWESOME THAT OTHER PEOPLE WILL WANT IT TOO AND THEN GIVE YOU WHAT THEY HAVE.

IN THE STORY FROM SWEDEN, THE MAN KEEPS GETTING THE WOMAN TO ADD MORE REAL FOOD TO THE NAIL SOUP BECAUSE HE APPEALS TO HER EGO AND HER CURIOSITY. BECAUSE SHE WAS A "GREEDY AND STINGY WOMAN" HE BEGAN TELLING HER THAT THIS IS WHAT THE KING EATS, ONLY A LITTLE BETTER BECAUSE THE NAIL IS JUST THE BASE AND HE HAD USED THE NAIL A NUMBER OF TIMES ALREADY. BY SAYING THESE THINGS, HE TRICKS HER INTO SLOWLY GIVING HIM THINGS FOR THE SOUP EVEN THOUGH SHE DENIED HAVING ANYTHING FROM THE START LIKE HE SAYS THINGS LIKE, WHEN HE MAKES IT FOR THE KING IT'S GOT BETTER THINGS IN IT. FOR EXAMPLE, THOUGH SHE OFTEN TELLS HIM SHE HASN'T ANYTHING TO EAT FOR HERSELF LET ALONE HIM, EVENTUALLY SHE DOES ADMIT THAT SHE HAS "PERHAPS A SPARE BIT OF FLOUR."





THE SOLDIERS IN THE POEM GET THE PEOPLE'S ATTENTION AND MAKE THEM CURIOUS BY PRETENDING THAT SOME SOUP IS REALLY GOOD WITH JUST STONES IN IT. BUT THE PEOPLE CAN'T BELIEVE IT IS GOOD BY ITSELF SO THEY THINK IT CAN BE BETTER AND THEY GIVE MORE FOOD TO PUT IN IT. BY DOING THIS, THE PEOPLE ARE ACTUALLY DOING WHAT THE SOLDIERS WANT AND THAT'S TO GET SOMETHING TO EAT EVEN THOUGH THE PEOPLE ARE STINGY ABOUT GIVING STUFF TO PUT IN THE SOUP. ONE PERSON OFFERS TO GIVE HERBS FOR THE SOUP AND ANOTHER PERSON GIVES MEAT TO PUT IN IT.

BUT EVENTUALLY, THE MAN AND THE SOLDIERS BOTH GET WHAT THEY WANT BY FOOLING THE PEOPLE INTO GIVING THEM WHAT THEY WANT. IT'S KINDA LIKE YOU CAN GET WHAT YOU WANT WITHOUT REALLY ASKING FOR IT AND THE PEOPLE WILL DO WHAT YOU WANT ON THEIR OWN IF YOU KNOW HOW TO MAKE THEM DO IT.

**AFTER YOU HAVE CHECKED YOUR WORK, CLOSE YOUR ANSWER BOOKLET AND TEST BOOKLET SO YOUR TEACHER WILL KNOW YOU ARE FINISHED.**





**Annotation:** In this response, the student adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text. There is a clear introduction, development, and conclusion identifying a controlling idea (*"if you don't get something by...asking for it, you can get it by making it seem that what you have is so awesome that other people will want it too and then give you what they have"*). The organizational structure adequately supports the focus, addressing both the passage and the poem and tying them together in the conclusion. There is clear analysis of explicit and implicit meanings from the text (*"the man keeps getting the woman to add more real food to the nail soup because he appeals to her ego and her curiosity," "By saying these things, he tricks her into slowly giving him things for the soup even though she denied having anything from the start," "By doing this, the people are actually doing what the soldiers want," and "It's kinda like you can get what you want without really asking for it and the people will do what you want on their own if you know how to make them do it"*). There are sufficient, direct references to the text (*"eventually she does admit that she has 'perhaps a spare bit of flour'" and "One person offers to give herbs for the soup and another person gives meat to put in it"*) that support the writer's purpose. Transitions appropriately link ideas (*"In the story from Sweden," "For example," and "But eventually"*) and there is appropriate use of precise language from the text (*"greedy and stingy woman"*). There are a few grammatical errors present as well as some awkward sentence formation; however, these do not interfere with meaning.

## E06.E.1.1 Response Score: 3



11. The passage and the poem address a similar theme. Write an essay analyzing how the passage and the poem develop this theme. Use evidence from **both** the passage and the poem to support your response.

Both passages deal with the main characters being hungry. They are afraid that if they admit their hunger there is a chance that they might lose the chance to be fed so they trick the people into giving them food. So the theme might be that if you want something that someone doesn't want to give you that you may have to fool them into helping you.

In the story Nail Soup when the man realizes that the woman is greedy and stingy he quickly decides to make it seem like he is helping her when really she is helping him. He makes her this strange nail soup which she is very intrigued by and because he makes it seem very good she believes him. "This will be grand enough for the best in the land," he said. By the time the soup is done, including the vegetables, meat, and potatoes she has added, she thinks that the man was wonderful to have taught her to make such a special soup with only a nail.

The same thing happens in The Poem of Stone Soup. The soldiers realize that the villagers aren't going to feed them unless they fool them into wanting to help. So they do. Just like in Nail Soup, they make stone soup sound really good and the people want to share in its goodness. "Soup from a stone" they shout, which makes everyone curious about how you could make soup from a stone. And the more curious they are the more they want to help. They were fooled into helping, just like the woman was fooled into helping the man in Nail Soup.

Now you know how the passage and the poem address a similar theme.

**Annotation:** In this response, the student adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text. There is a clear introduction, development, and conclusion identifying a controlling idea (*"They are afraid that if they admit their hunger there is a chance that they might lose the chance to be fed so they trick the people into giving them food."*). The organizational structure adequately supports the response's focus and ideas. There is clear analysis of explicit and implicit meanings from the text (*"he quickly decides to make it seem like he is helping her when really she is helping him," "she thinks that the man was wonderful to have taught her to make such a special soup with only a nail,"* and *"The soldiers realize that the villagers aren't going to feed them unless they fool them into wanting to help"*). There are sufficient, direct references to the text (*"This will be grand enough for the best in the land"* and *"'Soup from a stone' they shout"*) that support the writer's purpose. Few errors are present in conventions (there are some missing commas), and those present do not interfere with meaning.

## E06.E.1.1 Response Score: 2

11. The passage and the poem address a similar theme. Write an essay analyzing how the passage and the poem develop this theme. Use evidence from **both** the passage and the poem to support your response.

The theme in both passages is Never Give Up. The hungry people never gave up even though the other people at first don't want to help them, they keep trying until they get what they want. The man with the nail keeps rhyming things to get the woman to give him more food to put in the soup and the soldiers didn't have to. The people just offered food like when the guy said it would be better with an herb in it and then a lady said she had good meat for it. I think the soup is better without the people realising they were doing it and because they never gave up offering more things they got what they wanted.



**Annotation:** In this response, the student inconsistently addresses the task demonstrating partial analytic understanding of the text (*"The theme in both passages is Never Give Up"*). There is evidence of a weak organizational structure that only inconsistently supports the focus and ideas. There is some inconsistent analysis of explicit and implicit meanings from the text (*"The man with the nail keeps rhyming things to get the woman to give him more food"* and *"I think the soup is better without the people realising they were doing it and because they never gave up offering more things they got what they wanted"*) in the form of weak inferences. These inferences go beyond a strictly literal reading of the text. References to the text are generally vague/awkward (*"... the guy said it would be better with an herb in it and then a lady said she had good meet for it"*). Transition use is inconsistent (*"even though"*) and development is weak. Errors are present in punctuation (*"dont"* for don't), usage (*"meet"* for meat), spelling (*"realising"* for realizing), and sentence structure; errors sometimes interfere with meaning.

## E06.E.1.1 Response Score: 2



11. The passage and the poem address a similar theme. Write an essay analyzing how the passage and the poem develop this theme. Use evidence from **both** the passage and the poem to support your response.

The theme is man verse man because the hungry man and the hungry soldiers have to trick the hungry town people for food. Both stories are about people making other people do something they don't want to do. In nail soup the woman gives the man food and lets him sleep in a bed. "Such a grand person must have a bed to lie in." In the poem of Stone Soup the people who live in the town end up giving the hungry soldiers food. They add to the soup. A lady shouted no meat? There is a happy ending to both stories. The soldiers smiled in silence. The woman said. "Such people don't grow on every bush." They all get food in the end.

**Annotation:** In this response, the student inconsistently addresses the task demonstrating partial analytic understanding of the text ("*Both stories are about people making other people do something they don't want to do.*"). There is some evidence of an organizational structure, featuring weak transitions and development related to the text, all of which only inconsistently supports the focus and ideas. There is some inconsistent analysis of explicit and implicit meanings from the text ("*The theme is man verse man because the hungry man and the hungry soldiers have trick the hungry town people for food*" and "*There is a happy ending to both stories*") that goes beyond a literal reading of the text. References to the text are general ("*the people who live in the town end up giving the hungry soldiers food*" and "*In nail soup the woman gives the man food and lets him sleep in a bed*"). Errors are present in punctuation, capitalization, and usage ("*verse*" for *versus*); however, these generally do not interfere with meaning.

## E06.E.1.1 Response Score: 1



11. The passage and the poem address a similar theme. Write an essay analyzing how the passage and the poem develop this theme. Use evidence from **both** the passage and the poem to support your response.

The theme they share is both are in little villages in the olden days. In the poem the soldiers are hungry but no one wood give them food so they desided to make stone soup to eat. The people thot it sounded so good that they offerred to add more things to it, and the soldiers got to eat. And the man in the story making nail soup get more things for his soup from the mean old woman.

**Annotation:** In this response, the student minimally addresses part of the task demonstrating an inadequate analytic understanding of the text. The student's attempt at analyzing how the passage and the poem develop a similar theme ("*The theme they share is both are in little villages in the olden days*") is both erroneous and simplistic. There is minimal evidence of an organizational structure and minimal reference to main ideas or relevant details of the text. There is no analysis of, and insufficient reference to, the text ("*The people thot it sounded so good*" and "*the soldiers got to eat*"). There is little use of precise language drawn from the text. The response includes usage errors ("*wood*" for would and "*get*" for got) and misspellings ("*desided*" for decided, "*offerred*" for offered, and "*thot*" for thought).

## E06.E.1.1 Response Score: 1

11. The passage and the poem address a similar theme. Write an essay analyzing how the passage and the poem develop this theme. Use evidence from **both** the passage and the poem to support your response.

The man is hungry and wants the woman to feed him, but she is cross and hard-hearted. She says I haven't got a morsel in the house! But she does have food in the house because in the story she has oatmeal and flower and potatoes and beef and barley and milk and cheese and butter and tea and veel. The soldiers are also very hungry and want the village people to feed them.

**Annotation:** In this response, the student minimally addresses part of the task demonstrating inadequate analytic understanding of the texts. There is minimal evidence of an organizational structure and minimal reference to main ideas or relevant details of the text (*"The man is hungry and wants the woman to feed him"* and *"The soldiers are also very hungry and want the village people to feed them"*). There is no analysis of, and only insufficient reference to, the texts (*"But she does have food in the house because in the story she has oatmeal and flower and potatoes and beef and barley and milk and cheese and butter and tea and veel"*). The response includes usage errors (*"cause"* for *because* and *"flower"* for *flour*), a misspelling (*"veel"* for *veal*), and the use of the word *"and"* versus using commas in a series.





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**PASSAGE 2**

Read the following editorial and letter to the editor about skateboarding. Then answer questions 12–20.

## **Children Under 12 Banned from Skateboarding**

### **Editorial**

The Government Editorial Board of Tullyville, North Dakota, voted last night to not allow children under 12 years old to skateboard. This ruling came after Josie Bellview, age 10, fell on a cement sidewalk in Rutherford Park, breaking her arm. Miss Bellview was not wearing a helmet at the time of the accident. Thankfully, we finally have a government that is eager to address an issue that has been ignored for too long.

Mayor Thomas Q. Smith said that this is not the first time this type of accident happened in Rutherford Park. “For the last 3 years, Tullyville has been seeing an increase in these types of accidents involving young children. If parents will not take the responsibility for making sure that their children are safe from these sorts of mishaps, our government will.” When asked if it was best to pass a helmet-wearing law, Mayor Smith said, “Tullyville tried that a number of years ago and parents and children ignored the ordinance. We are being forced to do more in this area since the problem does not seem to be going away and instead seems to be worsening.” This newspaper stands firmly behind Mayor Smith’s stance. The parents were given the opportunity a while ago to address this issue. They caught the ball, but ultimately fumbled it. It is now our government’s turn to try and fix this serious situation.

Mayor Smith was referring to the serious accident that occurred on July 4th of this year. Two children, ages 9 and 10, collided on skateboards and were injured. Tullyville will no longer tolerate these occurrences. This newspaper is eager to see something done immediately. We will no longer tolerate these recurring accidents that can be prevented. We demand that something be done immediately and Mayor Smith seems to be doing it.

Our popular mayor believes that the government should step in when it appears that parents have failed in their duties to protect their children. This newspaper firmly supports the mayor’s right to ensure the safety of all of Tullyville’s citizens. Governments have traditionally acted in place of parents when they have failed to act. It is totally correct of Mayor Smith to do something to stop the high rate of accidents in the park. It must not be forgotten that it will ultimately be the responsibility of the town of Tullyville for paying money for these frequent accidents. Mayor Smith is not only protecting the children of Tullyville, but also the money of its citizens.

**Letter to the Editor**

Dear Editor,

I read your editorial published on October 13th. As an eleven-year-old skateboarder, I want to say I think the mayor is wrong. Kids should be allowed to skateboard in Rutherford Park. Just because one girl did not follow the rules, why should the rest of us be punished?

I have been a skateboarder since I was eight years old. I do most of my skateboarding at the park or at the Southerland Middle School. I skateboard with my friends and we all wear helmets. Our parents do not have to remind us to put our helmets on. We have been skateboarding for three years and have not had an accident. If we did collide, we are not only wearing helmets, but also knee and elbow pads. We do everything right to make sure that we and others are safe.

Just because some kids did not follow the rules, does not mean that all of us should not be allowed to skateboard. There is not a lot to do in Tullyville. Skateboarding keeps us busy and healthy. We are not sitting around watching television and eating junk food. The U.S. Government said that overweight children are a big health problem for this country. We eleven-year-olds in Tullyville are doing something to solve this problem. We are exercising in a safe way.

We should be allowed to keep skateboarding. If the mayor is really concerned, he should raise the fine for not wearing a helmet. Then maybe the parents will pay attention.

Sincerely,

Sara Jones,  
6th grader at Southerland Middle School

**MULTIPLE-CHOICE QUESTIONS****E06.B-C.3.1.1**

**12.** Read the sentences from the Editorial.

“This ruling came after Josie Bellview, age 10, fell on a cement sidewalk in Rutherford Park, breaking her arm. Miss Bellview was not wearing a helmet at the time of the accident.”

Which statement is the **best** evaluation of the author’s argument?

- A. The author is making a strong argument by using relevant statistics such as the age of the person that was injured.
- \* B. The author is making a weak argument by implying that wearing a helmet could have prevented the injury.
- C. The author is making a strong argument by providing specific details about the location of the accident.
- D. The author is making a weak argument by suggesting that the sidewalk was the cause of the accident.

The student is asked to determine the best evaluation of the author’s argument in the editorial. Option B is the correct answer since the given sentences provide a weak argument; wearing a helmet would not have necessarily prevented the child from breaking her arm. Option A is incorrect since there are no statistics included. Option C is incorrect since the argument is not strong. Option D is incorrect since the sentences are not implying that the sidewalk is the cause for the accident.

**E06.B-V.4.1.1**

**13.** Read the sentence from the Editorial.

“When asked if it was best to pass a helmet-wearing law, Mayor Smith said, ‘Tullyville tried that a number of years ago and parents and children ignored the ordinance.’ ”

What does the word ordinance mean as it is used in the passage?

- \* A. regulation
- B. program
- C. registration
- D. bargain

The student is asked to determine the meaning of the word “*ordinance*.” Option A is the correct answer since the word “*law*” provides the context for the meaning of “*ordinance*.” Options B, C, and D are incorrect meanings of the word “*ordinance*” and do not make sense in the context of the sentence.

**E06.B-V.4.1.2**

**14.** Read the sentences from the Editorial.

“The parents were given the opportunity a while ago to address this issue. They caught the ball, but ultimately fumbled it.”

What does the metaphor in the second sentence suggest?

- A. The parents refused to discuss ways to solve the problem.
- B. The parents misunderstood the purpose of the helmet laws.
- \* C. The parents failed to do their part to solve the problem.
- D. The parents disagreed with the requirements of the helmet laws.

The student is asked to infer the meaning of a given metaphor. Option C is the correct answer since the metaphor of fumbling a ball implies that the parents failed in their responsibility. Options A, B, and D are not supported by information in the editorial.

**E06.B-K.1.1.3**

15. Read the sentence from the Editorial.

“Our popular mayor believes that the government should step in when it appears that parents have failed in their duties to protect their children.”

How does this sentence elaborate on how the mayor is presented in the letter?

- \* A. It reminds citizens that they often agree with the mayor.
- B. It shows citizens the need for more money for the mayor to fix the problem.
- C. It emphasizes that citizens should obey laws made by the mayor.
- D. It suggests to citizens that the mayor will discuss the issue with others.

The student is asked to determine how a given sentence from the editorial elaborates on how the mayor is presented in the letter. Option A is the correct answer since the word “*popular*” implies that citizens often agree with the mayor. Options B, C, and D are not supported by information in the editorial.

**E06.B-C.2.1.3**

16. Read the sentence from the Letter to the Editor.

“We are not sitting around watching television and eating junk food.”

Why does the author use the phrase “junk food” in the letter?

- A. to illustrate what can happen with too little free time
- B. to suggest hobbies that go along with skateboarding
- C. to highlight typical activities that kids engage in
- \* D. to contrast skateboarding with unhealthy habits

The student is asked to determine why the author uses the phrase “*junk food*” in the letter. Option D is the correct answer since the author wishes to contrast the healthy activity of skateboarding with unhealthy activities that other kids engage in. The purpose is to make skateboarding seem like a more commendable activity. Since the sentence prior to the given sentence is, “*Skateboarding keeps us busy and healthy*,” option A is incorrect. Option B reflects a misinterpretation of details in the text. Option C is incorrect since the purpose of the sentence is to imply that skateboarding is a favorable way for kids to spend their time.

## E06.B-C.2.1.2

17. Read the sentences from the Letter to the Editor.

“If the mayor is really concerned, he should raise the fine for not wearing a helmet. Then maybe the parents will pay attention.”

What is the main way that the sentences contribute to the development of ideas in the letter?

- A. by questioning the purpose of an existing law
- B. by repeating a point that has already been made
- \* C. by presenting an alternate solution to the problem
- D. by criticizing another group of people for the situation

The student is asked to determine the main way that the given sentences contribute to the development of ideas in the letter. Option C is the correct answer since it presents an alternative solution to the problem of children becoming injured while skateboarding. Options A, B, and D are not supported by information in the letter.

## E06.B-C.3.1.1

18. Which sentence from the Editorial **best** supports the author’s claim that the mayor has the right to protect the citizens of Tullyville?

- A. “Miss Bellview was not wearing a helmet at the time of the accident.”
- B. “This newspaper is eager to see something done immediately.”
- C. “We will no longer tolerate these recurring accidents that can be prevented.”
- \* D. “Governments have traditionally acted in place of parents when they have failed to act.”

The student is asked to identify the sentence from the editorial that supports the given claim that the mayor has the right to protect the citizens of Tullyville. Option D is the correct answer since it provides an established truth that governments have historically acted as parents to protect citizens. Options A, B, and C do not support the given claim.

**E06.B-C.2.1.1**

**19.** Which statement states the point of view of the Letter to the Editor?

- \* A. It is told by a middle school student who is a skateboarder.
- B. It is told by the mayor of the town where the skateboard accident occurred.
- C. It is told by a parent of children who skateboard at the local park.
- D. It is told by one citizen who lives near the park where the skateboarding accident occurred.

The student is asked to determine the point of view of the letter. Option A is the correct answer since it is written by a sixth grade student who is a skateboarder. Options B, C, and D are not supported by information in the letter.



**SELECTED-RESPONSE QUESTION****E06.B-K.1.1.1**

20. This question has two parts. Answer Part One and then answer Part Two.

**Part One**

Based on the Editorial, which generalization can **best** be made about the actions of others?

- A. Government actions must be approved by all.
- \* B. Individual actions have far-reaching consequences.
- C. Dangerous actions will often be tolerated.
- D. Unfair actions result from citizen involvement.

**Part Two**

Which sentence from the passage supports the answer in Part One? Choose **one** answer.

- A. “This newspaper stands firmly behind Mayor Smith’s stance.”
- B. “ ‘We are being forced to do more in this area since the problem does not seem to be going away and instead seems to be worsening.’ ”
- C. “We demand that something be done immediately and Mayor Smith seems to be doing it.”
- \* D. “It must not be forgotten that it will ultimately be the responsibility of the Town of Tullyville for paying money for these frequent accidents.”

The student is asked to determine a generalization based on information from the editorial and then to select a sentence from the editorial that best supports the generalization.

**Part One:** Option B is the correct answer since the actions of individual children and parents have resulted in such consequences as the town having to pay money for the accidents. Option A is incorrect since the mayor is not making this decision on his own. Option C is not supported by information in the editorial. Option D is incorrect since it is the fact that citizens have not gotten involved that has resulted in the proposed law.

**Part Two:** Option D is the correct answer since it shows how individual actions have far-reaching consequences. Options A, B, and C do not relate to the correct generalization in Part One.

**PASSAGE 3**

Read the following passage about the brain and sleep. Then answer questions 21–29.

## **The Body's Clock**

by Trudee Romanek

Ever wondered what makes you sleepy at bedtime? Is it just that you're tired out from a long day? That may be part of it, but you also get tired because your brain tells you to. A tiny part of each person's brain controls at what time of the day you'll feel wide awake and what time you'll feel sleepy.

People call this part of the brain the biological clock or the body clock. Of course, it's not really a clock. It's actually two tiny clumps of nerve cells—about the size of two pinheads—inside your brain. The real name of these clumps of cells is the suprachiasmatic nuclei (SOO-pra-ki-az-MAT-ik NOO-kee-i), or the SCN for short. They help your brain produce the right chemicals, called neurotransmitters and hormones, to make you feel sleepy as bedtime gets nearer and ready to rise as morning approaches.

### **Putting the Brain to Sleep**

During the day, your biological clock triggers your body to produce chemicals that stimulate your brain and keep it alert. While it's alert, a part of your brain stem—the lower part of your brain that looks after breathing and other basic life functions—is hard at work. It passes information nonstop from your senses to your cerebral cortex—the upper part of your brain that sorts out information from your senses and controls speech and all your other muscle movements.

Later, your biological clock signals your body that bedtime is approaching. When the daylight begins to fade, your pineal gland churns out more melatonin, a hormone that lets your organs know it's time for sleep. Your brain starts producing less of the stimulating, wake-up chemicals. Eventually, another part of the brain stem (the pontine nuclei) takes over, allowing you to sleep. Once this part is in charge, very little sensory information is passed to your cerebral cortex and you are no longer as aware of things around you.

The brain stem itself doesn't seem to need sleep. It may be the part of your brain that stays alert during sleep, waiting for important signals.

### **Right On Time**

People are creatures of habit, thanks in part to their biological clocks. Scientists have discovered that over the course of each day, human beings (and other animals, too) have a distinct pattern of times when they are sleepy and times when they are alert. Most people feel energetic in the morning, then start to feel sleepy after lunch. They perk up in late afternoon, feel wide awake right after supper and then get tired at bedtime. This sleep/wake cycle is part of a larger, 24-hour pattern called the circadian rhythm.

Some other events in your day are part of your circadian rhythm as well. For example, your body temperature rises just before you wake up and falls during the night. And your stomach produces digestive juices according to a schedule, so that at meal times it's ready to break down the food you eat.

### **Gathering Evidence**

Your biological clock uses a number of different clues to make sure it's keeping your circadian rhythm on schedule. Eating and exercising at regular times, even brushing your teeth and putting on your pajamas before bed can signal your brain that everything is happening when it's supposed to. But the most important time clue for your biological clock is daylight.

When your eyes sense light, optical fibers carry the message to your brain and your SCN. As long as your eyes are sensing bright light during the day and no light at night, your biological clock knows that it's waking you up, making you sleepy, and triggering all those other events at the correct times.

### **Turning Day into Night**

Many animals, including humans, are diurnal—awake and active during the day. These days, though, many businesses are open 24 hours. Employees on the night shift have to sleep during the day instead. This can cause big problems.

If you switched night for day and day for night long enough, your body might get used to the change. The problem is that most shift workers don't stick to the new schedule for long, so their bodies don't have time to adjust. As a result shift workers often feel sleepy at work, but lie awake in bed when they're supposed to be sleeping.

### **Getting Off Schedule**

Flying from one time zone to another can throw your body into a tailspin. Suddenly the hours between sunrise and sunset don't add up to a complete day. The more time zones you cross, the more out of whack your biological clock gets. Your brain may produce chemicals that keep you wide awake when everyone else is asleep. It can take a week before daylight resets your clock and gets all the systems of your circadian rhythm back to normal.

In space, astronauts sometimes face their most difficult tasks when they would normally be sleeping back on Earth. So, before a mission, NASA shines bright lights on the astronauts in the middle of the night to reset their biological clocks.

Many teenagers have a problem called teenage phase shift. Even though their bodies are growing a lot, they don't produce more melatonin—the chemical that signals it's time for bed. So the melatonin signal is weaker, and they don't feel sleepy until well after midnight. Getting up is a nightmare, and they drag themselves around exhausted for the rest of the day. By evening, they're wide awake again and can't get to sleep. To deal with the problem of sleepy teens, some U.S. high schools are starting classes later in the morning so that students can get the sleep they need.

## Stages of Sleep

In 1952, American researcher Nathaniel Kleitman began studying the eyes of sleepers. He knew that our eyes roll around slowly just as we're falling asleep. But he didn't know if this happened at other times during the night as well.

Kleitman asked a research student, Eugene Aserinsky, to stay awake all night and watch a sleeping person's eyes. Aserinsky was astonished by what he saw. Although the sleeper's eyeballs didn't roll, from time to time they darted very quickly back and forth under closed eyelids. What Kleitman and Aserinsky had discovered was a special stage of sleep. They named it Rapid Eye Movement (REM) sleep and soon found that it's during REM sleep that sleepers have their most elaborate dreams.

Sleep researchers everywhere began to monitor brainwaves throughout the whole night. What they found was that the brainwaves changed during the night, not just once, but many times. They divided the different types of brainwaves into five stages of sleep that people go through each night—REM sleep and stages 1, 2, 3, and 4 of non-REM sleep.

## Non-REM Sleep

Stage 1 sleep is so close to being awake that if you were woken from it you'd probably say you weren't even asleep. After several minutes in Stage 1, you sink into Stage 2 sleep. The brainwaves during this stage are a little larger and slower than at Stage 1. From there you sink into the deeper sleep of Stages 3 and 4. Your body is very relaxed and it is difficult to wake you. During Stage 4, your body produces the largest amount of some of the chemicals that help you grow.

Stages 1 and 2 are often called light sleep. Stages 3 and 4 are called deep sleep, or Slow-Wave Sleep (SWS), because your brainwaves are larger and slower in those stages.

## The Sleep Cycle

Throughout the night you make your way through the five stages of sleep on a very regular schedule. After falling asleep, you drift down through light sleep (Stages 1 and 2) and then into deep SWS sleep (Stages 3 and 4). You stay in Stage 4 sleep for about 20 minutes, your longest chunk of it for the night. Then, you begin to drift back up through Stage 3 and into the lighter sleep of Stage 2. But instead of passing into Stage 1 and then waking up, you enter your first period of REM (rapid eye movement) sleep.

For the rest of the night you pass up and down through the stages of sleep in cycles that last a little more than an hour. You spend less time in deep SWS and more time in REM sleep as the night passes. In fact, most people have no deep sleep at all after about 2 A.M.

## A Good Night's Sleep

When is the last time you complained about your bedtime? Last night? It just never seems fair that kids have to go to sleep while adults stay up later. Unfortunately for kids, the grown-ups have scientific research backing them up. Generally, the younger you are the more sleep you need to keep your growing body and your developing brain working well. If you don't get enough sleep, you'll feel cranky and unhappy, be more likely to get sick, and have a much harder time learning new things.

As people get older, their need for sleep drops. But there's one big exception. For reasons doctors and scientists don't completely understand yet, many teenagers seem to need more sleep than they did at age 11 —perhaps because of the major changes their bodies go through at puberty.

How much sleep is enough?	
Age	Hours of sleep needed a day
1 week	16 to 18 hours
1 year	12 to 13 hours
5 years	10 to 12 hours
7 years	9 to 11 hours
11 years	8 to 10 hours
Teenager	9 to 10 hours
Adult	7 to 9 hours

**MULTIPLE-CHOICE QUESTIONS****E06.B-C.2.1.3**

**21.** Read the sentence from the passage.

“When the daylight begins to fade, your pineal gland churns out more melatonin, a hormone that lets your organs know it’s time for sleep.”

How does the author use technical language in the sentence?

- A. to define what the pineal gland is
- \* B. to reveal how the pineal gland affects sleep
- C. to describe the appearance of the pineal gland
- D. to show where the pineal gland is located

The student is asked to determine how the author uses technical language in a given sentence. Option B is the correct answer since the sentence explains how the pineal gland produces more melatonin, which causes sleep. Option A is incorrect since the given sentence does not provide a definition for the pineal gland. Option C is incorrect since the given sentence does not describe the appearance of the pineal gland. Option D is incorrect since the given sentence does not show where the pineal gland is located.

**E06.B-C.2.1.2**

**22.** How does the section “Gathering Evidence” mainly function in the passage?

- A. It discusses how a teenager can maintain the body’s biological clock.
- B. It describes how chemicals work in the body to maintain the circadian rhythm.
- C. It gives tips related to maintaining the consistency in the body’s biological clock.
- \* D. It provides support for the idea that the body regulates its circadian rhythm.

The student is asked to determine the function of the given section in the passage. Option D is the correct answer since the section provides details of how the body’s biological clock ensures it is keeping the circadian rhythm on schedule. Option A is incorrect since the section does not discuss the biological clock as it relates to teens. Option B is incorrect since the section does not discuss how chemicals maintain the circadian rhythm. Option C is incorrect since the section’s function is not designed to give tips for how people can maintain the body’s biological clock.

## E06.B-V.4.1.2

23. Read the sentence from the passage.

“The more time zones you cross, the more out of whack your biological clock gets.”

What does the phrase “out of whack” mean?

- A. lacking energy
- B. lacking awareness
- \* C. not working correctly
- D. not moving quickly

The student is asked to determine the meaning of a phrase from the passage that is figurative language. Option C is the correct answer since “*out of whack*” means “*not working correctly*.” Options A and B are not supported by information in the passage. Option D refers to speed and not to function.

## E06.B-V.4.1.2

24. Which word is a synonym for monitor?

- \* A. check
- B. pass
- C. change
- D. stop

The student is asked to identify a synonym for the word “*monitor*.” Option A is the correct answer. Researchers began to “*monitor*” people’s brainwaves during the night. Therefore, researchers were checking the brainwaves. Options B, C, and D are not synonyms for the given word.

## E06.B-K.1.1.3

25. How does the section “The Sleep Cycle” illustrate the stages of sleep?
- A. It presents the different stages of sleep in the order of importance that they occur.
  - \* B. It discusses each stage of sleep in the order in which it occurs during the night.
  - C. It answers questions that are posed about the stages of sleep.
  - D. It suggests ways that people can improve sleep within each stage.

The student is asked to determine how the section “*The Sleep Cycle*” illustrates the stages of sleep. Option B is the correct answer since the section outlines each stage of sleep from 1 to 4. Options A, C, and D are not supported by how the information in the section is structured.



## E06.B-C.2.1.2

26. How does the information in the chart “How much sleep is enough?” contribute to the development of ideas in the passage?
- A. It supports the idea that changing time zones affects when people sleep.
  - B. It suggests that schools are starting classes later in the morning so teens can get more sleep.
  - \* C. It supports the idea that younger people generally need more sleep than older people.
  - D. It suggests that people who do not get enough sleep are more likely to get sick.

The student is asked to determine how the information in the chart contributes to the development of ideas in the passage. Option C is the correct answer since the chart shows that, overall, younger people need more sleep than older people. Options A, B, and D are not supported by information in the chart.

**E06.B-C.2.1.1**

- 27.** How is the author's purpose to inform conveyed throughout the passage?
- A. Research interviews are used to communicate tips for sleeping better.
  - B. Personal opinions are given to persuade people to get more sleep each night.
  - C. Historical accounts are included to describe sleep problems that people have had in the past and how they have changed in the present.
  - \* D. Scientific facts are used to explain how the human biology of sleeping and waking works and what can disrupt it.

The student is asked to determine how the author's purpose to inform is conveyed throughout the passage. Option D is the correct answer since scientific facts are used to illustrate how the body regulates sleeping and waking. Options A, B, and C are incorrect since they are not supported by information in the passage.

**SELECTED-RESPONSE QUESTION****E06.B-K.1.1.2**

28. This question has two parts. Answer Part One and then answer Part Two.

**Part One**

What is a central idea of the passage?

- A. The body clock is made up of 24 hours.
- B. People who work at night are often sleepy and do not sleep during the day.
- \* C. The body clock is a complex system that is affected by many factors.
- D. People in Stage 3 sleep can wake up easily.

**Part Two**

Which details from the passage support the answer in Part One? Choose **two** answers.

- \* A. Daily habits as well as age influence how we sleep and how much sleep we need.
- \* B. Body chemicals and light can regulate when we are awake and when we sleep.
- C. A sleeper's brainwaves differ as a person moves from one stage to another.
- D. A sleeper's eyeballs dart very quickly back and forth under their eyelids.

The student is asked to determine the central idea of the passage and then to select two details from the passage that support the central idea.

**Part One:** Option C is the correct answer since it states two key facts about the body clock: it is complex and is affected by many factors. Options A and B are details in the passage but not central ideas. Option D is erroneous information.

**Part Two:** Options A and B are the correct answers since they support the central idea that the body clock is complex and that it is affected by many factors. "*Body chemicals and light*" indicate the system is complex; "*Daily habits as well as age*" show how the system is affected by many factors. Options C and D do not relate to the correct central idea in Part One.

**TEXT-DEPENDENT ANALYSIS QUESTION****E06.E.1.1**

29. The passage discusses how the body regulates its internal clock. Write an essay analyzing the importance of the body's clock to people's everyday lives. Use evidence from the passage to support your response.

## Writer's Checklist for the Text-Dependent Analysis Question

PLAN before you write

- Make sure you read the question carefully.
- Make sure you have read the entire passage carefully.
- Think about how the question relates to the passage.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

FOCUS while you write

- Analyze the information from the passage as you write your essay.
- Make sure you use evidence from the passage to support your response.
- Use precise language, a variety of sentence types, and transitions in your essay.
- Organize your paper with an introduction, body, and conclusion.

PROOFREAD after you write

- ☐ I wrote my final essay in the answer booklet.
- ☐ I stayed focused on answering the question.
- ☐ I used evidence from the passage to support my response.
- ☐ I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.

### E06.E.1.1

- 29.** The passage discusses how the body regulates its internal clock. Write an essay analyzing the importance of the body's clock to people's everyday lives. Use evidence from the passage to support your response.

[illegible]

**GO ON** 

[illegible]

**GO ON** 

[illegible]

**AFTER YOU HAVE CHECKED YOUR WORK, CLOSE YOUR ANSWER BOOKLET AND TEST BOOKLET SO YOUR TEACHER WILL KNOW YOU ARE FINISHED.**



# TEXT-DEPENDENT ANALYSIS QUESTION SCORING GUIDELINE

## Item #29

### Assessment Anchor:

E06.E.1–Evidence-Based Analysis of Text

### Specific Assessment Anchor Descriptor addressed by this item:

E06.E.1.1–Draw evidence from literary or informational texts to support analysis, reflection, and research.

Score Point	Description
4	<ul style="list-style-type: none"> <li>Effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text(s)</li> <li>Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s)</li> <li>Strong organizational structure that effectively supports the focus and ideas</li> <li>Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas, and inferences</li> <li>Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions</li> <li>Substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose</li> <li>Skillful use of transitions to link ideas</li> <li>Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</li> <li>Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning</li> </ul>
3	<ul style="list-style-type: none"> <li>Adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text(s)</li> <li>Clear introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s)</li> <li>Appropriate organizational structure that adequately supports the focus and ideas</li> <li>Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences</li> <li>Sufficient, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions</li> <li>Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose</li> <li>Appropriate use of transitions to link ideas</li> <li>Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</li> <li>Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning</li> </ul>



Score Point	Description
2	<ul style="list-style-type: none"> <li>• Inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text(s)</li> <li>• Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s)</li> <li>• Weak organizational structure that inconsistently supports the focus and ideas</li> <li>• Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat supports claims, opinions, ideas, and inferences</li> <li>• Vague reference to the text(s) using some details, examples, quotes, facts, and/or definitions</li> <li>• Weak reference to the main idea(s) and relevant details of the text(s) to support the writer's purpose</li> <li>• Inconsistent use of transitions to link ideas</li> <li>• Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</li> <li>• Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning</li> </ul>
1	<ul style="list-style-type: none"> <li>• Minimally addresses part(s) of the task demonstrating inadequate analytic understanding of the text(s)</li> <li>• Minimal evidence of an introduction, development, and/or conclusion</li> <li>• Minimal evidence of an organizational structure</li> <li>• Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences</li> <li>• Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions</li> <li>• Minimal reference to the main idea(s) and/or relevant details of the text(s)</li> <li>• Few, if any, transitions to link ideas</li> <li>• Little or no use of precise language or domain-specific vocabulary drawn from the text(s)</li> <li>• Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning</li> </ul>

**TEXT-DEPENDENT ANALYSIS QUESTION STUDENT RESPONSES****E06.E.1.1 Response Score: 4**

29. The passage discusses how the body regulates its internal clock. Write an essay analyzing the importance of the body's clock to people's everyday lives. Use evidence from the passage to support your response.

The sun rises and sets each day and has since the dawn of time. It's only natural that all living creatures on Earth would develop a day/night routine. To help us with that we have a clock in our bodies. It's not a real clock like we swallowed a Seth Thomas, it's our body's internal clock and it is important to our everyday lives. It helps us sleep when we need it and keeps us alert when we are awake.

The body clock does this by sending signals to various parts of our body and tells it whether to be alert or to rest. By reading the passage you can know that "when daylight begins to fade, your pineal gland churns out more melatonin, a hormone that lets your organs know it's time for sleep." This is because humans sleep at night and are active during the day. This makes sense considering we evolved from hunter/gatherers that would have needed daylight to perform those activities. When we are awake during the day, our clock stimulates our brain to keep it alert. These signals help regulate our circadian rhythm. According to the passage, "the sleep wake/cycle is part of a larger, 24-hour pattern called the circadian rhythm."

Obviously, these patterns are important to our health. For kids, it helps our development into healthy adults. If they are not working correctly, we could become unhealthy and maybe not grow into our full potential. The passage talks about a problem called "teenage phase shift". The problem is that our bodies are growing but don't make enough Melatonin which the passage says is "the chemical that signals our brain it's time for bed." This makes us stay up later and feel really tired in the morning when we get up. If we are too tired in school, we might not be able to get the education we need to get good jobs in the future. The good news is that "some U.S. high schools are starting classes later in the morning so that students can get the sleep they need. We can assume that students who start later might do better on tests than those kids who start early (with a lack of sleep).

There are also things we can do to help our body's clock. According to the passage, "exercising at regular times, even brushing our teeth can signal your brain." Our biological clock lets us know when to wake up and when to sleep. But there are things that can throw our clock out of whack. If we fly to another time zone, our clock can get messed up. This is because "the hours between sunrise and sunset don't add up to a complete day." Our body clock might not know what to do then because it may be confused about whether it is time to sleep or be awake. The author points out that astronauts perform tasks in space when they would normally be sleeping. To fix this, "NASA shines bright lights on the astronauts in the middle of the night to reset their biological clocks." At first, it might seem that this issue would only apply to astronauts or people who fly long distances, but the fundamental issue of our biological clocks providing us with adequate sleep is something every one of us will deal with at some point in our lives. In that way, a NASA astronaut on a space walk and a teenager trying to get out of bed are not that different.

**Annotation:** The response effectively addresses all parts of the task demonstrating an in-depth analytic understanding of the text. The student analyzes explicit and implicit meanings from the text ("*This makes sense considering we evolved from hunter/gatherers that would have needed daylight to perform those activities;*" "*If they are not working correctly, we could become unhealthy and maybe not grow into our full potential;*" "*If we are too tired in school, we might not be able to get the education we need to get good jobs in the future;*" "*We can assume that students who start later might do better on tests than those kids who start early;*" and "...*a NASA astronaut on a space walk and a teenager trying to get out of bed are not that different.*"), effectively supporting the main idea (the idea that a fully-functioning internal clock is an important part of everyday human functioning). Substantial, accurate, and direct reference to the text supports the main idea ("*when daylight begins to fade, your pineal gland churns out more melatonin, a hormone that lets your organs know it's time for sleep;*" "*the sleep wake/cycle is part of a larger, 24-hour pattern called the circadian rhythm;*" "*The passage talks about a problem called 'teenage phase shift.' The problem is that our bodies are growing but don't make Melatonin which the passage says is 'the chemical that signals our brain it's time for bed;'*" "*exercising at regular times, even brushing our teeth can signal your brain;*" "*the hours between sunrise and sunset don't add up to a complete day*"). The student employs a strong organizational structure that effectively supports the writer's ideas. This structure includes an effective introduction, transitions, and ideas grouped in a logical order related to the main idea and purpose. Precise language drawn from the text ("*24-hour pattern called the circadian rhythm;*" "*teenage phase shift;*") is effectively used to explain the topic. Few, if any, convention errors are present in this response. This is a strong 4.

## E06.E.1.1 Response Score: 4

29. The passage discusses how the body regulates its internal clock. Write an essay analyzing the importance of the body's clock to people's everyday lives. Use evidence from the passage to support your response.

Think of how hard your life would be without any clocks. You would never know when to go to class or your job, you'd have problems every time you tried to meet someone at a specific time and there would be no way to watch your favorite TV show because you wouldn't know when it was on. Well, your body needs a clock too—not to watch TV or go to class, but so it knows when to go to sleep, when to be alert and when to produce extra digestive juices. Without our "body clocks" we would not function well at all.

Sleep is one of the most important things your body does to make you function properly and your internal clock controls when you sleep. The article gives several examples of how lack of sleep could be a factor in everyday life. The first is night shift workers. It says that people who do this kind of work usually end up being sleepy at work and unable to sleep during the day. That is because their body clock is "set" by the sun rising and setting (just like everyone's). It says if you switch night for day long enough your body will adjust or reset. This could



happen because of different "clues" like eating and exercising at regular times. Or brushing your teeth and putting on your pajamas at the same time every day.

Another example in the article is astronauts. Their problem is that there is no day and no night up in space (or at least not like on earth). So NASA shines lights on the astronauts to reset their biological clocks. This shows how important it is for astronauts to get enough sleep.

The last example is teens. Teenagers' bodies don't produce enough melatonin (the chemical that signals that it's time for bed), so they often stay up late and have trouble waking up in the morning. The article states that "some US High Schools are starting classes later in the morning so that students can get the sleep they need." This shows me that getting enough sleep must be pretty important if a whole school will change its schedule just to let teens sleep in longer. Some parents should probably read/learn about teenage phase shift too (ahem, ahem, Mom and Dad!).

From this passage, I learned that our body's clock helps us in our everyday lives, whether our everyday life is working a night shift, going to school or even working on a space mission in outer space. It makes sure we get enough sleep.

**AFTER YOU HAVE CHECKED YOUR WORK, CLOSE YOUR ANSWER BOOKLET AND TEST BOOKLET SO YOUR TEACHER WILL KNOW YOU ARE FINISHED.**



**Annotation:** In this response, the student effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text. The organizational structure is strong and effectively supports the focus and ideas. There is an effective introduction, development, and conclusion that support the response's controlling idea (that without our internal clocks, our lives would become unmanageable). There is thorough analysis of the text ("*Think of how hard your life would be without any clocks. You would never know when to go to class or your job, 'if you switch night for day long enough your body will adjust or reset. This could happen because of different 'clues' like eating and exercising at regular times,*" and "*getting enough sleep must be pretty important if a whole school will change its schedule just to let teens sleep in longer*") combined with substantial, accurate, and direct reference to the text, including main ideas and relevant key details ("*NASA shines lights on the astronauts to reset their biological clocks*" and "*some US High Schools are starting classes later in the morning so that students can get the sleep they need*"). Transition use is sometimes skillful ("*Well, your body needs a clock too*"), and sometimes adequate ("*Another example*" and "*The last example*"). Precise and domain-specific language from the text is used throughout ("*brushing your teeth and putting on your pajamas at the same time every day*" and "*their body clock is 'set' by the sun rising and setting*"). There are few grammatical errors, but those that are present do not interfere with meaning.



## E06.E.1.1 Response Score: 3

29. The passage discusses how the body regulates its internal clock. Write an essay analyzing the importance of the body's clock to people's everyday lives. Use evidence from the passage to support your response.

In the passage The Body's Clock by Trudee Romanek it talks about how the body regulates its internal clock. Our internal clock, or body clock, is very important to our everyday lives. I will analyze the importance of the body's clock to people's everyday lives in my essay.

When it gets dark out this signals that it's time to sleep and the body's clock tells the brain to go to sleep. A gland produces melatonin which makes your brain "sleepy" Without sleep at night, you would be much less alert during the day. The article says that teenagers experience teenage phase shift which means they don't produce enough melatonin and so they stay awake late and then can't seem to wake up in the morning. Some schools are even starting class later for teens because of this problem. But that's how anyone would be if they didn't sleep not just teens. So, by looking at teens, we can see how important sleep is to stay alert.

Another way the article shows that our body clock is

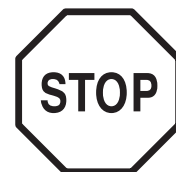


important is by talking about your circadian rhythm. When you wake up you feel alert/awake but feel sleepy after lunch. This is probably why many people take a nap after lunch. Then you stay awake until bedtime. Your circadian rhythm even tells your stomach to produce digestive juices at mealtimes.

Your body needs its sleep and food on a schedule so it found a way to make sure it gets it: the internal clock. Without one our lives could go out of control!

**Annotation:** In this response, the student adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text. There is a clear introduction, development, and conclusion identifying a controlling idea (that the internal clock helps us to stay in control of our lives). The organizational structure adequately supports the response's focus and ideas. There is clear analysis of explicit and implicit meanings from the text ("that's how anyone would be if they didn't sleep not just teens. So, by looking at teens, we can see how important sleep is to stay alert," "This is probably why many people take a nap after lunch," and "Your body needs its sleep and food on a schedule so it found a way to make sure it gets it: the internal clock"). There are sufficient, direct references to the text ("teenagers experience teenage phase shift..." and "circadian rhythm even tells your stomach to produce digestive juices at mealtimes") that support the writer's purpose. Transitions are used appropriately in the response ("So" and "Another way") and there is appropriate use of precise language from the text ("melatonin," "digestive juices"). There are few grammatical errors present in the response, and those that are present do not interfere with meaning (e.g., "it's" for its).

**AFTER YOU HAVE CHECKED YOUR WORK, CLOSE YOUR ANSWER BOOKLET AND TEST BOOKLET SO YOUR TEACHER WILL KNOW YOU ARE FINISHED.**





## E06.E.1.1 Response Score: 3



29. The passage discusses how the body regulates its internal clock. Write an essay analyzing the importance of the body's clock to people's everyday lives. Use evidence from the passage to support your response.

Without our body's internal clock, our lives would become crazy. We'd never know when to sleep or when we should be awake. If our body never knew when to sleep, we would eventually wear out and maybe die, because sleep is really important to our health. Sleep is equally important for us to function. That's why NASA makes sure their astronauts are on a good schedule by blasting light at them at certain times, so that their bodies can adjust and they can do jobs when they would normally be sleeping on Earth.

When the sun is out, we are awake and when it is not, we sleep. This is called being diurnal. In the passage the author says, "During the day, your biological clock triggers your body to produce chemicals that stimulate your brain and keep it alert" and "later, your biological clock signals your body that bedtime is approaching." The passage also says that "But the most important time clue for your biological clock is daylight." This system helps keep us healthy because our bodies need rest after being active all day.

There are things that can throw your body clock off schedule too. If you fly to a different time zone you can get jet lag because the passage says that "the more time zones you cross, the more out of whack your biological clock gets." According to the author, it can take a week before your back to normal. This shows me the importance of our body's clock because it can be so easily messed up. Being jet lagged is no fun, it can cause people to not function properly.

But the most important thing our body clock does is tell us when to sleep. We need sleep to help us develop into healthy adults. The author tells us that if we don't get enough sleep, we'll be cranky, get sick and have trouble learning. And, as kids we need more sleep than adults. The passage says that the younger you are the more sleep you need. This is to help us develop our body and our brain. For example, babies' bodies grow at a faster rate than any other age and they are literally learning how to be a person so it makes sense that babies sleep so much. As you can see, there are many reasons why our body clock is so important to our everyday lives.

**Annotation:** The response adequately analyzes the importance of the body's clock to people's everyday lives and demonstrates sufficient analytic understanding of the text. The student analyzes explicit and implicit meanings from the text to support the main idea ("*Without our body's internal clock, our lives would become crazy,*" "*That's why NASA makes sure their astronauts are on a good schedule by blasting light at them at certain times, so that their bodies can adjust and they can do jobs when they would normally be sleeping on Earth,*" "*our bodies need rest after being active all day,*" "*This shows me the importance of our body's clock because it can be so easily messed up,*" and "*...they are literally learning how to be a person so it makes sense that babies sleep so much*"). Sufficient direct reference to the text is provided ("*During the day, your biological clock triggers your body to produce chemicals that stimulate your brain and keep it alert*" and "*the passage says that 'the more time zones you cross, the more out of whack your biological clock gets'*" ) in support of the main idea. The student employs an appropriate organizational structure with a clear introduction, transitions, and a conclusion. Few errors are present in conventions.

## E06.E.1.1 Response Score: 2

29. The passage discusses how the body regulates its internal clock. Write an essay analyzing the importance of the body's clock to people's everyday lives. Use evidence from the passage to support your response.

Our bodies clocks are important to our everyday lives, because without it, it would be very hard for us to live our daily lives because we might get sick or not be able to function well if we don't get enough sleep.

Sleep is important. When I have a test I always be sure to get enough sleep the night before so I can do good on it. In the passage it says that most people have a pattern of when they are sleepy and when they arn't. If we didn't have that we might always be tired or always not be Sleepy.

Teenagers need more sleep than adults. The chart on the forth page shows that teenagers need 9 to 10 hours of



sleep but adults only need 7 to 9 hours. This tells me that sleep is more important to teenagers than adults.

Our bodies clock is important to us and our lives and our health.

**Annotation:** The response inconsistently addresses the task demonstrating partial analytic understanding of the text. There is weak analysis of explicit meanings from the text (“...without it, it would be very hard for us to live our daily lives because we might get sick or not be able to function well if we don’t get enough sleep” and “This tells me that sleep is more important to teenagers than adults”) that goes just beyond a literal interpretation of the text’s information. There are weak references to the main ideas and relevant details of the text (“...most people have a pattern of when they are sleepy and when they aren’t” and “The chart on the forth page shows that teenagers need 9 to 10 hours of sleep but adults only need 7 to 9 hours”). The response has a weak organizational structure with a weak introduction and a simplistic conclusion. The response does feature transitions (“If we didn’t have that” and “This tells me”); however, there is little use of precise language and vocabulary drawn from the text to explain the topic. The response has some convention errors, including usage errors (“I always be sure to” for I am always sure to, “forth” for fourth, and errors with body’s, bodies, and bodies’) and a misspelling (“arn’t” for aren’t).

**AFTER YOU HAVE CHECKED YOUR WORK, CLOSE YOUR ANSWER BOOKLET AND TEST BOOKLET SO YOUR TEACHER WILL KNOW YOU ARE FINISHED.**



## E06.E.1.1 Response Score: 2



29. The passage discusses how the body regulates its internal clock. Write an essay analyzing the importance of the body's clock to people's everyday lives. Use evidence from the passage to support your response.

The internal clock is important to everyone. Without it we wouldn't know when to go to sleep, when to wake up or when to eat food. One way our body regulates our internal clock is by getting tired right before bedtime. This happens because it gets dark out and because of eating and exercising at regular times and even because you brush your teeth (remember to brush!) All the things you do on schedule every night make your brain say "Hey it must be time to go to bed!" One thing that teenagers do to regulate our internal clocks is we should start school later because teens have "phase shift" which means they don't get enough melatonin so they stay up late and can't get up early. In conclusion, our internal clock helps us keep on a schedule. We help our clock stay on schedule by getting enough sleep so we're not tired the next day (and by eating at mealtimes). So make sure your internal clock isn't going too fast or too slow and better yet make sure it doesn't stop!

**Annotation:** In this response, the student inconsistently addresses the task demonstrating partial analytic understanding of the text ("*Without it [the internal clock] we wouldn't know when to go to sleep ...*" and "*our internal clock helps us keep on a schedule*"). There is evidence of a weak organizational structure, including a weak introduction, development, and conclusion related to the text that inconsistently supports the focus and ideas. There is some inconsistent analysis of explicit and implicit meanings from the text ("*All the things you do on schedule every night make your brain say 'Hey it must be time to go to bed!'*"), which goes beyond a literal interpretation of one of the text's main ideas. References to the text are generally vague or awkwardly employed ("*We help our clock stay on schedule by getting enough sleep so we're not tired the next day (and by eating at mealtimes)*" and "*teens have 'phase shift' which means they don't get enough melatonin so they stay up late and can't get up early*"). There is some use of transitions ("*One way,*" "*One thing,*" and "*In conclusion*"). Errors are present in usage ("*you're teeth*" for your teeth) and spelling ("*exercising*" for exercising); however, they do not interfere with meaning.

## E06.E.1.1 Response Score: 1



29. The passage discusses how the body regulates its internal clock. Write an essay analyzing the importance of the body's clock to people's everyday lives. Use evidence from the passage to support your response.

What makes you sleepy at bedtime? The body regalates its internal clock and its important to people's lives. I will use evidence from the passage to support my response. Your body's clock is in your brain, I know this because in the passage it says "It's actually two tiny clumps of nerve cells" Youre body also has a sleep cycle. In the passage the heading says "The Sleep Cycle"

In conclusion, those are my ways that the body regalates its internal clock with evidence from the passage to support my response.

**Annotation:** The response minimally addresses the task of analyzing the importance of the body's clock to people's everyday lives, demonstrating inadequate analytic understanding of the text. Minimal reference to the main ideas is evident, and the response does not demonstrate any analysis of explicit or implicit meanings from the text. There is a simplistic introduction ("*What makes you sleepy at bedtime?*") and the conclusion is one sentence and only paraphrases the item's wording. References to the text are insufficient ("*...in the passage it says, 'It's actually two tiny clumps of nerve cells' "*" and "*In the passage the heading says, 'The Sleep Cycle' "*"). Minimal evidence of an organizational structure is present. There is a rhetorical question to begin the essay, and one simplistic transition ("*In conclusion*") is employed near the end. The response contains only minor convention errors including a misspelling ("*regalates*" for *regulates*), a usage error ("*Youre*" for *Your*), and a punctuation error (missing period). There is also one incorrectly formed sentence in the form of a comma splice/run-on.

## E06.E.1.1 Response Score: 1

29. The passage discusses how the body regulates its internal clock. Write an essay analyzing the importance of the body's clock to people's everyday lives. Use evidence from the passage to support your response.

Your bodies clock is in your brain. And its tiny! Your brain helps you do things like learning things and going to shool. But if your tird your not going to learn much. Teenagers need more sleep. Even babies need sleep. Which is why your brain gives you melltonin (to help you go to sleep so your not tired the next day). Without are internrl clocks we would always be late for stuff.

Thanks!

**Annotation:** In this response, the student minimally addresses part of the task demonstrating an inadequate analytic understanding of the text. The student explains, in simplistic terms, how the internal clock helps people ("...if your tird your not going to learn much" and "Without are internrl clocks we would always be late for stuff"). There is minimal evidence of an organizational structure and minimal reference to main ideas or relevant details of the text. There is no analysis of, and only insufficient reference to, the text ("Teenagers need more sleep" and "your brain gives you melltonin"). Few transitions are present. There is little use of precise language drawn from the text. The many errors in spelling ("tird," "shool," and "internrl") and usage ("your not going to learn much" and "And its tiny") sometimes interfere with meaning.



***ACKNOWLEDGEMENTS***

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**Section 2**

**Directions:** On the following pages are Language questions and the writing prompts.

**Directions for Multiple-Choice Questions:**

Each question will ask you to select an answer from among four choices.

For the multiple-choice questions:

- Read each question and choose the best answer.
- Only one of the answers provided is correct.
- Record your choice in the answer booklet.

**Directions for the Writing Prompt:**

- Review the Writer's Checklist to help you plan and organize your response.
- Read the writing prompt carefully.
- Write your response in the appropriate space in the answer booklet.

**STANDALONE MULTIPLE-CHOICE QUESTIONS****E06.D.1.1.1**

30. Read the paragraph.

(1) This year, the spelling bee finalists were my friend Jason and I. (2) The two of us advanced to the final round. (3) Jason seemed calmer than me. (4) In the end, though, Jason and I both won because the officials declared a tie.

Which underlined pronoun should be replaced?

- A. I in sentence 1
- B. us in sentence 2
- \* C. me in sentence 3
- D. I in sentence 4

The student is asked to identify which pronoun is not being used in the proper case. In option A, the underlined pronoun is correctly written in the subjective case. In option B, the underlined pronoun is the object of the preposition and is correctly written in the objective case. In option C, the underlined pronoun is the subject of a clause and should be written in the subjective case as "I," not the objective case. In option D, the underlined pronoun is the subject of the sentence and is correctly written in the subjective case.

## E06.D.1.1.1

31. Read the paragraph.

(1) Everyone filed into Philadelphia's City Hall except Sarah and me. (2) Us two classmates wanted to look at the building for a while longer. (3) She and me gazed at the amazing structure. (4) The giant statue of William Penn gazed back at Sarah and I, reminding us of the history of our state.

Which underlined pronoun is used correctly?

- \* A. me in sentence 1
- B. Us in sentence 2
- C. me in sentence 3
- D. I in sentence 4

The student is asked to identify which underlined pronoun is used correctly. In option A, the objective case pronoun "me" is used correctly because it is the object of the preposition "except" and therefore requires the objective case. In option B, the objective pronoun "Us" is used incorrectly because it is the subject of the sentence and therefore requires the subjective case. In option C, the objective case pronoun "me" is used incorrectly because it is one of the subjects of the sentence and therefore requires the subjective case. In option D, the subjective case pronoun "I" is used incorrectly because it is one of the objects of the preposition "at" and therefore requires the objective case.

## E06.D.1.1.2

32. Read the paragraph.

- (1) The science museum itself was holding an exhibition of students' science work.  
(2) The opportunity to attend for free was granted to science teachers themselves.  
(3) Before the teachers attended the exhibition, the school secretary herself arranged for some refreshments to be served. (4) Myself was planning to attend.

Which change should be made to correct the error in the paragraph?

- A. Change itself to it in sentence 1.  
B. Change themselves to ourselves in sentence 2.  
C. Change herself to she in sentence 3.  
\* D. Change Myself to I in sentence 4.

The student is asked to identify which change to the paragraph corrects the error in pronoun usage. In option A, "*itself*" is used correctly to intensify "*museum*." In option B, "*themselves*" is correctly used to intensify "*teachers*." In option C, "*herself*" is used correctly to intensify "*secretary*." In option D, "*myself*" is incorrect because it is an intensive pronoun incorrectly functioning as the subject of the sentence and should therefore be replaced with the subjective pronoun "*I*."

## E06.D.1.1.3

33. Read the paragraph.

(1) Yesterday we spent a social studies class period learning about flight, and most of us thought it fascinating to learn about. (2) First we saw a movie about the famous Wright brothers, Orville and Wilbur, and their early experiments flying airplanes. (3) Then a guest speaker told us about her job as a jet pilot. (4) After that, we made paper airplanes and launched it to see whose airplane stayed in the air the longest.

Which change should be made to correct the error in the paragraph?

- A. Change it to them in sentence 1.
- B. Change their to our in sentence 2.
- C. Change us to me in sentence 3.
- \* D. Change it to them in sentence 4.

The student is asked to identify which change to the paragraph corrects the error in pronoun-antecedent agreement. In option A, the pronoun "*it*" is correct because its antecedent is "*flight*," which is singular. In option B, the pronoun "*their*" is correct because its antecedent is "*Orville and Wilbur*," which is plural, and therefore the option correctly suggests the possessive plural pronoun "*their*." In option C, the pronoun "*us*" is correct because it agrees with the first-person plural "*we*." In option D, the pronoun "*it*" is incorrect because its antecedent is "*airplanes*," which is plural, and therefore the option correctly suggests the plural pronoun "*them*."

## E06.D.1.1.4

34. Read the sentences.

(1) Last year the art club participated in workshops, hosted exhibits, and visited local art galleries. (2) This made being in art club enjoyable and rewarding.

Which revision **best** corrects the vague or unclear pronoun in sentence 2?

- \* A. These activities made being in art club enjoyable and rewarding.
- B. Which is why being in art club was enjoyable and rewarding.
- C. It was what made being in art club enjoyable and rewarding.
- D. That made being in art club enjoyable and rewarding.

The student is asked to choose the revision that best corrects the vague or unclear pronoun. Option A begins with *"these activities,"* which is a specific subject that clarifies the vague pronoun *"this."* Option B begins with *"Which,"* which does not clarify the vague pronoun *"this."* Option C begins with *"It,"* which does not clarify the vague pronoun *"this."* Option D begins with *"That,"* which does not clarify the vague pronoun *"this."*

## E06.D.1.1.5

35. Read the paragraph.

(1) Last year our teacher assigned us the task of making a class book. (2) We complete the last few pages a week before the book was due. (3) The only piece that remained unfinished was the cover. (4) Stephan volunteered to design it, but he never finished it.

Which sentence in the paragraph contains an error in verb tense?

- A. sentence 1
- \* B. sentence 2
- C. sentence 3
- D. sentence 4

The student is asked to identify which sentence contains an incorrect shift in verb tense. In option A, the paragraph is established in past tense with the detail *"Last year"* and the verb *"assigned."* In option B, *"complete"* is in present tense and is therefore incorrect. In option C, the past tense is reestablished with the verb *"remained."* In option D, the past tense continues with *"volunteered"* and *"finished."*

## E06.D.1.1.6

36. Read the paragraph.

(1) There is an easy way to improve your ability to remember a person's name. (2) When you are introduced to someone, repeat that person's name. (3) For example, if you have just met Joy, say to her, "It's very nice to meet you, Joy." (4) Now you are more likely to remember Joy's name it is a simple but effective trick.

Which sentence is a run-on sentence and should be written as two sentences?

- A. sentence 1
- B. sentence 2
- C. sentence 3
- \* D. sentence 4

The student is asked to identify the run-on sentence. Option A is a grammatically correct simple sentence and therefore does not contain a run-on sentence. Option B is a grammatically correct complex sentence and therefore does not contain a run-on sentence. Option C is a grammatically correct complex sentence and therefore does not contain a run-on sentence. Option D contains two simple sentence sentences written as one sentence and therefore is a run-on sentence.



## E06.D.1.2.1

37. Read the paragraph.

(1) The Portuguese water dog, a working breed was once a valued companion to people who fish. (2) In fact, these dogs worked on boats that fished along the coast of Portugal. (3) The Portuguese water dog, a highly skilled swimmer, herded fish toward fishing nets. (4) They were also messengers, which meant they delivered news from one boat to another.

Which revision should be made to the paragraph?

- \* A. Add a comma after breed in sentence 1.
- B. Add a comma after boats in sentence 2.
- C. Remove the comma after dog in sentence 3.
- D. Remove the comma after messengers in sentence 4.

The student is asked to correct an error by adding or removing a comma from a sentence. Option A is correct because a comma after "*breed*" is necessary to set off the nonessential appositive. Option B is incorrect because the relative clause that begins with "*that*" is essential to the meaning of the sentence and does not need to be set off by a comma. Option C is incorrect because a comma is necessary to set off the nonessential appositive. Option D is incorrect because a comma is necessary to set off the nonessential relative clause following "*messengers*."

## E06.D.1.2.3

38. Which sentence contains a mistake in comma usage?

- A. The play about immigrating to the United States was inspiring, educational, and entertaining.
- \* B. The squirrel leaped from one branch to another, scrambled quickly, down the tree, and raced across the yard.
- C. We walked along the lakeshore, stopped at a small park for lunch, and then went swimming at a beach.
- D. Hiking, biking, and canoeing are some popular outdoor activities in the Pocono Mountains of Pennsylvania.

The student is asked to identify which sentence incorrectly uses commas to separate items in a series. Option A correctly uses commas to separate three adjectives in a series and is therefore not the correct answer. Option B incorrectly uses commas to separate three verb phrases in a series by adding an unnecessary comma after "*quickly*" and is therefore the correct answer. Option C correctly uses commas to separate three verb phrases in a series and is therefore not the correct answer. Option D correctly uses commas to separate three nouns in a series and is therefore not the correct answer.

## E06.D.2.1.1

39. Read the paragraph.

(1) Many plants provide food for us to eat. (2) We may eat the fruit or the leaves of a plant. (3) Some plant stalks that grow underground have swollen, thickened parts that can be eaten. (4) These parts of the stalk are called tubers. (5) Other plants produce roots that can be eaten. (6) A few plants that produce food underground are carrots, beets, and potatoes.

Which revision that combines sentences 3 and 4 into one sentence **best** improves the style of the paragraph?

- A. Growing swollen, thickened parts of a stalk underground, the tuber is food for us to eat.
- \* B. Some plant stalks that grow underground have swollen, thickened parts called tubers that can be eaten.
- C. We can eat some plant stalks that grow underground and have swollen, thickened parts, and these parts are called tubers.
- D. Some plant stalks that grow underground have swollen, thickened parts that can be eaten, and those parts are called tubers.

The student is asked to choose which revision that combines two sentences into one most improves the style of the paragraph. Although option A contains important ideas from both sentences, it creates a meaning not expressed in the two sentences. Option B is correct because it combines sentences 3 and 4 into one sentence that concisely expresses the ideas of both sentences. Although option C combines the two sentences into one grammatically correct sentence, it lacks the conciseness of the correct answer. Although option D combines sentences 3 and 4 into one grammatically correct sentence, it lacks conciseness of the correct answer.

## E06.D.2.1.2

40. Read the paragraph.

The painted turtle is a common reptile in North America. This reptile can most often be found in water. With its webbed feet, the painted turtle is an effective swimmer.

Which sentence could be added to **best** fit the style of the paragraph?

- A. A painted turtle can eat lots of plants and stuff.
- B. It's totally easy to spot a painted turtle on a rock.
- \* C. A painted turtle will lie in the sun to warm itself.
- D. This critter gets to be only about 10 inches long.

The student is asked to add a sentence that maintains the style of the paragraph. Option A is incorrect because it presents informal diction that is inconsistent with the formal style of the paragraph. Option B is incorrect because it presents informal diction that is inconsistent with the formal style of the paragraph. Option C is correct because it maintains the formal style of the paragraph. Option D is incorrect because it presents informal diction that is inconsistent with the formal style of the paragraph.

## E06.D.2.1.3

## 41. Read the sentences.

As a leader of the study group, Jennifer's first task was to go over the instructions to the assignment. Once the other group members indicated that they understood the instructions, Jennifer would signal for the work to begin.

To be more precise, which word **best** replaces the underlined words in the sentences?

- \* A. explain
- B. recall
- C. recite
- D. state

The student is asked to choose a more precise word to replace the underlined phrase. Option A is correct because "*explain*" more precisely represents Jennifer's action within the context of the sentences. Although option B might be an attractive choice, it fails to suggest that Jennifer communicated the instructions in such a way as to ensure that the group members understood. Although option C might be an attractive choice, it fails to suggest that Jennifer communicated the instructions in such a way as to ensure that the group members understood. Although option D suggests that Jennifer communicated the instructions, it fails to suggest that she did so to ensure that the group members understood.

## E06.D.2.1.4

42. Read the sentences from a story.

- (1) “The paint is dry,” Mary said. “We can start the second coat whenever you’re ready.”
- (2) “I’ll get the paint and brush,” Albert replied.
- (3) “And I’ll get the ladder,” Mary added.
- (4) “I think blue will be a nice color,” Albert remarked.
- (5) Mary quickly replied, “You’re going to use blue.”
- (6) “Yes, that was the color we agreed to use,” Albert said.
- (7) “But yellow will be so much brighter,” Mary pleaded.

Which sentence needs a question mark to indicate that it is spoken as a question and **not** a statement?

- A. sentence 2
- B. sentence 4
- \* C. sentence 5
- D. sentence 7

The student is asked to identify which sentence of dialogue requires a question mark because it is being spoken as a question, not a statement. Option A is incorrect because it states Albert’s intention. Option B is incorrect because it states Albert’s thoughts about the color “blue.” Option C is correct because Mary is not making a statement but asking a question about the color “blue.” Option D is incorrect because Mary is making a statement about the color “yellow.”

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**Section 3**

**Directions:** On the following pages are the Argumentative, Informative/Explanatory, and Narrative Prompts

## Writer's Checklist for the Argumentative Writing Prompt

### PLAN before you write

- Make sure you understand what the prompt is asking you to do.
- Think about your task and your audience.
- Think about the topic and the claim you want to support for that topic.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

### FOCUS while you write

- State your claim about the topic.
- Support your claim with reasons and evidence.
- Organize your paper with an introduction, body, and conclusion.
- Use transitions to connect your ideas.

### PROOFREAD after you write

- ☐ I stayed focused on the topic.
- ☐ I used reasons and evidence to support my claim.
- ☐ I corrected any errors in capitalization, spelling, sentence formation, punctuation, and word choice.



## Argumentative Writing Prompt

**You will have at least 30 minutes to plan, write, and proofread your response to this prompt:**

Think about the time of day that is best for you or someone else to complete a demanding task. It could be early morning, afternoon, evening, or any other time of day. Think about what the task might be. What time of day is the best for completing this task and why?

Write an argumentative essay for your teacher supporting your claim about which time of day is best for completing the demanding task you have selected. Be sure to use reasons and evidence to develop your argument.

Turn the page to begin writing your response.

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**GO ON** 



**Argumentative Writing Prompt (continued)**  
**Final Copy**

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**After you have checked your work, close this answer booklet so your teacher will know you are finished.**



# ARGUMENTATIVE WRITING PROMPT—4-POINT MODE-SPECIFIC SCORING GUIDELINE

## Assessment Anchor:

E06.C.1 Text Types and Purposes

## Specific Eligible Content addressed by this prompt:

E06.C.1.1–Write arguments to support claims with clear reasons and relevant evidence.

## Argumentative Scoring Guidelines:

Score Point	Description
4	<ul style="list-style-type: none"> <li>Sharp, distinct claim made convincing through a thoughtful and substantiated argument with evident awareness of task, purpose, and audience</li> <li>Effective organizational strategies and structures that logically support reasons and evidence</li> <li>Substantial, specific, and relevant content that demonstrates a clear understanding of the purpose</li> <li>Thorough elaboration that includes a clear position that is consistently supported with precise and relevant evidence</li> <li>Effective transitions that connect and clarify ideas and concepts</li> <li>Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety</li> <li>Consistent control of sentence formation</li> <li>Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning</li> </ul>
3	<ul style="list-style-type: none"> <li>Clear claim made convincing through a credible and substantiated argument with general awareness of task, purpose, and audience</li> <li>Adequate organizational strategies and structures that support reasons and evidence</li> <li>Adequate and relevant content that demonstrates an understanding of the purpose</li> <li>Sufficient elaboration that includes a clear position that is supported with relevant evidence</li> <li>Appropriate transitions that connect and clarify ideas and concepts</li> <li>Established and maintained formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety</li> <li>Adequate control of sentence formation</li> <li>Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning</li> </ul>

Score Point	Description
2	<ul style="list-style-type: none"> <li>• Claim may lack a credible and/or substantiated argument; limited awareness of task, purpose, and audience</li> <li>• Inadequate organizational strategies and structures that ineffectively support reasons and evidence</li> <li>• Inadequate, vague content that demonstrates a weak understanding of the purpose</li> <li>• Insufficient elaboration that includes an underdeveloped position supported with little relevant evidence</li> <li>• Inconsistent transitions that somewhat connect ideas and concepts</li> <li>• Inconsistently maintained formal style with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety</li> <li>• Inconsistent control of sentence formation</li> <li>• Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning</li> </ul>
1	<ul style="list-style-type: none"> <li>• Minimal evidence of a claim that lacks a credible and/or substantiated argument with little awareness of task, purpose, and audience</li> <li>• Minimal organizational strategies and structures</li> <li>• Minimal content that demonstrates little or no understanding of the purpose</li> <li>• Undeveloped position with little support; may be a bare list</li> <li>• Minimal transitions that may or may not connect ideas and concepts</li> <li>• Ineffective formal style with little control of language</li> <li>• Minimal control of sentence formation</li> <li>• Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning</li> </ul>

## ARGUMENTATIVE WRITING PROMPT STUDENT RESPONSES



USE NO. 2 PENCIL ONLY

Argumentative Writing Prompt  
Final Copy

If you had to choose between doing something early in the morning, in the middle of the day, or late at night which one would you choose? They all have advantages, but only one is the clear winner. That would be afternoon, the best time to complete demanding tasks because of all the pluses without the minuses.

Some people might choose morning because you wake up bright and early with lots of energy. Most people wouldn't though. They need a shower and breakfast and if they are an adult some coffee to get up and going. By then morning may be half over and they haven't gotten anything done! So why not wait till later since you won't finish before the afternoon anyway? You will work better and still get done on time.

When it comes to evening, people start getting tired and lazy. They only want to eat dinner and maybe watch some tv or play videogames. If you had a demanding task, you would want to pay attention to it so why not do it when you are more awake? During the afternoon you still have a lot of energy and you can focus much easier. Afternoon is the best time to do a demanding task. When you do a demanding task, a lot of the time it is an outside task like mowing the grass or weeding the garden. Outside tasks go a lot more smoothly when you can see what you are doing. You don't want to mow your mom's prize winning flowers by mistake! Also, since the sun is out it is more likely to be warm, who doesn't like to be out in the warm sun rather than when the sun is down and it is a lot colder?

If you need additional space, please continue on the next page.

GO ON 



**Argumentative Writing Prompt (continued)**  
**Final Copy**

I hope you consider these reasons when choosing when to do a demanding task. While morning or evening aren't all bad, afternoon is the best choice.

**Response Score: 4**

A distinct claim is effectively introduced (*If you had to choose...which one would you choose?*). The writer uses an effective organizational structure by eliminating less desirable choices through the use of counterarguments. Each reason is logically supported with substantial evidence (*...need a shower and breakfast, ...people start getting tired and lazy, ...you can see what you are doing.*). Stylistic techniques (*...only one is the clear winner, Who doesn't like to be out in the warm sun...?*) are strong and appropriately used. There is consistent control of a variety of sentence structures, and few errors are present in grammar, usage, spelling, or punctuation.

**After you have checked your work, close this answer booklet so your teacher will know you are finished.**





USE NO. 2 PENCIL ONLY

Argumentative Writing Prompt  
Final Copy

Between early morning, afternoon, evening, or any other time of day, morning is the best time to complete a demanding task. The reasons are I just woke up, I have lots of energy, and get it out of the way.

The first reason why morning is the best time of the day to get tasks done is that I just woke up. I always wake up in a good mood. Being in a good mood makes doing tasks so easier. Everything is easier when you are in a good mood.

Another reason why is because you wake up with lots of energy. Your energy rises with the sun. When I have lots of energy I can complete tasks faster. I always pack my lunch in the morning and it takes like 2 minutes. If I do it at night it takes 20 minutes. That is 18 less minutes. That's another reason why morning is better.

Last reason why is because you get it out of the way. If you get everything done then you can hang out with your friends. Like if I have to rake leaves when I get it done I can go play basketball. I can stay for the whole game. That's better than leaving before the game finishes. It's no fun when you have to leave early. My team always wins when I stay.

These are the reasons why doing tasks in the morning is better than afternoon, evening, or any other time of the day. The other times aren't bad, morning is just better.

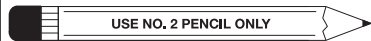
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GO ON 



**Response Score: 3**

A clear claim is introduced and developed demonstrating a general awareness of task, purpose, and audience. The writer provides adequate and relevant content (...*wake up in a good mood, ... wake up with lots of energy, ...get it out of the way*) demonstrating an understanding of purpose. Elaboration is adequate and provides evidence supporting the claim. Basic transitions provide an organizational structure for the response. The writer concludes with a summary statement (*Those are the reasons why doing tasks in the morning is better than afternoon, evening or any other time of the day.*). Adequate control of sentence formation and mechanics is demonstrated.



### Argumentative Writing Prompt Final Copy

If I had to pick morning, afternoon or evening to do something I would pick evening. First, I always sleep late so I have to hurry to eat breakfast and get ready for school. For example, yesterday morning I overslept and missed the bus so my mom had to take me. Second afternoon doesn't work either because I'm busy. I do my homework when I get home from school. I go to piano on wednesday. Last, Evening is best because all my stuffs done and I have the most time. Thats why if I had to pick morning, afternoon or evening I pick evening.

#### Response Score: 2

The response begins with a weak claim (*If I had to pick...*) organized with simplistic transitions (*First, Second, Last*). There is inadequate content demonstrating an insufficient understanding of the task. Limited sentence variety creates a list-like essay. Errors are present in spelling, capitalization, and punctuation (*yestrday, wednesday, Thats*).

If you need additional space, please continue on the next page.

GO ON 



### Argumentative Writing Prompt Final Copy

Afternoon is best time to do something cause im to tired in the morning. At night I play with my baby sister and do homework. I have free time after school. Thats why afternoon is best.

#### Response Score: 1

There is evidence of a claim in the first sentence (*Afternoon is the best time to do something cause im to tired in the morning.*) showing that the author is aware of the task, but this response has minimal supporting content. Transitions are lacking, and the limited response shows minimal organization. Errors in usage, capitalization, punctuation, and contractions are present (*to/too, im, Thats*).

If you need additional space, please continue on the next page.



## Writer's Checklist for the Informative/Explanatory Writing Prompt

### PLAN before you write

- Make sure you understand what the prompt is asking you to do.
- Think about your task and your audience.
- Think about the topic and what you want to write about it.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

### FOCUS while you write

- Stay focused on the topic.
- Support your ideas with specific details and examples.
- Use a variety of sentence types.
- Organize your paper with an introduction, body, and conclusion.
- Use transitions to connect your ideas.

### PROOFREAD after you write

- ☐ I stayed focused on the topic.
- ☐ I used specific details to support my ideas.
- ☐ I corrected any errors in capitalization, spelling, sentence formation, punctuation, and word choice.

## Informative/Explanatory Writing Prompt

**You will have at least 30 minutes to plan, write, and proofread your response to this prompt:**

Think of your favorite place to spend time. It could be a place in your school, in your community, or anywhere else. Think about what you do there and why it is your favorite place to spend time.

Write an essay for your teacher that describes your favorite place to spend time and explains why. Be sure to use details and examples to support your ideas.

Turn the page to begin writing your response.

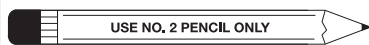


**Informative/Explanatory Writing Prompt**  
**Final Copy**

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**Informative/Explanatory Writing Prompt (continued)**  
**Final Copy**

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**After you have checked your work, close this answer booklet so your teacher will know you are finished.**



# INFORMATIVE/EXPLANATORY WRITING PROMPT—4-POINT MODE-SPECIFIC SCORING GUIDELINE

## Assessment Anchor:

E06.C.1 Text Types and Purposes

## Specific Eligible Content addressed by this prompt:

E06.C.1.2—Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

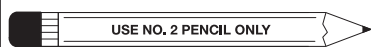
## Informative/Explanatory Scoring Guidelines:

Score Point	Description
4	<ul style="list-style-type: none"> <li>• Sharp, distinct topic introduced, developed, and concluded with evident awareness of task, purpose, and audience</li> <li>• Effective organizational strategies and structures that develop a topic</li> <li>• Substantive, specific, and relevant content that demonstrates a clear understanding of the purpose</li> <li>• Thorough elaboration with clearly presented information that is consistently supported with well-chosen facts, examples, and concrete details</li> <li>• Effective transitions that connect and clarify ideas and concepts</li> <li>• Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety</li> <li>• Consistent control of sentence formation</li> <li>• Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning</li> </ul>
3	<ul style="list-style-type: none"> <li>• Clear topic introduced, developed, and concluded with general awareness of task, purpose, and audience</li> <li>• Adequate organizational strategies and structures that develop a topic</li> <li>• Adequate and relevant content that demonstrates an understanding of the purpose</li> <li>• Sufficient elaboration with clearly presented information that is supported with well-chosen facts, examples, and concrete details</li> <li>• Appropriate transitions that connect and clarify ideas and concepts</li> <li>• Established and maintained formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety</li> <li>• Adequate control of sentence formation</li> <li>• Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning</li> </ul>



Score Point	Description
2	<ul style="list-style-type: none"> <li>• Incomplete topic introduced, developed, and concluded with limited awareness of task, purpose, and audience</li> <li>• Inadequate organizational strategies and structures that somewhat develop a topic</li> <li>• Inadequate, vague content that demonstrates a weak understanding of the purpose</li> <li>• Underdeveloped and/or repetitive elaboration that is inconsistently supported with facts, examples, and details</li> <li>• Inconsistent/limited transitions that somewhat connect ideas and concepts</li> <li>• Inconsistently maintained formal style with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety</li> <li>• Inconsistent control of sentence formation</li> <li>• Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning</li> </ul>
1	<ul style="list-style-type: none"> <li>• Minimal topic introduced, developed, and concluded with little awareness of task, purpose, and audience</li> <li>• Minimal organizational strategies and structures</li> <li>• Minimal content that demonstrates little or no understanding of the purpose</li> <li>• Undeveloped writing with little support; may be a bare list</li> <li>• Minimal transitions that may or may not connect ideas and concepts</li> <li>• Ineffective formal style with little control of language</li> <li>• Minimal control of sentence formation</li> <li>• Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning</li> </ul>

## INFORMATIVE/EXPLANATORY WRITING PROMPT STUDENT RESPONSES


 Informative/Explanatory Writing Prompt  
 Final Copy

I IMAGINE BEING ON TOP OF THE WORLD. ALL YOU CAN SEE IS GREEN. THE BIRDS ARE SINGING THEIR SONGS AND A LIGHT BREEZE TICKLES YOUR HAIR. MY FAVORITE PLACE TO SPEND TIME IS IN MY TREEHOUSE.

MY DAD AND I BUILT MY TREEHOUSE WHEN I WAS 7. IT IS IN MY BACKYARD IN A BIG OAK TREE. EVERY DAY AFTER SCHOOL I CLIMB THE ROPE LADDER AND I OPEN THE TRAP DOOR. INSIDE I HAVE ALL OF MY MOST PRIZED POSSESSIONS.

IN ONE CORNER I PUT LOTS OF PILLOWS AND BOOKS. THE PILLOWS ARE SOFT AS CLOUDS. I LIKE TO SIT ON THEM AND READ BOOKS ABOUT MIDEVIL CASTLES. MY TREEHOUSE IS LIKE THE TOP OF A CASTLE. IN ONE WINDOW I HAVE A TELESCOPE, SO I CAN SEE FAR AWAY. I LIKE TO KNOW IF SOMEONE IS COMING SO I CAN BE PREPARED.

IN ANOTHER CORNER OF MY TREEHOUSE IS A MINI FRIDGE. MY DAD PUT ELECTRICITY IN SO I CAN STAY AS LONG AS I LIKE. IN THE MINI FRIDGE I KEEP ALL MY SNACKS LIKE COKE AND PRINGLES. I KNOW IT SOUNDS STRANGE, BUT I LIKE MY PRINGLES COLD. I EVEN HAVE EXTRA SNACKS IN CASE SOMEONE COMES TO VISIT.

MY FRIENDS ARE ANOTHER REASON MY TREEHOUSE IS MY FAVORITE PLACE. THEY MAKE IT COME ALIVE! JACOB IS MY BEST FRIEND. HE LIVES IN ANOTHER TOWN AND CAN ONLY COME OVER ON THE WEEKENDS. JACOB AND I HAVE SLEEPOVERS IN THE TREEHOUSE. HE IS THE FUNNIEST KID I KNOW. WHEN PEOPLE WALK NEAR MY HOUSE JACOB WILL CRY OUT LIKE A CAPTURED

If you need additional space, please continue on the next page.

GO ON 



Informative/Explanatory Writing Prompt (continued)  
Final Copy

PRINCESS. THE PEOPLE ALWAYS STOP AND LOOK AROUND  
CONFUSED. WE WATCH THROUGH THE TELESCOPE. IT IS SOOO  
FUNNY! TAYLOR IS MY OTHER BEST FRIEND. THE THREE OF  
US HAVE A BLAST IN THE TREEHOUSE PLAYING VIDEO GAMES  
ALL NIGHT LONG.

MY TREEHOUSE IS OBVIOUSLY MY FAVORITE PLACE TO SPEND TIME  
WHETHER I AM BY MYSELF READING A BOOK OR PLAYING VIDEO  
GAMES WITH FRIENDS, I ALWAYS LOVE MY TREEHOUSE. I HOPE  
I CAN KEEP IT FOREVER.

**Response Score: 4**

A sharp, distinct topic is stated (*My favorite place to spend time is in my treehouse.*) after an engaging introduction (*Imagine being on top of the world.*). The response is thoroughly elaborated with substantial and relevant details (*in a big oak tree; pillows are soft as clouds; like the top of a castle; cry out like a captured princess*). Transitions connect ideas (*In another corner, another reason*), and there is effective control of language, vocabulary, sentence formation and type, and stylistic techniques.

After you have checked your work, close this answer booklet so your teacher will know you are finished.





USE NO. 2 PENCIL ONLY

Informative/Explanatory Writing Prompt  
Final Copy

My favorite place to spend time is the mall. At the mall I can hang out with my friends, buy new clothes, and eat at the food court.

To start off, Jennie is my best friend. We went to the same school for five years. Jennie's mom always drives us to the mall. At the mall sometimes we meet Sophi and Bella. Jennie's mom lets us go off alone as long as we promise to meet her at the food court in three hours. The four of us start just walking around and looking in the store windows. After we pick our stores, we start shopping. Buying clothes is fun. Justice is my favorite store. One time we each picked out as many clothes as they will let us take in the changing room and then we switched. I bought purple leggings Bella picked out. Last, we headed to the food court. Sbarro makes the best pizza. They give you really big slices. Sometimes Jennie and I share a slice of pepperoni pizza and sometimes we get eggrolls from panda express and share. Jennie's mom buys us any lunch we want. When we finish with our lunch we go home.

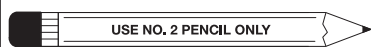
The mall is my favorite place because I hang out with my friends, buy new clothes, and eat at the food court.

If you need additional space, please continue on the next page.

GO ON 

**Response Score: 3**

A clear topic is stated (*My favorite place to spend time is the mall.*) with three ideas (...*hang out with my friends, buy new clothes, eat at the food court*) creating an organizational structure. There is adequate, relevant content for each idea, using facts and details (...*looking in store windows, ... picked out as many clothes as they will let us take in the changing room..., Jennie's mom buys us any lunch we want*). Effective transitions move the reader through the response (*To start off, After we pick our stores, Last, When we finish*). There is adequate control of sentence structure and sentence variety, and of grammar, usage, spelling, and punctuation.



**Informative/Explanatory Writing Prompt  
Final Copy**

The place I like to spend time is the library. The first reason I like to spend time at the library is because I can rent movies for free. I want to rent Frozen. The second reason I like the library is because I can go on the computer and play games. Like Animal Jam. The third reason I like to spend time at the library is to check out books. Books about animals are my favorite. Especially monkeys. To conclude the library is my favorite place to spend time because movies, games, and books.

**Response Score: 2**

A clear topic is introduced (*The place I like to spend time is the library.*) The response partially develops the topic with unelaborated details (*...I can rent movies for free..., I can go on the computer and play games..., to check out books*). Ideas are connected with simple transitions (*The first, The second, The third, To conclude*). Few errors are present in conventions; however, inconsistent control of sentence formation is evident as the writer uses fragments (*Like Animal Jam..., Especially monkeys.*)

If you need additional space, please continue on the next page.

**GO ON** 



# Informative/Explanatory Writing Prompt Final Copy

The park is my favorit place. I play basketball with my friends. I play football with my friends. I can also swim at the park. That's why the park is my favorit place.

## Response Score: 1

There is a topic introduced (*The park is my favorit place.*); however, there is little awareness of task, purpose, and audience. The writer provides minimal content in this brief response. Transitions and organizational structures are lacking. Only simple sentences are used, and errors are present in grammar, usage, spelling, and punctuation (*favorit, Thats*).

If you need additional space, please continue on the next page.

GO ON 

## Writer's Checklist for the Narrative Writing Prompt

### PLAN before you write

- Make sure you understand what the prompt is asking you to do.
- Think about your task and your audience.
- Think about the subject and the story you want to write.
- Consider story elements, such as character, setting, and plot.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your story.

### FOCUS while you write

- Stay with the same point of view.
- Use descriptive details in your story. Include dialogue, if appropriate.
- Use a variety of sentence types.
- Tell your story so it has a clear beginning, middle, and end.

### PROOFREAD after you write

- ☐ I stayed with the same tone and point of view.
- ☐ I used descriptive details in my story.
- ☐ I corrected any errors in capitalization, spelling, sentence formation, punctuation, and word choice.



## Narrative Writing Prompt

**You will have at least 30 minutes to plan, write, and proofread your response to this prompt:**

Think about what it would be like if you or a character from a book discovered a new place. This place could be somewhere in your community, the world, or even space. Think about what might happen before, while, and after discovering this new place.

Write a story for your teacher about you or a character from a book discovering a new place. Consider story elements (for example, character, setting, and plot) as you develop your narrative.

Turn the page to begin writing your response.

## This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal grey lines across its entire width, typical of notebook or primary writing paper. The lines are thin and light grey, set against a plain white background. There are no margins, text, or other markings on the page.

**GO ON** 



**Narrative Writing Prompt (continued)**  
**Final Copy**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**After you have checked your work, close this answer booklet so your teacher will know you are finished.**



**NARRATIVE WRITING PROMPT—4-POINT MODE-SPECIFIC SCORING GUIDELINE****Assessment Anchor:**

E06.C.1 Text Types and Purposes

**Specific Eligible Content addressed by this prompt:**

E06.C.1.3—Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

**Narrative Scoring Guidelines:**

Score Point	Description
<b>4</b>	<ul style="list-style-type: none"> <li>• Distinctly established context and point of view that effectively orient the reader and introduce the narrator and/or characters</li> <li>• Skillful narrative pattern/story line that clearly sequences events and provides a conclusion</li> <li>• Thorough elaboration that effectively supports the writer's purpose</li> <li>• Effective use of narrative techniques to develop characters, experiences, and/or events</li> <li>• Effective use of a variety of transitional words and phrases</li> <li>• Precise control of literary devices, sensory language, and sentence structure that clearly conveys experiences and events</li> <li>• Consistent control of sentence formation</li> <li>• Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Clearly established context and point of view that orient the reader and introduce the narrator and/or characters</li> <li>• Adequate narrative pattern/story line that sequences events; minor interruptions to the sequence may occur</li> <li>• Adequate elaboration that supports the writer's purpose</li> <li>• Adequate use of narrative techniques to develop characters, experiences, and/or events</li> <li>• Appropriate use of transitional words and/or phrases</li> <li>• Appropriate control of literary devices, sensory language, and sentence structure that conveys experiences and events</li> <li>• Adequate control of sentence formation</li> <li>• Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning</li> </ul>

Score Point	Description
2	<ul style="list-style-type: none"> <li>Weakly established context and point of view that inconsistently orient the reader and introduce the narrator and/or characters</li> <li>Weak narrative pattern/story line that inconsistently sequences events; interruptions to the sequence may detract from the story</li> <li>Weak elaboration that somewhat supports the writer's purpose</li> <li>Inconsistent/limited use of narrative techniques</li> <li>Inconsistent/limited use of transitional words and/or phrases</li> <li>Limited control of literary devices, sensory language, and sentence structure that inconsistently conveys experiences and/or events</li> <li>Limited control of sentence formation</li> <li>Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning</li> </ul>
1	<ul style="list-style-type: none"> <li>Minimally established context and/or point of view</li> <li>Minimal narrative pattern/story line that may or may not sequence events</li> <li>Minimal elaboration that may or may not support the writer's purpose</li> <li>Minimal use of narrative techniques</li> <li>Minimal use of transitional words and/or phrases</li> <li>Minimal control of literary devices, sensory language, and sentence structure</li> <li>Minimal control of sentence formation</li> <li>Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning</li> </ul>

## NARRATIVE WRITING PROMPT STUDENT RESPONSES



USE NO. 2 PENCIL ONLY

Narrative Writing Prompt  
Final Copy

My name is Brian and as I looked out of the plane's window, I saw the waters of an unknown lake surrounded by tall trees below me. Everything was so green. I couldn't believe that I was going to get to live here. Then the pilot said some scary words, "There is something wrong with the engine and I don't think I will be able to keep the plane in the air." We crashed into the lake.

The next thing I knew I was waking up on the shore of the lake. I could see the plane in the water but not the pilot. It was then that I knew I was alone and in this place. From what I remembered seeing from the plane's window, this was an isolated place and I would have to fight to survive. I told myself to be brave even though I didn't have any supplies. That's when I saw the hatchet on the sandy beach.

For the next few weeks this hatchet became my friend and it helped me as I explored this new place - my new home. I used the hatchet to build a shelter. I cut off branches and made a fort. But the most important thing I used the hatchet for was to make a fire. The nights were very cold and I thought I might freeze to death. However, I found some dry leaves and I was able to make sparks with the hatchet to make a fire.

About 3 weeks later, I heard a plane flying overhead.

If you need additional space, please continue on the next page.

GO ON 



USE NO. 2 PENCIL ONLY

### Narrative Writing Prompt (continued) Final Copy

I could see its flashing lights in the night. I hoped it would be able to see the flames of my fire. It must have because the plane circled the lake and landed on the water. As I ran down to the shore, I heard my Dad calling my name. I was so happy he was rescuing me.

When we got back home, I told my Dad and Mom all about the adventures I had in the woods and how the hatchet had saved my life. I told them about how the stars at night made me feel safe and how I had used some of the skills Dad had taught me on camping trips to find food and water. After hearing about my adventure, my Mom said, "Brian, I think you should write a whole book about your adventures and this new place." That is what I did and I called the book "Hatchet".

#### Response Score: 4

The response provides a distinctly established context that orients the reader. The introduction is engaging with vivid details (...scary words,...It was then that I knew I was alone) as is the rest of the response (flashing lights in the night). There is an effective narrative pattern that sequences events and uses transitions effectively (The next thing I knew...For the next few weeks... About 3 weeks later...As I ran down to the shore). Thorough elaboration effectively supports the story line, and there is consistent control of sentence formation, sentence variety, grammar, usage, spelling, and punctuation.

After you have checked your work, close this answer booklet so your teacher will know you are finished.

STOP



USE NO. 2 PENCIL ONLY

Narrative Writing Prompt  
Final Copy

I love the woods behind my house. In the woods I can play and be myself. I have been exploring there ever since I was a little kid. I know all the trails. Or at least I thought I did. One Saturday I decided to go to my special place under a big tree. It is my favorite place to read, and my mom always makes a good snack for me to bring. It is very quiet and I like to be in the shade and feel the breeze.

As I walked down the trail to my favorite spot, I saw a tiny brown bunny jump into the bushes and I decided to follow it to see where it was going. There was no path to follow so it was hard to catch up to the bunny but I kept going. The trees were getting thicker. It felt like I walked for miles. My feet were sore and I wish I wore my Vans instead of my flip flops. Pretty soon I saw something shiny in the distance. As I got closer I saw it was a small lake. I had never seen it before and didn't know it existed. When I got right next to it, I saw how beautiful it was. It was surrounded by trees and flowers. I started to explore the area and saw many new things and felt as if I was the first person to stand there and see it all and I decided right then that this was going to be my new favorite place.

If you need additional space, please continue on the next page.

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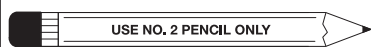
### Narrative Writing Prompt (continued) Final Copy

I started to pick some of the pretty white and yellow flowers to take them home with me. I thought my mom would really like them in her livingroom. As I walked my way back through the woods to the path, I wondered whether I would ever be able to find this place again. I also thanked the bunny for leading me to the new place in the woods and hoped that I would be able to find it again.

#### Response Score: 3

The writer clearly establishes context and point of view in the first paragraph while introducing the reader to the narrator and setting (*I love the woods...my special place*). An adequate story line is present, as is effective use of transitions (*As I walked..., Pretty soon..., I started to...*). Effective use of sensory language (*trees were getting thicker, ...felt like I walked for miles, ...saw something shinny in the distance*) helps convey the experience. Elaboration is evident (*ever since I was a little kid, Vans instead of my flip flops, pretty white and yellow flowers*) and supports the writer's purpose. Sentence formation and variety are adequate. The narrative concludes by cleverly thanking the bunny and reflecting on the incident. Any errors in grammar, usage, spelling, and punctuation are minor and do not interfere with meaning.

After you have checked your work, close this answer booklet so your teacher will know you are finished.



Narrative Writing Prompt  
Final Copy

Pikes Pizza is the best pizza place ever. It is in the mall a few blocks from my house. I discovered it when my mom sent me to buy some groceryys for her. She was going to make a cake for my brother's 5<sup>th</sup> birthday. I was really hungry that and I noticed the smell of pizza. I saw a sign with the name Pikes Pizza on it. They were having a sale on slices. I stopped in and asked the worker if I could have a slice of pepperoni. It was very greasy but decissous. I really wanted to buy another slice but I had to hurry back or my brother wouldn't get his cake. when I got home I told my mom about the pizza. She said mmmm sounds good. She promised we could take my brother there after the party. She made the cake for my brother and the whole family came over

**Response Score: 2**

There is a weakly established context that orients the reader and introduces the narrator. The narrative pattern is brief, and the elaboration that supports the writer's purpose is weak. The prevalence of short, choppy sentences detracts from the writer's ability to convey experiences and events (*I saw a sign with the name Pikes Pizza on it. They were having a sale on slices... She said mmmm sounds good.*) Rather than using sensory language, the writer creates simple sentences to describe experiences (*It was very greasy but decissous*). There is inconsistent use of transitional words or phrases (*when my mom, When I got home*). Adequate control of sentence formation is demonstrated, and some errors are present in grammar, usage, spelling, and punctuation.

If you need additional space, please continue on the next page.

GO ON 



Narrative Writing Prompt  
Final Copy

Last summer I broke my leg and that is when I found the new hospital. I felled off a tall tree my parents took me to the hospital cause it hurt. I had never been to a hospital before so it was scary. There was lots of people there but I got to see the doctor right away. The room was all white, it had lots of strange things but it had a big tv in it. That was when I found a new place.

**Response Score: 1**

The response has a minimally established context and/or point of view (*I broke my leg*). The story line does sequence events but lacks elaboration. The response has minimal use of narrative techniques and demonstrates little use of transitions or sensory language. Minimal control of sentence formation is demonstrated, and many convention errors are present.

If you need additional space, please continue on the next page.

GO ON 

## **PSSA Grade 6 English Language Arts Preliminary Item and Scoring Sampler**

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