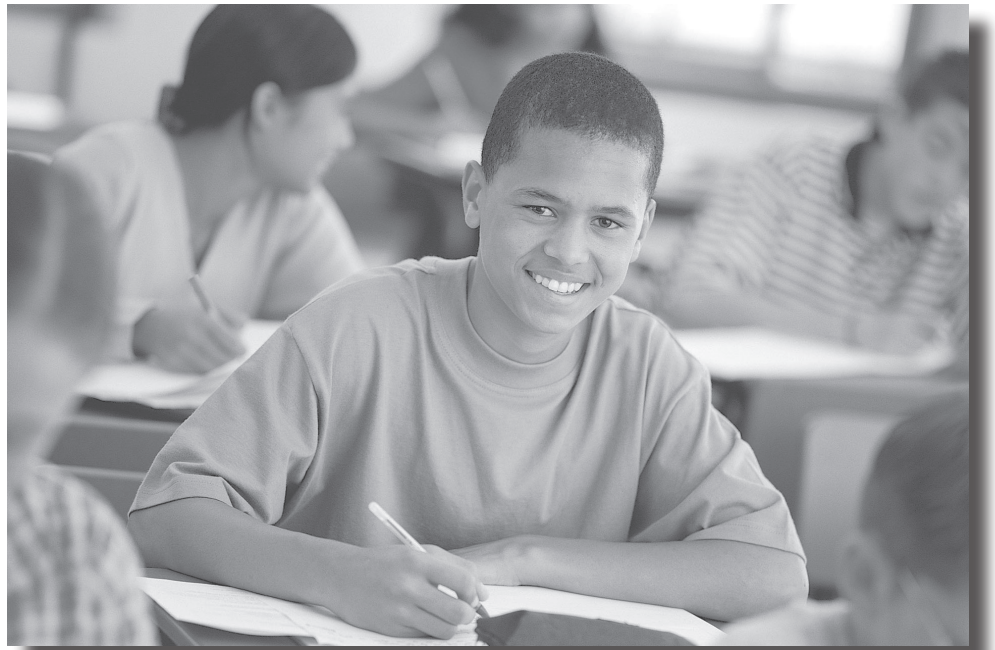




pennsylvania
DEPARTMENT OF EDUCATION

The Pennsylvania System of School Assessment

English Language Arts Item and Scoring Sampler



2015–2016
Grade 5

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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 transitioned to PCS-based operational Mathematics and English Language Arts assessments starting with the spring 2015 PSSA.

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

- www.education.pa.gov [Hover over K–12, select “Assessment and Accountability,” and select “Pennsylvania System of School Assessment (PSSA).” Then select “Assessment Anchors” from the “Other Materials” list on the right side of the screen.]

What Is Included

This sampler contains stimulus reading passages with test questions, standalone questions, and mode-specific writing 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 writing prompts in this sampler may be used as examples for creating assessment items at the classroom level. The sampler may also be copied and used as part of a local instructional program.¹ 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.

¹ 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 5, the types of test questions are Multiple-Choice questions (MC), Evidence-Based Selected-Response questions (EBSR), Text-Dependent Analysis questions (TDA), and mode-specific Writing Prompts (WP).

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.

Evidence-Based Selected Response: Each two-part EBSR 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 utilizes 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 EBSR test question is worth either two or three points, and students can receive partial credit for providing a correct response to Part One or for providing one or more correct responses in Part Two.

Text-Dependent Analysis: Unlike a writing prompt, the TDA question is a text-dependent analysis question, 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 employ 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.

Writing Prompt: Each of this type of test question includes an extended response space in which the student composes an answer based on a provided writing prompt. There are two response pages in the paper-and-pencil format and up to 3000 characters in the online format. A writing prompt is based on a specific mode of writing and may ask the student to write an opinion essay, an informative/explanatory essay, or a narrative essay. Each writing 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 as much additional time as is necessary to complete the test questions.


Item Type	MC	EBSR	TDA	WP
Estimated Response Time (in minutes)	1.5	3 to 5	45	30

English Language Arts Grade 5

This English Language Arts Sampler is composed of 4 passages, 31 multiple-choice questions, 6 evidence-based selected-response questions, 2 text-dependent analysis questions, 18 standalone multiple-choice questions, and 3 mode-specific writing prompts.

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

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 writing 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 writing 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 Evidence-Based Selected-Response Questions:

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

For the evidence-based 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 evidence to support your answer in 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 Questions:

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

Read the following poem about the first humans to land on the moon. Then answer questions 1–7.

First Men on the Moon

by J. Patrick Lewis

*“The Eagle has landed!”
Apollo 11 Commander Neil A. Armstrong*

*“A magnificent desolation!”
Air Force Colonel Edwin E. “Buzz” Aldrin, Jr.*

July 20, 1969

That afternoon in mid-July,
Two pilgrims watched from distant space
The Moon ballooning in the sky,
They rose to meet it face-to-face.

Their spidery spaceship *Eagle* dropped
Down gently on the lunar sand.
And when the module’s engines stopped,
Cold silence fell across the land.

The first man down the ladder, Neil,
Spoke words that we remember now—
“Small step for man . . .” It made us feel
As if we too were there somehow.

Then Neil planted the flag and Buzz
Collected lunar rocks and dust.
They hopped like kangaroos because
Of gravity. Or wanderlust.

A quarter million miles away,
One small blue planet watched in awe.
And no one who was there that day
Will soon forget the Moon they saw.

MULTIPLE-CHOICE QUESTIONS**E05.A-V.4.1.2**

1. Read the line from the poem.

“The Moon ballooning in the sky,”

What does the metaphor in the line suggest?

- * A. The Moon appears to grow in size.
- B. The Moon appears to move swiftly.
- C. The Moon is brightly colored.
- D. The Moon has a perfect shape.

The student is asked to infer the meaning of a given metaphor. Option A is the correct answer since the word “*ballooning*” suggests that the Moon becomes larger. As the spacecraft gets closer to the Moon, it does appear to get larger. Options B, C, and D are not supported by the poem.

E05.A-K.1.1.1

2. Read the line from the poem.

“They rose to meet it face-to-face.”

What is the meaning of the line?

- A. They were able to climb up onto the surface of the Moon from the spaceship.
- B. There were many people traveling together to the Moon.
- * C. They were close enough to see the surface of the Moon from the spaceship.
- D. There were people waiting to meet them on the Moon.

The student is asked to interpret the meaning of a given idiom. Option C is the correct answer since “*face-to-face*” indicates that the spacecraft was directly in front of the Moon. Options B and D are not supported by information in the passage. Option A is not correct since the astronauts had to land the spacecraft and then descend down a ladder onto the surface of the Moon.

E05.A-V.4.1.1

3. The meaning of the root “luna” helps the reader know that the word “lunar” refers to
- * A. the Moon.
 - B. space.
 - C. planets.
 - D. the Earth.

The student is asked to use the root to identify the meaning of the word “lunar.” Option A is the correct answer since “luna” is a root that means the Moon. Options B, C, and D are not related to the given Latin root.

E05.A-V.4.1.2

4. Read the line from the poem.
- “Cold silence fell across the land.”
- What does the line most likely mean?
- A. The temperature dropped on the Moon.
 - * B. It became suddenly very quiet on the Moon.
 - C. It was cold on the spaceship going to the Moon.
 - D. The men talked quietly on the spaceship to the Moon.

The student is asked to interpret the meaning of a line from the poem that contains figurative language. Option B is the correct answer since the verb “fell” indicates that it was suddenly quiet on the Moon. Options A and C refer to temperature and not to sound. Option D is not supported by information in the poem.

E05.A-K.1.1.1

5. Which line from the poem **best** supports the inference that the first humans on the Moon were explorers approaching a new frontier?
- A. “That afternoon in mid-July,”
 - * B. “Two pilgrims watched from distant space”
 - C. “The first man down the ladder, Neil,”
 - D. “Spoke words that we remember now—”

The student is asked to identify lines from the poem that support the given inference. Option B is the correct answer since the word “*pilgrims*” means people who journey long distances. Options A and D do not relate to the journey. Option C refers to Neil Armstrong being literally the first person to go down the ladder from the spacecraft.

E05.A-C.2.1.1

6. How does the point of view in the poem influence how the landing on the Moon is described?
- A. It reveals to the reader what viewers from home said about the landing.
 - * B. It indicates to the reader the speaker’s thoughts about the landing.
 - C. It tells the reader what the speaker said to the men about the landing.
 - D. It informs the reader of one reporter’s opinions about the landing.

The student is asked to determine how the point of view in the poem influences how the landing on the Moon is described. Option B is the correct answer since the speaker reveals his or her thoughts and feelings about that day. The speaker says that “*It made us feel/As if we too were there somehow.*” Options A, C, and D are not supported by information in the poem.

EVIDENCE-BASED SELECTED-RESPONSE QUESTION

E05.A-K.1.1.2

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

Part One

Which theme is **best** supported by the speaker’s description of the first landing on the Moon?

- A. Teamwork makes difficult tasks possible.
- B. Travel can be dangerous but also rewarding.
- C. Scientific discovery is not valued enough.
- * D. Adventure brings about excitement and wonder.

Part Two

Which line from the poem **best** supports the answer in Part One? Choose **one** answer.

- A. “A quarter million miles away,”
- B. “They hopped like kangaroos . . .”
- C. “Then Neil planted the flag . . .”
- * D. “One small blue planet watched in awe.”

The student is asked to identify the theme of the poem and to select details from the poem that support the theme.

Part One: Option D is the correct answer since the speaker indicates that people who saw the landing on the Moon were filled with wonder. The speaker says that “*A quarter million miles away, / One small blue planet watched in awe.*” In addition, the quotes from the astronauts express excitement about their trip to the Moon. Option A is not supported by the poem, since there is no direct evidence that the trip was difficult. Option B is not supported by the poem, since there is no evidence that the trip was dangerous. Option C is not supported by evidence in the poem. In fact, the speaker communicates to the reader that the scientific exploration of the Moon was highly respected.

Part Two: Option D is the correct answer since this line expresses the theme that adventure brings about a feeling of wonder. Option A only shows that the trip to the Moon was a distant one. Options B and C show what the public saw the astronauts do while on the Moon.

PASSAGE 2

The next three passages are about bald eagles. Read the first passage and answer questions 8–11. Then, read the second passage and answer questions 12–13. Then, read the third passage and answer questions 14–19.

The Eagles Are Back!

by Dorothy Hinshaw Patent

In his 1999 Fourth of July celebration speech, President Bill Clinton declared that our national symbol, the bald eagle, was no longer endangered. This welcome news for wildlife wasn't just the result of good luck. For more than twenty years, scientists and volunteers across the country have worked to help the bald eagle come back. And come back it did.

Once bald eagles spread their wings over every state except Hawaii. Before European settlement, between 25,000 and 75,000 bald eagles lived in the lower forty-eight states, with thousands more in Alaska. But as settlers cut down trees and turned wilderness into towns and cities, the number of eagles began to decline.

At first the number of eagles dwindled slowly. Then during the late 1940s, bald eagle populations began to plummet. And where eagles did survive, few raised chicks. By the mid-1960s many biologists feared our national bird would disappear forever. Fewer than five hundred breeding pairs of bald eagles were left in the lower forty-eight states.

Luckily, scientists soon discovered the major cause of the bald eagle's decline—the pesticide DDT. Starting in the late 1940s, DDT was widely used to control insects such as mosquitoes and crop pests. But while it did kill pests, DDT also got into the food chain, and eagles ate contaminated fish and other prey. The DDT didn't kill eagles, but it did weaken the shells of their eggs. When a parent nestled up to its eggs to warm them, the shells would break, killing the developing birds inside. Other birds, such as pelicans and ospreys, were having the same problem.

Something had to be done. In 1972 the U.S. government banned DDT. Then in 1973 the all-important Endangered Species Act was passed by Congress. The Endangered Species Act protects plants and animals whose populations are so small that they might disappear forever. If a species is in danger of becoming extinct, it is listed as endangered. A species at risk of becoming endangered is called threatened. The bald eagle was listed as endangered in forty-three states and threatened in five. Only in Alaska was the bald eagle holding its own.

Eagles started to recover in 1974 when the effects of leftover DDT began to wear off. But the government didn't stop there. Places where bald eagles lived were protected. Eagles require gigantic trees to build their huge nests. They feed largely on fish and water birds, so they need to live near undisturbed lakes, ponds, and rivers. When bald eagles nested on public land, people were kept away so the birds wouldn't be bothered. And anyone who killed a bald eagle had to pay a large fine.

Because a pair of eagles normally produces just two eggs each year, scientists searched for ways to increase the number of eagles faster. One way to do this was to raise eagle chicks in captivity. Bald eagles were brought to the Patuxent Wildlife Research Center in Maryland and bred there. As soon as a female eagle laid a clutch of eggs, they were removed and kept warm so that they would hatch. Most birds then laid two more eggs, which they were allowed to care for. The extra eggs could be placed in the nest of a pair of eagles whose eggs didn't hatch. The foster parents would then raise the chick or chicks as their own. In this way, four eaglets instead of two could be raised from each mated pair. By the time the program ended in 1988, 124 bald eagles had been hatched there for release into the wild.

Young eagles can learn to live on their own through a method called hacking. When captive eaglets are eight weeks old, they are given a new home high on a tower or in an abandoned eagle nest in a good eagle habitat. Humans who stay out of sight bring food for the young birds until they can fly and hunt well enough to feed themselves.

All the work to save bald eagles paid off. The number of bald eagles in the lower forty-eight states has increased steadily since 1975.

MULTIPLE-CHOICE QUESTIONS**E05.B-K.1.1.2**

8. Read the details from “The Eagles Are Back!”

“But while it did kill pests, DDT also got into the food chain, and eagles ate contaminated fish and other prey.”

“The extra eggs could be placed in the nest of a pair of eagles whose eggs didn’t hatch.”

Which main ideas of the passage are supported by the details?

- A. The bald eagle has been endangered in the past, and the bald eagle is now near extinction.
- * B. People were responsible for the bald eagle’s decline, and people have helped the bald eagle return.
- C. The bald eagle has lived in many states, and the bald eagle needs to live near lakes and rivers.
- D. People were celebrating the bald eagle’s return, and people have cut down trees where bald eagles lived.

The student is asked to identify the main ideas of the passage from given details. Option B is the correct answer since the two given details show how humans have affected the bald eagle population in both negative, and later, positive ways. Option A is erroneous information and not based on the passage. Options C and D are both details from the passage, but they are not main ideas supported by the given sentences.

E05.B-V.4.1.1

9. What does the word contaminated mean as it is used in the passage?

- * A. poisoned
- B. furious
- C. astonished
- D. worthless

The student is asked to identify the meaning of the word “contaminated” using context clues. Option A is the correct answer. In the passage, the words “kill” and “weaken” suggest that “contaminated” relates to poison. Options B, C, and D are not supported by context clues in the passage.

E05.B-V.4.1.2

10. In “The Eagles Are Back!” which word is an antonym for gigantic?

- A. peaceful
- B. steady
- C. bare
- * D. small

The student is asked to identify an antonym for the word “*gigantic*.” Option D is the correct answer since “*small*” has the opposite meaning of “*gigantic*.” The meaning is clued by the words “*huge nests*,” which are in the same sentence. Options A, B, and C are not antonyms for the given word and are not supported by the context of the passage.

E05.B-C.3.1.1

11. How does the author of “The Eagles Are Back!” support the point “by the mid-1960s many biologists feared our national bird would disappear forever”?

- A. by stating the opinion, “this welcome news for wildlife wasn’t just the result of good luck”
- * B. by providing the statistic, “fewer than five hundred breeding pairs of bald eagles were left in the lower forty-eight states”
- C. by including the detail, “eagles started to recover in 1974 when the effects of leftover DDT began to wear off”
- D. by stating the fact, “by the time the program ended in 1988, 124 bald eagles had been hatched there for release into the wild”

The student is asked to determine how the author supports the point that scientists feared the bald eagle would disappear forever. Option B is the correct answer since it shows how the bald eagle population had dwindled to a low number. Options A, C, and D relate to the increase in the bald eagle population.

Read the second passage and answer questions 12–13.

Bald eagles make a comeback in Chicago

The following passage is from a television news report that was broadcasted on April 16, 2012. Brian Williams and Kevin Tibbles are television news reporters.

Brian Williams (anchor): Finally tonight, bald eagles, the symbol of America, came close to being totally wiped out in America. But they've made a remarkable comeback, as you may know, in recent years. So much so, they're not just showing up in the wilds of Maine and Montana. They may live a lot closer to you than you think. Our report from NBC's Kevin Tibbles.

Kevin Tibbles (reporting): Some new neighbors are raising a family in St. Paul, Minnesota. In the 50 years Stan Wandersee's lived in this house, he's seen many come and go, but never any like these.

Mr. Stan Wandersee: This is a—this is a gift of nature.

Tibbles: The bald eagle is returning to areas [of] urban sprawl [that] pollution forced it to abandon decades ago.

Ms. Megan Ross (Lincoln Park Zoo, Chicago, Illinois): DDT was a really big problem for the bald eagles. Bald eagles in particular were not able to form appropriate shells, and so, since they weren't able to reproduce, their numbers really plummeted.

Tibbles: Once on the endangered species list, this majestic symbol of American pride is spreading its wings. And many can now see them in a setting that doesn't involve a trip to the zoo.

Ms. Ross: I think bald eagles are just such majestic creatures. It'll be really nice and exciting to see them right in our backyard.

Tibbles: When this pair nested at the Alcoa plant in Davenport, Iowa, employees set up a webcam to share these intimate pictures of the eaglets with the world. It's had five million views this year alone.

This secluded forest preserve sits hidden from the roughly 10 million people who call Chicago home. Yet here, just a few miles from the skyscrapers, is something that hasn't been seen in 100 years: an eagle's nest. The fact that they've come back, does that tell us anything?

Mr. Chris Merenowicz (Forest Preserve District of Cook County, Illinois): I think it tells us a lot. It tells us that we're doing the right thing.

Tibbles: And it was a close call. By the 1960s, just 450 pairs of eagles remained in the lower 48 states. Today those numbers have soared to more than 9,000, giving hope these treasured icons can once again live side by side with the humans who cherish them. Kevin Tibbles, NBC News, Chicago.

MULTIPLE-CHOICE QUESTION

E05.B-V.4.1.1

12. Read the sentences from “Bald eagles make a comeback in Chicago.”

“By the 1960s, just 450 pairs of eagles remained in the lower 48 states. Today those numbers have soared to more than 9,000 . . .”

What does the word soared mean as it is used in the sentences?

- * A. risen
- B. surprised
- C. mistaken
- D. found

The student is asked to determine the meaning of the word “soared.” Option A is the correct answer since one meaning of “soared” is “risen.” Options B, C, and D are not supported by the context of the given sentences.

EVIDENCE-BASED SELECTED-RESPONSE QUESTION

E05.B-K.1.1.1

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

Part One

What is an inference that can be drawn from “Bald eagles make a comeback in Chicago”?

- * A. People are very interested in seeing bald eagles in the wild.
- B. Bald eagles only live in urban areas.
- C. Media coverage has had a negative impact on the eagles.
- D. In the future the eagle population will decrease.

Part Two

Which sentence from the passage **best** supports the inference in Part One?

Choose **one** answer.

- A. “DDT was a really big problem for the bald eagles.”
- B. “Some new neighbors are raising a family in St. Paul, Minnesota.”
- * C. “It’s had five million views this year alone.”
- D. “It tells us that we’re doing the right thing.”

The student is asked to select an inference based on information in the passage and then to select a sentence from the passage that best supports the inference.

Part One: Option A is the correct answer since the passage states that Stan Wandersee feels that eagles in his backyard are “*a gift*.” Also, the webcam set up at the Alcoa plant in Iowa was very popular. Options B and C contain erroneous information. Option D is not supported by information in the passage.

Part Two: Option C is the correct answer since it refers to the popularity of a webcam that shows video of bald eagles. Options A, B, and D do not relate to the correct inference in Part One.

Read the third passage and answer questions 14–19.

Bald eagle deaths raising concerns

By Matthew Tresaugue
San Antonio Express-News

Saturday, April 7, 2012 — At least seven bald eagles have died in eastern Texas in the past year because of unintended encounters with power lines, an alarming rate of death at a time when the once-endangered species is rebounding, federal wildlife officials said.

Jim Stinebaugh, a U.S. Fish and Wildlife Service special agent based in Houston, said the raptors died from electrocutions or impacts involving power lines and poles in six counties, including Harris.

“It is happening more often, and because of the eagles’ resurgence, it is going to increase,” he said.

The bald eagle, a national symbol almost wiped out by pesticide, pollution and hunters in the 1960s, is flourishing again in Texas and across the country. The Interior Department removed the large and charismatic bird from the protection of the Endangered Species Act five years ago, with about 10,000 mating pairs nationwide.

At the time the species’ status changed, Texas had 156 breeding pairs, up from a historic low of five in 1970, according to the Texas Department of Parks and Wildlife.

Since then, the state agency has not conducted annual population surveys of bald eagles because of the financial cost, said Brent Ortego, a state biologist.

Ortego said he thinks the eagle population has continued to grow at a rate of about 10 percent a year.

“We think they are doing OK,” he said, “but we do not have the data.”

Still, Ortego said the number of deaths in the past year is high and “those are just the ones they found.”

As the population grows, the birds have had to adapt to the hubbub of humanity. They prefer forested areas near rivers and lakes, the same kind of places that also are drawing more people, more buildings and more energy needs.

Power poles and lines are particularly attractive to birds, especially eagles, hawks and falcons, which use them to spot prey. The problem arises when electricity transmission wires are within the distance of an eagle’s wingspan, which ranges from 6 feet to 8 feet.

“The danger comes from the potential to touch two lines,” said Jeff DallaRosa, ecological programs manager for CenterPoint Energy Inc., which delivers power to Houston. “The eagle is such a large bird that a lot of poles do not have that kind of spacing.”

In January, an eagle carrying prey struck CenterPoint lines near the San Jacinto River in east Harris County. Crews found the dead bird while working to restore power in the area after the incident.

CenterPoint responded by providing a plan to prevent electrocutions to federal authorities. The strategies include installing “raptor guards” that prevent eagles from roosting on wires and poles and working with Houston Audubon and other bird enthusiasts to identify lines near nests for extra precautions.

“The young ones can be awkward and do not make the best decisions,” DallaRosa said.

Authorities can seek criminal prosecution of companies and others for the bird deaths under the Bald and Golden Eagle Protection Act and the Migratory Bird Treaty. Stinebaugh, however, said companies such as CenterPoint Energy recognize the problem and have done a good job taking corrective actions.

MULTIPLE-CHOICE QUESTIONS**E05.B-V.4.1.1**

14. In “Bald eagle deaths raising concerns,” the meaning of the prefix “trans-” helps the reader know that “transmission” means
- A. communication above.
 - B. communication beneath.
 - C. communication before.
 - * D. communication across.

The student is asked to use the Latin prefix “*trans-*” to determine the meaning of the word “*transmission*.” Option D is the correct answer since “*trans-*” means “*across*.” Options A, B, and C do not contain the correct meaning of the given prefix.

E05.B-V.4.1.2

15. In “Bald eagle deaths raising concerns,” which word is a synonym for restore?
- A. react
 - B. reflect
 - C. relate
 - * D. repair

The student is asked to identify a synonym for the word “*restore*.” Option D is the correct answer. The power company’s efforts to “*restore*” power indicate that power was off, and they were attempting to repair the problem. Options A, B, and C are not synonyms for the given word and do not make sense in context.

EVIDENCE-BASED SELECTED-RESPONSE QUESTION

E05.B-K.1.1.3

16. The following question has two parts. Answer Part One and then answer Part Two.

Part One

Based on “Bald eagle deaths raising concerns,” what is the relationship between the existence of power lines and the rate of bald eagle deaths?

- A. The materials that are used to build power lines affect the rate of bald eagle deaths.
- B. The pesticides used near power lines affect the rate of bald eagle deaths.
- * C. The distance power lines are from each other affects the rate of bald eagle deaths.
- D. The pollution created by power lines affects the rate of bald eagle deaths.

Part Two

What evidence from the passage supports your answer above? Choose **two** answers.

- * A. “. . . electricity transmission wires are within the distance of an eagle’s wingspan, . . .”
- * B. “ ‘The danger comes from the potential to touch two lines,’ . . .”
- C. “Power poles and lines are particularly attractive to birds, . . .”
- D. “Crews found the dead bird while working to restore power in the area . . .”

The student is asked to determine the relationship between the existence of power lines and the rate of bald eagle deaths and then to identify evidence from the passage to support this relationship.

Part One: Option C is the correct answer since it is a fact that some power lines are too close together. Options A, B, and D are not supported by information in the passage.

Part Two: Options A and B are the correct answers since they support the fact that the small distance between the power lines affects the rate of bald eagle deaths. Option C states that eagles find the power poles attractive but does not relate to the rate of bald eagle deaths. Option D relates to bald eagle deaths but not to the distance of the power lines.

Questions 17–19 refer to more than one passage. Be sure to read each question carefully.

MULTIPLE-CHOICE QUESTIONS

E05.B-C.2.1.1

17. Which statement **best** describes the difference in the point of view of “The Eagles Are Back!” from the other two passages?
- A. “The Eagles Are Back!” is written from the point of view of a scientist interested in explaining the problems faced by bald eagles, while the other two passages are written from the point of view of biologists and politicians studying the effects of pesticides on bald eagles.
 - B. “The Eagles Are Back!” is written from the point of view of a student researching bald eagles, while the other two passages are written from the point of view of park rangers who discuss how parks have brought back bald eagles.
 - * C. “The Eagles Are Back!” is written from the point of view of an individual providing a general history of bald eagles throughout the country, while the other two passages are written from the point of view of reporters who discuss sightings of bald eagles in particular areas of the country.
 - D. “The Eagles Are Back!” is written from the point of view of a resident who has sighted bald eagles, while the other two passages are written from the point of view of historians who describe where bald eagles used to live.

The student is asked to identify the difference in the points of view of the three passages. Option C is the correct answer. “The Eagles Are Back!” is written by someone who is giving information about the population of bald eagles at different points in time. “Bald eagles make a comeback in Chicago” was written by two television news reporters. “Bald eagle deaths raising concerns” was written by a newspaper reporter. Options A, B, and D are not supported by information in the passages.

E05.B-C.2.1.2

18. What is the overall structure of **all** three passages?

- A. All three passages compare different ways that have been used to increase the number of bald eagles.
- * B. All three passages discuss the cause and effect of the bald eagle decreasing and then increasing in number.
- C. All three passages ask a question about how the bald eagle has increased in number and then answer it.
- D. All three passages discuss the issue of the decreasing number of bald eagles with details in order of importance.

The student is asked to identify the overall structure of the three passages. Option B is the correct answer since all three passages discuss how people have affected the number of bald eagles in negative and then in positive ways. Options A, C, and D are not supported by information in the passages.

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TEXT-DEPENDENT ANALYSIS QUESTION**E05.E.1.1**

19. The passages discuss the impact that people have had on the bald eagle. Write an essay analyzing how people are helping the bald eagle increase in numbers. Use information from **all** three passages 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.

TEXT-DEPENDENT ANALYSIS QUESTION SCORING GUIDELINE

Item #19

Assessment Anchor:

E05.E.1—Evidence-Based Analysis of Text

Specific Assessment Anchor Descriptor addressed by this item:

E05.E.1.1—Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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

TEXT-DEPENDENT ANALYSIS QUESTION STUDENT RESPONSES

E05.E.1.1 Response Score: 4



19. The passages discuss the impact that people have had on the bald eagle. Write an essay analyzing how people are helping the bald eagle increase in numbers. Use information from **all** three passages to support your response.

Since the 1960s people have been concerned about the numbers of bald eagles. Many different people have taken action to help the bald eagle increase in numbers.

When people realized that a pesticide (DDT) was contaminating the eagles' food supply and making their eggs weak, the government banned DDT and that helped eagles when the poison wore off. They were able to have strong eggs again, so the babies had a better chance to survive. The government also put the eagle on the Endangered Species List because "fewer than five hundred breeding pairs of bald eagles were left in the lower forty-eight states." The government also protected their habitat and kept people away because eagles like peaceful spots near lakes and rivers.

At the Patuxent Wildlife Research Center in Maryland, people raised eagle chicks to be set free in the wild, and they also helped by taking two eggs from one pair of eagles and giving them to another pair of eagles to raise. The first pair usually had another set of eggs, so then two pairs of eagles were each able to raise 2 babies each. "By the time the program ended in 1988, 124 bald eagles had been hatched there for release into the wild."

According to the passage from the television news report, employees at a Iowa Alcoa plant set up a webcam so people could watch a pair of eagles raise their eaglets. Also, for the first time in 100 years, there is an eagle nest in Chicago.

Unfortunately, as eagles increase there is increased danger for them. The newspaper article from the San Antonio Express-News says that as eagle numbers increase, the number of deaths increase too because there are so many eagles and some of them are dying by electrocuting on power lines or crashing into the poles. CenterPoint Energy and the Houston Audobon are developing ways to put "raptor guards" on the power lines so eagles won't die on them where there are many eagles like around lakes and where there is a nest.

Because of all these people bald eagles "have soared to more than 9,000".

The response effectively addresses all parts of the task, demonstrating an in-depth understanding of the texts. The student analyzes explicit and implicit meanings (“*The government also put the eagle on the Endangered Species List*” and “*the Patuxent Wildlife Research Center in Maryland, people raised eagle chicks to be set free*”) from the texts, effectively supporting the main idea (“*Many different people have taken action to help the bald eagle increase in numbers*”). Substantial, accurate, and direct reference to the texts (“*fewer than five hundred breeding pairs of bald eagles were left in the lower forty-eight states,*” “*a Iowa Alcoa plant set up a webcam,*” and “*CenterPoint Energy and the Houston Audobon are developing ways to put ‘raptor guards’ on the power lines*”) using relevant key details and facts supports the main idea. The student has a clear organizational structure that effectively supports the focus and ideas, including an effective introduction, transitions to link ideas, ideas grouped in a logical order, and a conclusion related to the main idea and purpose. Precise language drawn from the texts (“*a pesticide (DDT),*” “*124 bald eagles had been hatched there for release into the wild,*” “*for the first time in 100 years,*” and “*‘raptor guards’*”) is effectively used to explain the topic. The response is free of convention errors.

E05.E.1.1 Response Score: 4

19. The passages discuss the impact that people have had on the bald eagle. Write an essay analyzing how people are helping the bald eagle increase in numbers. Use information from **all** three passages to support your response.

Many different people have done many different things to help the bald eagle increase in numbers. Scientists learned that the pesticide DDT was in the food chain and harming eagle's eggs, the government banned it. This helped eagles because the poison eventually went away and the eggs got stronger. The government also put the eagle on the Endangered Species List because it was like the eagle was going to be extinct. The government where they nest and kept people away because eagles like peaceful spots without people around. People raised eagle chicks to be let go in the wild in Maryland. They also helped eagles by taking the eggs from one pair of eagles and giving them to eagles who had their baby's die. This way they could help even more eagles get born. The passage says they let 124 of the eagles go in the wild. There is proof that eagle numbers are increasing. Around the U.S. eagles are not rare any more. There are eagles in Chicago for the first time in 100 years and someone in Minnesota has eagles living in his backyard. But, Because there are so many eagles now, more of them get killed.

Eagles are getting killed when they hit electrical wires, so people are putting up "raptor guards" so the eagles don't get killed by the wires. I'm sure there are a lot more people helping eagles too because there are many many more eagles now than 50 years ago. I wish I could thank them all.

The response effectively addresses all parts of the task, demonstrating an in-depth, analytic understanding of the texts. The student analyzes explicit and implicit meanings (*"the pesticide DDT was in the food chain and harming eagle's eggs, the government banned it," "Around the U.S. eagles are not rare any more,"* and *"I'm sure there are alot more people helping eagles too because there are many more eagles now"*) from the texts, effectively supporting the main idea (*"Many different people have done many different things to help the bald eagle increase in numbers"*). Substantial, accurate, and direct reference to the texts (*"where they nest and kept people away," "People raised eagle chicks to be let go in the wild in Maryland," "eagles in Chicago for the first time in 100 years,"* and *"people are putting up 'raptor guards' "*) supports the main idea. The student employs a strong organizational structure that effectively supports the writer's ideas, including an effective introduction, transitions, ideas grouped in a logical order, and a conclusion related to the main idea and purpose. Precise language drawn from the texts (*"DDT was in the food chain," "they let 124 of the eagles go in the wild,"* and *"'raptor guards' "*) is effectively used to explain the topic and convey events. There are errors in spelling (*"evenchualy," "baby's"* for babies, and *"alot"*), usage (*"eagles who"* instead of eagles that), and capitalization (*"Because"*); however, these errors do not interfere with meaning.

E05.E.1.1 Response Score: 4



19. The passages discuss the impact that people have had on the bald eagle. Write an essay analyzing how people are helping the bald eagle increase in numbers. Use information from **all** three passages to support your response.

There are many ways people are actively helping the bald eagle increase in numbers.

In the first passage they talk about how the eagles are recovering after being nearly wiped out by DDT contaminating the eagles' food supply and making their eggs weak. The government banned DDT and after the poison wore off in 1974 they were able to have strong eggs again so the babies could survive.

Another thing the government did was put the eagle on the Endangered Species List. According to the passage the bald eagle was "endangered in forty-three states and threatened in five." The government also protected places where the eagles lived.

It talks about how the eagles are coming back to places that used to be too polluted in the second passage. In Iowa people set up a webcam at a factory to watch eagles raise their babies and there is an eagle in Chicago for the first time in 100 years. By cleaning up and polluting less, people are helping bring eagles back.

The third passage talks about how when eagle numbers go up the number of eagle deaths goes up too. Some eagles get electrocuted on power lines or die if they crash into one of those big poles. So people from CenterPoint Energy and the Houston Audubon are making "raptor guards" so eagles won't die. They put the raptor guards where a lot of eagles live like around lakes.

Now instead of being an endangered species, there are now more than 9000 eagles. This shows that taking action works!

In this response, the student effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text. The organizational structure effectively supports the focus and ideas with an effective introduction, development, and conclusion. There is thorough analysis of explicit and implicit meanings from the texts ("*they were able to have strong eggs again so the babies could survive,*" "*By cleaning up and polluting less, people are helping bring eagles back,*" "*when eagle numbers go up the number of eagle deaths goes up too,*" and "*This shows that taking action works!*"). There is also substantial, accurate, and direct reference to the texts, including main ideas and relevant key details ("*nearly wiped out by DDT contaminating the eagles' food supply and making their eggs weak,*" "*bald eagle was 'endangered in forty-three states and threatened in five,'*" "*there is an eagle in Chicago for the first time in 100 years,*" "*raptor guards,*" and "*there are now more than 9000 eagles*"). Transition use is sometimes skillful ("*Now instead of being an endangered species*") but more often adequate. Precise and domain-specific language from the text is used throughout ("*on the Endangered Species List*" and "*'endangered in forty-three states and threatened in five'*"). There are occasional, minor errors in conventions; however, these do not interfere with meaning.

E05.E.1.1 Response Score: 3



19. The passages discuss the impact that people have had on the bald eagle. Write an essay analyzing how people are helping the bald eagle increase in numbers. Use information from **all** three passages to support your response.

As eagles became endangered in the 1970s, DDT was killing baby eagles because it makes their egg shells too weak. The US banned DDT and added the eagle to the Endangered Species List. This stopped DDT use and also made it illegal to do anything to an eagle like kill it or mess with it's nest.

Also, people are helping raise chicks by giving eggs from one parents to another set because they only produce two eggs a year according to the passage. This helps eagles increase in numbers because when those babies are released into the wild they can have more babies.

To show that numbers are increasing, the second passage says that because pollution is down, there is an eagle's nest in Chicago for the first time in over 100 years. Workers in a factory set up a web cam so other people could watch the eagles. It's had millions of views. These are all examples of people helping the eagles.

The third passage tells us that even though numbers of eagles are increasing there is also more dead eagles. Most of them get electrocuted, so people made raptor guards to protect the eagles.

Eagles aren't on the endangered species list anymore thanks to people helping them.

This response adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text. The organizational structure adequately supports the response's focus and ideas. There is clear analysis of explicit and implicit meanings from the text ("*made it illegal to do anything to the eagle,*" "*when those babies are released into the wild they can have more babies,*" and "*Eagles aren't on the endangered species list anymore thanks to people helping them*"). There are sufficient, direct references to the text ("*The US banned DDT*" and "*set up a web cam so other people could watch the eagles*") that support the writer's purpose. Few errors are present in conventions (usage errors: "*it's*" for "*its*" and "*is*" for "*are*"), and those present do not interfere with meaning.

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E05.E.1.1 Response Score: 3

19. The passages discuss the impact that people have had on the bald eagle. Write an essay analyzing how people are helping the bald eagle increase in numbers. Use information from all three passages to support your response.

People are helping the bald eagle increase in numbers by protecting it, helping them have baby eagles and giving them a place to live.

Once in America people were scared eagles would die out or become extinct but they didn't know why until someone figured out it was DDT that was killing them because it made their egg shells too fragile to live. The government banned DDT in 1972. A year later the government made the eagle "endangered" and protected it and other rare animals with the Endangered Species act. Now people would get in trouble if they bothered eagles or if they killed them.

In Maryland, bald eagles are brought to a center for birds and they raise eagle chicks. Eggs from a pair of eagles are taken from them and given to a different pair of eagles

GO ON 

who don't have babies so they could raise them. Don't worry though, the other pair of eagles usually laid another pair of eggs for themselves.

According to the passage about the TV news, there is a "secluded forest preserve sits hidden" and there is a eagle's nest there for the first time in a hundred years!

Because there's so many eagles now, some of them are dying because they hit power lines when they fly or get electrocuted when they land on wires. So people in Texas are installing "raptor guards" to protect the eagles from the power lines and working with bird lovers to work on areas, especially where there are nests nearby.

Because of all these things, President Bill Clinton said the eagle wasn't endangered anymore in 1999.

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



The response adequately analyzes how people are helping the bald eagle increase in numbers, demonstrating sufficient understanding of the texts. The student analyzes both explicit and implicit meanings from the texts to support the main idea (*"People are helping the bald eagle increase in numbers by protecting it, helping them have baby eagles and giving them a place to live"*). Direct reference to the texts (*"someone figured out it was DDT that was killing them," "The government banned DDT in 1972," "government made the eagle 'endangered' and protected it and other rare animals with the Endangered Species act," "In Maryland, bald eagles are b[r]ought to a center for birds and they raise eagle chicks,"* and *"people in Texas are installing 'raptor gaurds' to protect the eagles [from electrocution]"*), using relevant details, examples, and facts, is provided to support the main idea. Clearer references to the main idea would strengthen the analysis. The student employs an appropriate organizational structure consisting of a logical, chronological order of events from the texts, surrounded by a clear introduction and conclusion. There is an appropriate use of transitions to link ideas in this response (*"A year later," "Now people would,"* and *"Don't worry though"*). An error in grammar (*"there's"* for there are) and two spelling errors (*"lectrocuted"* and *"gaurds"*) are present; however, these do not interfere with meaning.

E05.E.1.1 Response Score: 3



19. The passages discuss the impact that people have had on the bald eagle. Write an essay analyzing how people are helping the bald eagle increase in numbers. Use information from **all** three passages to support your response.

People help the bald eagles increase in numbers by trying to protect them and protect where they live.

There were hardly eagles left in America and people thought they would be extinct but nobody knew why. Eventually they found out that DDT was killing baby eagles because the shells weren't hard enough so the government banned it and made the eagle protected on the Endangered Species act. This meant that nobody could do anything to eagles.

Some people at a research center are helping to raise eagle chicks. Eggs are taken from parents of one eagle and given to different parents to raise. When they grewed up, they let them go into the wild. That helped the eagles.

In the second passage, it says that there is a wilderness preserve near a big city and there is an eagle's nest there for the first time in over one hundred years! So that shows that the eagles are increase in numbers.

Now that there are lots of eagles again, there's new problems like sometimes they land on electrical power lines. People decided to put up guards to protect the eagles from getting electrocuted. Other people are helping out where there are many eagles like around lakes and where they have nests.

Now eagles are not that endangered. They aren't even on the endangered species list anymore. That is how people have helped the bald eagles increase in numbers.

The response adequately analyzes how people are helping the bald eagle increase in numbers, demonstrating sufficient understanding of the texts. The student analyzes explicit and implicit meanings from the texts to support the main idea (*"People help the bald eagles increase in numbers by trying to protect them and protect where they live"*). Direct reference to the texts (*"DDT was killing baby eagles because the shells weren't hard enough so the government banned it," "made the eagle protected on the Endangered Species act," "there is a wilderness preserve near a big city and there is an eagle's nest there for the first time in over one hundred years"*) is provided in support of the main idea. Additional and/or more specific, relevant details, examples, or quotes from the texts would strengthen the analysis. The student employs an appropriate organizational structure consisting of a logical, chronological order of events from the texts with a clear introductory statement and conclusion. The response features errors in grammar (*"growed"* and *"there's"*); however, the errors present do not interfere with meaning.

E05.E.1.1 Response Score: 2

19. The passages discuss the impact that people have had on the bald eagle. Write an essay analyzing how people are helping the bald eagle increase in numbers. Use information from **all** three passages to support your response.

Have you ever wondered how people help the bald eagle increase in numbers? If people didn't there might not be any eagles left except in a zoo.

A long time ago, eagles were getting sick from poison and there weren't very many left, so the government protected them from being extinct. The government outlawed poison and made the eagle "endangered. Some people in Maryland raise baby eagles and release them into the wild and that helps eagles increase in numbers. In Chicago they made a secluded forest for eagles and now they are there and they haven't been for like a 100 years. If they didn't do that, there might not be any eagles there. In Texas eagles were dying by electricity, so the company put up burysers to keep the eagles away so they won't get hurt.

So now you know how people help the bald eagle increase in numbers.

The response inconsistently addresses the task, demonstrating partial understanding of the texts. There is weak analysis of the explicit meanings from the texts (*"If people didn't [help] there might not be any eagles left except in a zoo"*). There is weak reference to specific, relevant details from the texts (*"eagles were getting sick from poison and there weren't very many left, so the government protected them from being extinct"*). The response also has a weak organizational structure including a simple introduction and an equally simple conclusion. Transitions are used inconsistently (*"If they didn't do that"*). There is little use of precise language and vocabulary drawn from the texts to explain the topic (*"Some people in Maryland"*). The response contains errors in punctuation (*"weren't," "have'nt," "did'nt,"* and *"wo'nt"*), usage (*"maid"* for *made* and *"buryers"* for *barriers*), and spelling (*"outlowed"* and *"poisin"*) that sometimes interfere with meaning.

E05.E.1.1 Response Score: 2



19. The passages discuss the impact that people have had on the bald eagle. Write an essay analyzing how people are helping the bald eagle increase in numbers. Use information from **all** three passages to support your response.

There were almost no eagles left until people helped bald eagles increase in numbers. One way people helped was by banning DDT. DDT is a poison that makes eagles lose their babies. After the DDT wore off, eagles began to increase in numbers.

Another way people helped was that in Maryland people would raise baby eagles and release them into the wild and they would give chicks from other eagles to eagles that didn't have any so they could raise a family too. This also helped the bald eagle increase in numbers. In other places eagles are dying because they hit electric wires so companys are putting up guards to keep the eagles safe in increase in numbers.

Now, eagles are back and people have helped the bald eagle increase in numbers.

The response inconsistently addresses the task, demonstrating partial understanding of the texts. There is weak analysis of explicit meanings from the texts (*"There were almost no eagles left until people helped bald eagles increase in numbers"*). The response lacks specific, relevant details from the texts. There is weak reference to the main ideas and relevant details (*"DDT is a poison that makes eagles lose their babies"* and *"in Maryland people would raise baby eagles"*). The response has a weak organizational structure with a simple introduction and a simplistic conclusion. The response does feature transitions (*"After the DDT wore off," "Another way,"* and *"This also helped"*); however, there is little use of precise language and vocabulary drawn from the texts to explain the topic. The response contains an error in spelling (*"companys"* for *companies*).

E05.E.1.1 Response Score: 1



19. The passages discuss the impact that people have had on the bald eagle. Write an essay analyzing how people are helping the bald eagle increase in numbers. Use information from **all** three passages to support your response.

Here are some ways that people are helping the bald eagle increase in numbers. The bald eagle prefer frosted areas like rivers and lakes. At the Chicago Zoo DDT was a really big problem for bald eagles. Houston audobon and other bird enthusiasts identify lines near nests for extera precautions. Young ones can be awkward. Authorites can seek criminal prosecution under the law if someone hurts an eagle. Those are ways that people are helping the bald eagle increase in numbers.

The response minimally addresses the task of explaining how people are helping the bald eagle increase in numbers, demonstrating inadequate understanding of the texts. Minimal reference to the main idea is evident. The response fails to demonstrate a true analysis of the texts. References to the texts are insufficient and often inaccurate (*“At the Chicago Zoo DDT was a really big problem for bald eagles”*). Much of the response is composed of inaccurate fragments of ideas from various portions of the passages. There is a minimal introduction (*“Here are some ways”*), and the conclusion is simplistic (*“Those are ways that people are helping”*). Minimal evidence of an organizational structure is present, including a lack of transitions to connect ideas. Although there is some precise language drawn from the texts, it is employed haphazardly (*“Young ones can be awkward”*). Errors present in spelling (*“entusiasts”* and *“Authorites”*) and capitalization (*“audobon”*) interfere with meaning.

E05.E.1.1 Response Score: 1

19. The passages discuss the impact that people have had on the bald eagle. Write an essay analyzing how people are helping the bald eagle increase in numbers. Use information from **all** three passages to support your response.

One way people are helping bald eagles is the government stopped making the poison that was killing the baby eagles. Then the government made the eagle endangered so people couldn't hurt eagles anymore and now there are a lot of eagles thanks to people helping bald eagles increase in numbers.

The response minimally addresses the task of explaining how people are helping the bald eagle increase in numbers. Minimal reference to the main idea is evident, and the response does not demonstrate a true analysis of the texts. There is no introductory statement, and the conclusion is simplistic ("now there are a lot of eagles thanks to people"). References to the texts are insufficient and/or confused ("the government stopped making the poison" and "the government made the eagle endangered"). Minimal evidence of an organizational structure is present. The response is free of convention errors.

PASSAGE 3

Read the following passage about Anita Roddick. Then answer questions 20–29.

Anita Roddick Founder of The Body Shop

by Krista McLuskey

Early Years

Anita was born in Littlehampton, England, where her parents owned the Clifton Café. Anita's father, Henry, turned the Clifton Café into an American-style diner like the ones he had seen while living in the United States. It was complete with pinball machines, a jukebox, and Coca-Cola, which was not well known in England at that time. Suddenly, the café became very popular. Anita realized that the atmosphere in a business can make it successful.

When Anita was about ten years old, her mother took over the café. All the children were expected to work there after school and on weekends to help support the family. Meanwhile, Anita was completing her education. After finishing secondary school, she attended a teacher training college in the city of Bath.

Developing Skills

After graduating, Anita decided she wanted some adventure in her life. She traveled to Tahiti, New Hebrides, Australia, Madagascar, New Caledonia, and South Africa. In these places, Anita watched the local women use natural products to clean their skin and hair. She tried them and found they worked better than the products she used back in England.

After Anita returned to England, she met and married Gordon Roddick, with whom she had two daughters. Anita and Gordon worked hard running a hotel and restaurant. One day, Gordon announced that he wanted to take two years off to ride on horseback from Buenos Aires, Argentina, to New York City. Although Anita was not thrilled at this prospect, she knew that it was his dream. She had to plan how to support herself and the children while Gordon was away. She decided to run a little shop that would be open only from 9 A.M. to 5 P.M. so that she could spend time with her daughters.

Anita decided that it would be a cosmetics shop selling products made from only natural ingredients. During her travels, she had seen how effective natural products were. She had noticed that women in those hot countries had silky smooth skin even though they were in the sun all the time.

After getting a £¹4,000 bank loan, Anita hired a chemist to develop the cosmetics. She told the chemist not to test the products on animals, even though that is normal practice in the cosmetics industry. Anita rented a store in Brighton, 20 miles (33 kilometers) from Littlehampton. She painted the inside dark green to hide stains on the walls. In March 1976, the first Body Shop opened, and it made £130 the first day.

Anita had only twenty-five products to sell. To fill the space in the shop, she packaged each product in five different sizes. She bought the cheapest containers she could find. Since she could not afford very many bottles, she asked customers to bring in their own to fill them in the store. In this way, Anita began recycling before it was commonly done.

Anita used unusual marketing tactics. To get customers into The Body Shop, she sprayed a trail of perfume down the street leading to the store to tempt people to come inside. She hung dried flowers from the ceiling and put bowls of scented potpourri on the counters.

Accomplishments

Within a year, Anita decided to open a second Body Shop in a nearby town. The bank refused to lend her any more money, so she teamed up with a partner who paid to set up the shop in return for half of the business. Gordon, her husband, returned from his travels and began to help by bottling the products and taking care of the finances.

Soon, people came to Anita wanting to open their own Body Shop stores with products supplied by her. Anita and Gordon agreed because this was a way of expanding the business. The first Body Shop franchises opened in 1978, one in England and one in Brussels, Belgium. Anita and Gordon always trained the new Body Shop owners, teaching them about skin and hair care, and about all the ingredients in the products.

During the next few years, the number of stores and franchises increased. Meanwhile, Anita invented new products whenever she saw a need. She created a peppermint lotion to soothe sore feet after several people, who had run a race, came into the store asking for foot lotion.

In 1984, Anita and Gordon decided to sell Body Shop shares on the stock market. By this time, they had thirty-eight shops in England and fifty-two shops in other countries. So many shares sold the first day on the stock market that overnight Anita and Gordon were millionaires.

Stock Market

Stock is the financial worth of a company divided into equal sections, called shares. One person can own all the stock in a company. If a company needs extra money to expand its business, it sometimes sells its stock to the public. Shares are sold to the public on the stock market, which is the place where people buy and sell shares in companies. When stock in a company is sold like this, many people own small parts of the company, and the profits are divided among the owners of these shares. The original owners lose some control because they have to answer to their shareholders if the company does not make a profit.

¹£—symbol for the pound sterling, the official currency of the United Kingdom, which includes England

Anita began thinking about the social responsibility that the business had. She wanted to help her community and the environment. She began by sponsoring posters for Greenpeace, which was trying to prevent hazardous waste from being dumped in the ocean. Next, she campaigned against the overhunting of whales. She put up posters in her shops and stickers on her bottles saying “Save the whales.” She also supported recycling and efforts to preserve the rain forest. Body Shop delivery trucks became billboards for Anita’s various causes. Her campaigns focused on human rights and environmental issues, such as protecting endangered species.

Anita’s business continues to grow. Today, The Body Shop has approximately 1,500 stores in forty-six countries.

Key Events

- 1976** Roddick opens the first Body Shop in Brighton, England, and a second one in Chichester.
- 1978** The first franchise of The Body Shop opens.
- 1984** The Body Shop goes public, selling shares on the stock market.
- 1986** Roddick establishes an Environmental Projects’ Department of The Body Shop; Roddick is named London’s Businesswoman of the Year.
- 1987** The Body Shop is named Company of the Year by the Confederation of British Industries.
- 1988** The first Body Shop in the United States opens.

MULTIPLE-CHOICE QUESTIONS**E05.B-C.3.1.1**

20. Read the sentence from the passage.

“During her travels, she had seen how effective natural products were.”

Which evidence from the passage **best** supports the author’s point in the sentence?

- A. Roddick trained new store owners about the ingredients in her products.
- * B. The women in hot countries had beautiful skin even though they were often in the sun.
- C. Roddick used a bank loan to hire a chemist to develop her cosmetics.
- D. Local women used natural products on their skin and hair.

The student is asked to determine evidence from the passage that best supports the author’s point given in a sentence from the passage. Option B is the correct answer. The natural products that the women used protected their skin from the harsh effects of the sun. Options A and C do not relate to the author’s point. Option D is a detail that relates to the topic of the author’s point but does not directly support it.

E05.B-V.4.1.1

21. Read the sentences from the passage.

“Anita used unusual marketing tactics. To get customers into The Body Shop, she sprayed a trail of perfume down the street leading to the store to tempt people to come inside.”

What does tactics mean?

- A. adventures
- B. rules
- C. slogans
- * D. ideas

The student is asked to determine the meaning of the word “*tactics*.” Option D is the correct answer. The sentence that gives an example of how Anita sprayed perfume to get people to come inside her store clues the reader that “*ideas*” is the meaning of “*tactics*.” Options A, B, and C do not make sense in the context of the sentences.

E05.B-C.3.1.3

22. Why is the information in the text box “Stock Market” included in the passage?
- A. to show how owning a high number of Body Shops relates to the stock market
 - B. to explain why so many Body Shop shares sold the first day on the stock market
 - C. to show why selling shares on the stock market was profitable for the Roddicks
 - * D. to explain what it means that the Roddicks sold Body Shop shares on the stock market

The student is asked to determine why the information in the text box “Stock Market” is included in the passage. Option D is the correct answer. The text box explains what shares are so that the reader can understand the meaning of the Roddicks selling shares of their company on the stock market. Options A, B, and C are not supported by information in the text box.

E05.B-V.4.1.2

23. Which word is a synonym for expanding?
- * A. growing
 - B. observing
 - C. planning
 - D. searching

The student is asked to identify the synonym for the word “*expanding*.” Option A is the correct answer since “*growing*” means the same as “*expanding*” and makes sense in the context of the passage. Options B, C, and D are not supported by the context.

E05.B-V.4.1.2

24. Which word is an antonym for soothe?

- A. relax
- B. imitate
- * C. agitate
- D. transform

The student is asked to identify the antonym for the word “soothe.” Option C is the correct answer since “agitate” means the opposite of “soothe.” Option A is a synonym for “soothe.” Options B and D are not supported by the context of the passage.

E05.B-C.3.1.1

25. Which sentence from the passage **best** shows a reason for Roddick’s decision to try to preserve the rain forest?

- A. “Anita invented new products whenever she saw a need.”
- * B. “Anita began thinking about the social responsibility that the business had.”
- C. “Next, she campaigned against the overhunting of whales.”
- D. “Body Shop delivery trucks became billboards for Anita’s various causes.”

The student is asked to determine the reason for Roddick’s decision to try to preserve the rain forest. Option B is the correct answer since it was Roddick’s belief that business has a social responsibility that led her to support different causes, such as preserving the rain forest. Option A does not relate to the social responsibility of business. Option C is an example of how Roddick implemented her belief in the social responsibility of business. Option D is a detail that supports how Roddick used her business to showcase the causes she supported.

E05.B-K.1.1.1

26. Which sentence about Gordon **best** shows that he supported Anita’s business endeavor?

- * A. “. . . began to help by bottling the products and taking care of the finances.”
- B. “. . . she teamed up with a partner who paid to set up the shop in return for half of the business.”
- C. “. . . Anita and Gordon decided to sell Body Shop shares on the stock market.”
- D. “. . . overnight Anita and Gordon were millionaires.”

The student is asked to identify the sentence from the passage that best supports the given inference that Gordon supported Anita’s business endeavor. Option A is the correct answer since this sentence shows how Gordon helped Anita with her business. Option B does not relate to Gordon at all. Options C and D relate to Gordon, but they do not explain how Gordon supported Anita’s business.

E05.B-C.3.1.3

27. What connection do the details in the text box “Key Events” have with the information in the passage?

- * A. They provide further information about Anita’s career.
- B. They offer information about Anita’s family life.
- C. They summarize the facts given in the passage.
- D. They give a detailed explanation for the events in the passage.

The student is asked to make a connection between the information in the text box and the passage. Option A is the correct answer since the information in the text box does have some events that are not listed in the passage. Option B is not correct since the events listed are not associated with Anita’s personal life. Option C is not correct since some of the facts given are in addition to the facts provided in the passage. Option D is not correct since no detailed explanation is given with the events listed in the text box.

EVIDENCE-BASED SELECTED-RESPONSE QUESTION

E05.B-K.1.1.2

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

Part One

Which sentence contains two main ideas of the passage?

- A. Roddick traveled around the world, and she observed women using natural products on their skin and hair.
- B. Roddick married Gordon, and they ran a hotel and restaurant.
- * C. Roddick used her knowledge to create a product line, and she used marketing strategies to develop a business.
- D. Roddick supported herself and her children, and she opened a small shop in Brighton.

Part Two

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

- * A. “Anita decided that it would be a cosmetics shop selling products made from only natural ingredients.”
- B. “She had to plan how to support herself and the children while Gordon was away.”
- C. “She told the chemist not to test the products on animals . . .”
- * D. “To get customers into The Body Shop, she sprayed a trail of perfume down the street leading to the store to tempt people to come inside.”
- E. “. . . Anita watched the local women use natural products to clean their skin and hair.”

The student is asked to determine the two main ideas of the passage and to select details from the passage that support those ideas.

Part One: Option C is the correct answer since the passage discusses how Roddick came up with the idea for her business and how she made it a success. Options A, B, and D are details from the passage and not the main ideas.

Part Two: Options A and D are the correct answers since they support the main ideas from Part One. Option B relates to why Roddick had to create a business. Option C is a detail that supports her belief in helping the environment. Option E is a detail that supports the idea that Roddick learned much during her travels.

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TEXT-DEPENDENT ANALYSIS QUESTION**E05.E.1.1**

29. Anita Roddick had many achievements throughout her life. Write an essay analyzing how Anita's family was important to her success. Use information 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.

TEXT-DEPENDENT ANALYSIS QUESTION SCORING GUIDELINE

Item #29

Assessment Anchor:

E05.E.1—Evidence-Based Analysis of Text

Specific Assessment Anchor Descriptor addressed by this item:

E05.E.1.1—Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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

TEXT-DEPENDENT ANALYSIS QUESTION STUDENT RESPONSES

E05.E.1.1 Response Score: 4

29. Anita Roddick had many achievements throughout her life. Write an essay analyzing how Anita's family was important to her success. Use information from the passage to support your response.

Anita Roddick's family was important to her success because they served as role models and as support for her in later business dealings.

When she was young, Anita and her family all worked at her father's café. That is where Anita learned about pitching in and that the atmosphere of a business is very important to helping it be a success. Her father's American-style diner proved that to her. She also saw her mom was able to run the café by herself. Later Anita had to run the Body Shop by herself.

She and her husband Gordon worked together and ran a hotel and a restaurant. Because Gordon wanted to go on a long trip, Anita had to find a way to feed her

GO ON 

Kids, so she decided to open a cosmetic shop and only had it open when her daughters were in school so she could be with them when they got home. So she had to work hard to make money while it was open.

Anita had learned from her father about unusual marketing and to lure customers to her store she would spray a trail of perfume for customers to follow. Within a year, she opened another shop and husband returned from his travels to help her bottle her products and run the finances of their business.

The hard work she had learned as a child and when she had to feed her family alone helped to make her so successful that when they sold stock for her company, she became a millionaire.

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



The response effectively addresses all parts of the task, demonstrating an in-depth understanding of the text. The student analyzes both explicit and implicit meanings (*"Anita had learned from her father about unusual marketing"* and *"at her father's café . . . Anita learned about pitching in"*) from the text, effectively supporting the main idea (*"they served as role models and as support for her in later business dealings"*). Substantial, accurate, and direct reference to the text (*"the atmosphere of a business is very important to helping it be a success. Her father's American-style diner proved that to her"; "She and her husband Gordon worked together and ran a hotel and a restaurant"; and "Within a year, she opened another shop and husband returned from his travels to help her bottle her products and run the finances of their business"*) supports the main idea. The student has a strong organizational structure that effectively supports the focus, including an effective introduction, ideas grouped in a logical order, and a conclusion related to the main idea and purpose. Precise language (*"American-style diner"* and *"a trail of perfume"*) is effectively used to explain the topic. There is a punctuation error (missing comma following the word *"Later"* at the end of the second paragraph) and an error in sentence formation (an overly coordinated sentence in the middle of the response); however, these errors do not interfere with meaning.

E05.E.1.1 Response Score: 4



29. Anita Roddick had many achievements throughout her life. Write an essay analyzing how Anita's family was important to her success. Use information from the passage to support your response.

Anita Roddick's family was important to her success because they taught her things and supported her decisions.

Anita worked at her father's cafe when she was young. The cafe was successful and "Anita realized that the atmosphere in a business is very important to helping it be a success." She also worked there when her mother took over the cafe.

After she graduated and went around the world, Anita saw woman using natural products on their skin and noticed they looked good even in hot, sunny places. She wanted to use them also because she thought these women looked better than women in England. Because her husband wanted to go on a long trip, Anita had to make money by herself, so she opened a store to sell the types of products she had learned about while travelling. She painted the store green to give it "atmosphere" like her dad's cafe, but it was really to hide stains on the wall.

In order to attract customers she would spray a trail of perfume to follow to her store because she knew about "unusual marketing tactics." Soon she was so successful that she opened another shop. Soon more and more stores were opening because the products were so good. When her husband returned from his travels he helped her run the business and handled the finances of their business.

Because of her family, Anita's business grew and grew until they sold it on the stock market and became millionaires overnight.

This response effectively addresses all parts of the task, demonstrating an in-depth understanding of the text. The student analyzes explicit and implicit meanings from the text ("Anita realized that the atmosphere in a business is very important to helping it be a success" and "they taught her things and supported her decisions"), effectively supporting the main idea (that her family members were sources of information as well as helpers). Substantial, accurate, and direct reference to the text ("Anita saw woman using natural products on their skin and noticed they looked good even in hot, sunny places," "She painted the store green to give it 'atmosphere' like her dad's cafe," and "she would spray a trail of perfume to follow to her store because she knew about 'unusual marketing tactics'") is evident. The response employs a strong organizational structure that effectively supports the focus. The introduction, development, and conclusion effectively support the topic. Precise language drawn from the text ("atmosphere in a business," "hot, sunny places," and "unusual marketing tactics") is effectively used to explain the topic. There are no errors in sentence formation, grammar, usage, spelling, capitalization, or punctuation that interfere with meaning.

E05.E.1.1 Response Score: 4



29. Anita Roddick had many achievements throughout her life. Write an essay analyzing how Anita's family was important to her success. Use information from the passage to support your response.

Anita Roddick's family taught her valuable lessons. Like when Anita worked at her father's successful cafe as a young girl, she "learned the importance of atmosphere in success."

When she was older, she traveled and saw women using natural beauty products. She thought they looked better than British women and wanted to get British women to use these products too so they can have good looking skin. Looking for a way to support her family because her husband was traveling, Anita opened a store to sell the things she wanted British women to use.

Some may say he wasn't helping her at all while he was gone, but was he? His absence made Anita have to be successful so that she could raise her kids while her husband was following his dream.

Knowing the importance of atmosphere, Anita painted her store green and would spray perfume to get women to come into her store. This is called "unusual marketing tactics." The store became so successful that she opened more stores. Her husband returned and helped her by handling the finances of their business.

Because of her family, Anita's business grew and grew until they sold it on the stock market and became millionaires overnight.

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 through effective development. There is thorough analysis of the text ("*Looking for a way to support her family...*," "*His absence made Anita have to be successful*," and "*Knowing the importance of atmosphere, Anita painted her store green*") combined with substantial, accurate, and direct reference to the text, including main ideas and relevant key details ("*Anita 'learned the importance of atmosphere in success*,'" "*wanted to get British women to use these products*," and "*what she called 'unusual marketing tactics'*"). Transition use is sometimes skillful ("*Some may say*" and "*Knowing the importance of atmosphere*") and sometimes adequate ("*When she was older*"). Precise and domain specific language from the text is used throughout ("*importance of atmosphere*" and "*Her husband returned and helped her by handing the finances of their business*"). There are very few grammatical errors, and those that are present do not interfere with meaning.

E05.E.1.1 Response Score: 3



29. Anita Roddick had many achievements throughout her life. Write an essay analyzing how Anita's family was important to her success. Use information from the passage to support your response.

Different people in Anita's family were important to her success in different ways. Anita learned how to run a business from her father. He taught her that a good "atmosphere" leads to success, so she imitated that in her own business. Anita and her husband successfully ran a hotel and a restaurant which shows cooperation.

Anita opened the Body Shop while she was alone for two years and had to work hard to support her family. Using what her father taught her and the things she learned herself over the years, the store was successful and Anita got rich. Anita's family was important to her success.

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 ("*Different people in Anita's family were important to her success in different ways*"). There is clear analysis of explicit and implicit meanings from the text ("*so she imitated that in her own business,*" "*...had to work hard to support her family,*" "*...which shows cooperation,*" and "*Using what her father taught her and the things she learned herself over the years...*"). There are sufficient, direct references to the text ("*He taught her that a good 'atmosphere' is the secret,*" "*Anita and her husband successfully ran a hotel and a restaurant,*" and "*Anita opened the Body Shop while she was alone*") that support the writer's purpose. Transitions are used appropriately within the response and there is appropriate use of precise language from the text. There are few, if any, grammatical errors present in the response, and none that interfere with meaning.

E05.E.1.1 Response Score: 3



29. Anita Roddick had many achievements throughout her life. Write an essay analyzing how Anita's family was important to her success. Use information from the passage to support your response.

Anita's family was very important to her success. It is important because she learned how to run a business when her father had a cafe when she was young. And he taught her that a good "atmosphere" can make a business successful.

In the passage it says that she and her husband worked hard running a hotel and restaurant. This tells me her family (husband) helped her with the business. But he left for two years which is why she opened the Body Shop, and why she had to work hard to support her kids. After her store was successful, Anita and Gordon sold shares in their store and got rich. That's how Anita's family was important to her success.

The response adequately analyzes how Anita Roddick's family was important to her success, demonstrating sufficient understanding of the text. The student analyzes both explicit and implicit meanings from the text ("*she learned how to run a business when her father had a cafe*") to support the main idea. Direct reference to the text ("*he taught her that a good 'atmosphere' can make a business successful*" and "*it says that she and her husband worked hard running a hotel and restaurant*") is provided to support the analysis. Additional relevant details, examples, or quotes would strengthen the analysis. The student employs an appropriate organizational structure consisting of a logical, chronological order of events from the passage. There is an appropriate use of transitions to link ideas in this response ("*This tells me,*" "*But he left for two years,*" and "*After her store was successful*"). An error is present in sentence formation (an overly coordinated sentence in the middle of the response); however, it does not interfere with meaning.

E05.E.1.1 Response Score: 3

29. Anita Roddick had many achievements throughout her life. Write an essay analyzing how Anita's family was important to her success. Use information from the passage to support your response.

Anita Roddick's father owned a very popular cafe'. Working there with her family, Anita learned how to work hard and that "the atmosphere in a business can make it successful." Also working at the cafe' she learned that you have to work hard to support a family, so when Anita had to run a business by herself, she only was open during the day so she could spend time with her children who weren't old enough to work at the store yet. Anita's husband was also a big help to her. He took care of the money and they expanded the business meaning it was even more successful. How Anita's family was important to her success is that they taught her about hard work and good ideas and now she

is a millionaire.

This response adequately analyzes how Anita Roddick’s family was important to her success, demonstrating sufficient understanding of the text. The student analyzes both explicit and implicit meanings from the text (“How Anita’s family was important to her success is that they taught her about hard work and good ideas”) to support the main idea. Direct reference to the text (“the atmosphere in a business can make it successful” and “when Anita had to run a business by herself, she only was open during the day so she could spend time with her children”) supports the analysis; however, additional relevant details, examples, or quotes would further strengthen the analysis. The student employs an appropriate organizational structure consisting of a logical, chronological order of events from the passage. There is appropriate use of transitions to connect ideas (“Also working at the café”). Minor errors, such as missing commas, do not interfere with meaning.

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



E05.E.1.1 Response Score: 2

29. Anita Roddick had many achievements throughout her life. Write an essay analyzing how Anita's family was important to her success. Use information from the passage to support your response.

Anita's family was important to her in many ways. Her dad taught her how to run a restaurant and her mom did too after she took over the café. When she got married to Gordon Roddick they opened the Body Shop selling Cozmedics. Gordon did the money part and Anita made the stuff they sold. Because they were so good at it, they got more stores and evenchully became rich and successful.

The response inconsistently addresses the task, demonstrating partial understanding of the text. There is weak analysis of explicit meanings from the text ("dad taught her how to run a restaurant and her mom did too after she took over the café" and "Gordon did the money part") that somewhat supports ideas and inferences. The response lacks relevant, key details from the text. There is weak reference to the main ideas ("they got more stores and evenchully became rich"). The response, overall, has a weak organizational structure with a simple introduction and an only somewhat effective conclusion. Transitions are used inconsistently ("When she got married" and "Because they were so good at it"). There is little use of precise language and vocabulary drawn from the text to explain the topic. The response contains some errors in spelling ("cozmedics" and "evenchully") that sometimes interfere with meaning.

E05.E.1.1 Response Score: 2



29. Anita Roddick had many achievements throughout her life. Write an essay analyzing how Anita's family was important to her success. Use information from the passage to support your response.

Have you ever had a family member help you be successful? Anita Roddick did. First, her mom and dad let her work in their successful cafe, she learned a lot there. Next, she and her husband also had a cafe. So she was working with her family again. Then, when Anita wanted to make The Body Shop, her husband helped her with the money. The business grew and had 1,500 stores in 46 countries and when it was sold on the stock market, it was worth a million dollars. Without her family to help her, Anita might not have been successful.

This response inconsistently addresses the task, demonstrating partial understanding of the text. There is weak analysis of explicit meanings from the text ("*her mom and dad let her work in their successful cafe, she learned a lot there*") that somewhat supports ideas and inferences. There is weak reference to the main ideas and relevant details ("*business grew and had 1,500 stores in 46 countries*" and "*when it was sold on the stock market, it was worth a million dollars*") to support the writer's purpose. The response has a weak organizational structure incorporating a simple introduction and a somewhat effective conclusion. The organizational structure inconsistently supports the focus. Transitions used are simplistic ("*First,*" "*Next,*" and "*Then*"). There is some use of precise language and vocabulary drawn from the text ("*The Body Shop*" and "*1,500 stores in 46 countries*"). The response is free of convention errors that could impede meaning.

E05.E.1.1 Response Score: 1

29. Anita Roddick had many achievements throughout her life. Write an essay analyzing how Anita's family was important to her success. Use information from the passage to support your response.

First, her parents owned a cafe. Next the cafe became very popular. Her dad taught her why it was successful. Then, Anita made her own Body shop company and her husband helped her with it. Last, when they sold it, they got rich and Anita was successful. That's how her family helped her.

The response minimally addresses the task of analyzing how Anita's family was important to her success (the vague notion that Anita's Body Shop in some way emulated her parents' café). Minimal reference to the main idea is evident, and the response does not demonstrate any analysis of the text. There is minimal evidence of an introduction or development, and the conclusion is simplistic. References to the text are insufficient. Minimal evidence of an organizational structure is present. Although the response employs some simplistic transitions ("First," "Next," "Then," and "Last"), they do not clearly link ideas. There is little use of precise language drawn from the text.

E05.E.1.1 Response Score: 1

29. Anita Roddick had many achievements throughout her life. Write an essay analyzing how Anita's family was important to her success. Use information from the passage to support your response.

Anita grew up working at her family restaurant and it was very popular. All the children work there. When she older her husband helped her when Anita opened a store of her own. They made her store very successful and opened up alot more and they were MILLIONAIRES!

The response minimally addresses the task of analyzing how Anita’s family was important to her success (the vague notion that the success of The Body Shop was, in some ways, a reflection on the success of her parents’ café). Minimal reference to the main idea is evident, and the response does not demonstrate analysis. There is minimal evidence of an introduction or conclusion, and the overall organizational structure is simplistic. Development is minimal at best. References to the text are insufficient, and there is little vocabulary drawn from the text. There are errors in sentence formation (first and last sentences are overly long/confusing) and usage (“*All the children work there*” and “*When she older*”) that interfere with meaning.

PASSAGE 4

Read the following passage from China. Then answer questions 30 through 39.

The Clever Wife

a Chinese Folktale
retold by Carol Kendall and Yao-wen Li

A very long time ago there lived in a far corner of China, in Sinkiang, a man named Fu-hsing, who had an unusually clever wife. All the day long he would run to her with questions about thus-and-such, or about such-and-thus, as the case might fall out; and no matter how difficult the problem he took to her, she always thought of a solution. Thanks to her wondrous acumen, the house of Fu-hsing prospered mightily.

Fu-hsing was remarkably proud of his wife and often spoke of her as his “Incomparable Wisdom,” or his “Matchless Wit,” or his “Dearest Capability.” He only wished that all who passed his house could know it was her cleverness that had brought him such great prosperity. For months he puzzled his head over a suitable way of declaring his gratitude and at last conceived of a couplet that delicately conveyed his feeling. He inscribed the lines on twin scrolls and posted them on the gate before his house:

“A Matchless Wit like Fu-hsing’s
Does with ease a million things.”

All who passed the house saw the scrolls, and those who knew Fu-hsing thought what an honest husband he was to praise his wife. One day, however, the district magistrate happened to pass that way. On reading the scrolls, he drew his mouth down and his eyebrows together in a terrible frown.

“What a boastful, conceited fellow lives there!” he thought. “What appalling arrogance! Such windbagery should not go unpunished!” When he returned to his quarters, he sent a clerk with a stern summons for Fu-hsing to appear before him forthwith.

The summons so frightened Fu-hsing that he could scarcely speak enough words to tell his wife of it. “. . . can’t understand . . . I’m law-abiding . . . good citizen . . . pay taxes . . .” He pulled frantically at his hair, sprinkling strings of it on the floor. “My dear Capability, what can I have done to bring upon me this summons?”

His wife laid a calming hand on his before he could tear out the last of his sparse hair. “It must be,” she said after a moment’s thought, “that the scrolls on the gate have given offence. Really, it is not worth worrying about! Go with the clerk to see the magistrate and have no fear. If you run into difficulty, we can talk it over when you return.”

Much relieved, Fu-hsing went off with the clerk and soon was standing before the magistrate, whose eyebrows by now had nudged so close together that they were quite entangled with each other. He sat glowering behind an immense table, his arms folded magisterially into his sleeves.

“So!” he exclaimed. “This is the braggart who posts scrolls on his gate to boast of his extraordinary cleverness!” He leaned forward to glare into Fu-hsing’s face, the terrible eyebrows bristling like angry hedgehogs. “You would have the world believe you can do anything at all, would you! No matter how difficult? Very well.” Loosing his arms from his sleeves, he struck a fist on the table. “I have three small tasks for you to perform. At once! For a fellow of your prodigious talents, they should provide no difficulty. No difficulty whatsoever.

“First, then,” and pound went the fist, “you shall weave a cloth as long as a road.”

“Second,” pound, pound, “you shall make as much juice as there is water in the ocean.”

“Third,” pound, pound, pound, “you shall raise a pig as big as a mountain.”

With an awful smile, the magistrate uncurled his fist to waggle a long finger under Fu-hsing’s nose. “Of course, if you do not accomplish these tasks for me one-two-three, you will soon learn how this court deals with swollen heads!”

Wretched and anxious, Fu-hsing hastened home to his wife and stammered out the three impossible demands made by the magistrate.

His wife threw back her head and laughed. “My dear husband,” she said, “the hardest problems are those with the simplest answers!”

Fu-hsing continued to wring his hands. “But what shall I do? I know that you can accomplish anything, but this is beyond all reason . . .”

Madame Fu-hsing’s smile stopped him. “It is really quite simple. Rest well tonight. Tomorrow you must go back to the magistrate and present to him three quite ordinary implements which I shall make ready for you. I will give you certain words to take along with these devices, and you must say them to the magistrate just as I tell them to you.”

Fu-hsing attended well to his wife’s instructions, and the next morning, carrying a ruler, a large measuring bowl, and a balancing scale, he presented himself to the magistrate once again. When he started speaking, the magistrate’s eyebrows were as tightly knotted as before, but as Fu-hsing continued, and laid in turn the three measuring devices before the magistrate, the brows gradually lifted up and away from his eyes until they became flying birds of astonishment.

“This morning, as I was setting out to do the tasks you gave me,” Fu-hsing began, “I realized that I needed further instruction from you before I could finish. Therefore, your Honor, I have taken the liberty of bringing these three measures to facilitate your task. I must respectfully ask you, first, to measure the road with this ruler that I may know the length of the cloth I must weave; second, measure the ocean’s water with this bowl that I may know how much juice I must make; and third, weigh the mountain with this balance that I may know how big a pig I must raise.”

Fu-hsing made a deferential bow. “Just as soon as you have set the standards, your Honor, I shall be pleased to finish the tasks.”

So confounded was the magistrate at the cunning solution to his three problems that he allowed Fu-hsing to go without punishment and never ventured to bother him again. Truly, the magistrate believed Fu-hsing’s Matchless Wit could do a million things.

MULTIPLE-CHOICE QUESTIONS**E06.A-V.4.1.2**

30. What does the word acumen mean in the first paragraph of the passage?

- A. kindness to others
- * B. the ability to make good decisions
- C. willingness to work hard
- D. the ability to cause change

The student is asked to determine the meaning of the word “*acumen*” by using context clues from the passage. Option B is the correct answer since surrounding the given word are words such as “*clever*,” “*questions*,” “*problem*,” “*solution*,” and “*prospered*” suggest someone who is able to make good decisions. Options A, C, and D are not correct meanings of the given word.

E06.A-V.4.1.2

31. Read the sentence from the passage.

“For months he puzzled his head over a suitable way of declaring his gratitude and at last conceived of a couplet that delicately conveyed his feeling.”

What does the phrase “puzzled his head” mean?

- * A. wondered about
- B. talked about
- C. avoided
- D. believed

The student is asked to interpret the meaning of an idiom from the passage. Option A is the correct answer since a puzzle is something that one tries to solve through reason. Options B, C, and D are incorrect meanings of the idiom.

E06.A-K.1.1.3

32. Which quality does the magistrate think Fu-hsing has?

- A. wit
- * B. vanity
- C. delicacy
- D. calmness

The student is asked to determine the quality that the magistrate thinks Fu-hsing possesses. Option B is the correct answer since the magistrate sees the couplet Fu-hsing has placed on his gate. The magistrate believes that Fu-hsing is being “*boastful*.” Options A, C, and D are not supported by information in the passage.

E06.A-K.1.1.1

33. Which sentence from the passage **best** supports the inference that the magistrate misunderstood Fu-hsing’s claim of wit?

- A. “On reading the scrolls, he drew his mouth down and his eyebrows together in a terrible frown.”
- B. “He sat glowering behind an immense table, his arms folded magisterially into his sleeves.”
- * C. “ ‘You would have the world believe you can do anything at all, would you!’ ”
- D. “ ‘I have three small tasks for you to perform.’ ”

The student is asked to determine the sentence from the passage that best supports the inference that the magistrate misunderstood Fu-hsing’s claim of wit. Option C is the correct answer since this option depicts how the magistrate has misinterpreted the words on the scroll. The words Fu-hsing placed on the scroll were to praise his wife, not himself. Options A and B support the inference that the magistrate is angry but not that he has misunderstood the claim of wit. Option D is not related to the given inference.

E06.A-V.4.1.1

34. Read the sentences from the passage.

“ ‘Tomorrow you must go back to the magistrate and present to him three quite ordinary implements which I shall make ready for you. I will give you certain words to take along with these devices, and you must say them to the magistrate just as I tell them to you.’ ”

Which word from the sentences **best** helps the reader understand the meaning of the word implements?

- A. present
- B. ordinary
- C. words
- * D. devices

The student is asked to determine which words from given sentences help the reader understand the meaning of the word “*implements*.” Option D is the correct answer since the word “*devices*” is a synonym for “*implements*.” Options A, B, and C are not synonyms of the given word and do not help the reader understand the meaning of the given word.

E06.A-V.4.1.2

35. Read the sentence from the passage.

“When he started speaking, the magistrate’s eyebrows were as tightly knotted as before, but as Fu-hsing continued, . . . the brows gradually lifted up and away from his eyes until they became flying birds of astonishment.”

What does the metaphor “flying birds of astonishment” suggest about the magistrate?

- * A. The magistrate is surprised that Fu-hsing has a solution.
- B. The magistrate is startled that Fu-hsing speaks so loudly.
- C. The magistrate is shocked that Fu-hsing speaks so honestly.
- D. The magistrate is stunned that Fu-hsing has a temper.

The student is asked to infer the meaning of a given metaphor. Option A is the correct answer since raised eyebrows generally indicate surprise. Options B, C, and D are not correct since they are misinterpretations of the given metaphor and are not supported by the passage.

E06.A-K.1.1.2

36. Which detail from the passage **best** suggests a theme by showing how a character responds to a challenge?
- A. “ ‘Really, it is not worth worrying about! Go with the clerk to see the magistrate and have no fear.’ ”
 - B. “ ‘First, then,’ and pound went the fist, ‘you shall weave a cloth as long as a road.’ ”
 - * C. “His wife threw back her head and laughed. ‘My dear husband,’ she said, ‘the hardest problems are those with the simplest answers!’ ”
 - D. “ ‘This morning, as I was setting out to do the tasks you gave me,’ Fu-hsing began, ‘I realized that I needed further instruction from you before I could finish.’ ”

The student is asked to determine the detail from the passage that best suggests a theme through a character’s response to a challenge. Option C is the correct answer since it shows how the wife responds in a positive way to the challenge given by the magistrate. Option A is not correct since the wife makes this response before the challenge from the magistrate is given. Option B is not correct since these words are spoken by the magistrate, the character who issues the challenge. Option D is incorrect; although it does show a response to a challenge, this option does not strongly suggest a theme of the passage.

E06.A-C.2.1.1

37. What is most likely the author’s purpose for writing the passage?
- A. to use facts to highlight an event in history
 - B. to show the reader a process for making something
 - C. to persuade the reader to take a particular action
 - * D. to describe events in a plot through a narrator

The student is asked to determine the author’s purpose for writing the passage. Option D is the correct answer since the passage is a story that relays events. Options A, B, and C are not correct since they represent common purposes often found with nonfiction passages.

EVIDENCE-BASED SELECTED-RESPONSE QUESTIONS**E06.A-K.1.1.1**

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

Part One

Which word **best** describes how Fu-hsing feels toward his wife?

- A. jealous
- B. surprised
- * C. proud
- D. sympathetic

Part Two

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

- * A. “He only wished that all who passed his house could know it was her cleverness that had brought him such great prosperity.”
- B. “One day, however, the district magistrate happened to pass that way.”
- C. “The summons so frightened Fu-hsing that he could scarcely speak enough words to tell his wife of it.”
- D. “Truly, the magistrate believed Fu-hsing’s Matchless Wit could do a million things.”

The student is asked to determine which word best describes how Fu-hsing feels toward his wife and then to select a sentence from the passage that supports the inference.

Part One: Option C is the correct answer since he places a scroll on his gate that praises her. Even though Fu-hsing probably feels surprised that his wife is able to fool the magistrate, Option B is not the best answer. Options A and D are not supported by information in the passage.

Part Two: Option A is the correct answer since the placement of the scroll supports Fu-hsing’s feeling of pride for his wife. Options B, C, and D do not support the correct inference from Part One.

E06.A-K.1.1.3

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

Part One

How are Fu-hsing and his wife different from one another?

- A. Fu-hsing is more honest than his wife.
- B. Fu-hsing's wife is more generous than Fu-hsing.
- C. Fu-hsing is more courageous than his wife.
- * D. Fu-hsing's wife is more confident than Fu-hsing.

Part Two

Which sentences from the passage **best** support the answer in Part One. Choose **two** answers.

- A. "He leaned forward to glare into Fu-hsing's face, the terrible eyebrows bristling like angry hedgehogs."
- * B. "His wife laid a calming hand on his before he could tear out the last of his sparse hair."
- * C. " 'If you run into difficulty, we can talk it over . . . ' "
- D. "Much relieved, Fu-hsing went off with the clerk and soon was standing before the magistrate, . . ."

The student is asked to determine how Fu-hsing and his wife are different from one another and then to select the details from the passage that support this comparison.

Part One: Option D is the correct answer since Fu-hsing's wife believes she can meet the magistrate's demands while Fu-hsing is doubtful about his ability to do so. Options A, B, and C are not supported by information in the passage.

Part Two: Options B and C are the correct answers since both options show the wife's belief in her ability to solve problems. Laying "a calming hand" and talking "it over" both relay a sense of self-confidence. Options A and D do not support the correct answer in Part One.

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Section 2**Directions:**

On the following pages are the 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**E05.D.1.1.1**

40. Read the sentence.

After we sat down for dinner, we then passed the dishes of food around the table before eating.

Which underlined word functions as a conjunction in the sentence?

- * A. After
- B. for
- C. then
- D. before

The student is asked to analyze the underlined words to determine which word functions as a conjunction in the sentence. Option A is the correct answer since "After" functions as a subordinating conjunction in the sentence. Option B, "for," and Option D, "before," function as prepositions in the sentence. Option C, "then," functions as an adverb.

E05.D.1.1.2

41. Which underlined verb or verb phrase is **not** used correctly?

- A. Mark completed his chores before the basketball game.
- * B. Hannah had pedaled her bike faster as she rides down the hill.
- C. I will have made seven hats for my friends by the end of the month.
- D. He has improved at playing soccer because he practices every morning.

The student is asked to analyze each sentence to determine which underlined verb or verb phrase is not used correctly. Option B is the correct answer since the verb phrase "had pedaled" does not match the tense of the rest of the sentence ("as she rides down the hill"). In Option A, the verb "completed" correctly reflects the tense of the sentence. Likewise, the verb phrase in Option C reflects the correct perfect tense in the sentence. In Option D, the verb phrase "has improved" is used correctly.

E05.D.1.1.3

42. Read the paragraph.

- (1) The Commonwealth of Pennsylvania encourages citizens to plant rain gardens.
(2) Rain gardens capture storm water so that the water does not flow into storm drains.
(3) Existing low spots or shallow pits lined with gravel make ideal locations for rain gardens. (4) If you use native plants in your rain garden, it will be easy to take care of and might even have attracted birds and butterflies.

Which sentence in the paragraph has an error?

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

The student is asked to analyze the paragraph to determine which sentence has an error. The error could be a mistake in spelling, capitalization, punctuation, grammar, or usage. Option D is the correct answer since there is a verb tense error in sentence 4 ("*have attracted*" should be "*attract*"). In order to determine that sentence 1 is written correctly, the student needs to apply capitalization rules and evaluate the tense and agreement of the verb. Likewise, the student needs to apply knowledge about verbs and commas to determine that sentence 2 is also written correctly. The student needs to review sentence 3 for subject-verb agreement and spelling ("*Existing*," "*shallow*," "*gravel*," and "*ideal*") to determine that it is written correctly.

E05.D.1.1.4

43. Read the sentence.

When Alex arrived at the theater and entered the building, he remembered that he left his ticket at home.

Which part of the sentence has an error in verb tense?

- A. When Alex arrived at the theater
- B. and entered the building,
- C. he remembered that
- * D. he left his ticket at home.

The student is asked to analyze the sentence to determine which part of the sentence has an error in verb tense. Option D is the correct answer since "left" should be "had left" (leaving the ticket at home occurred before Alex arrived at the theater). The verb tenses in Options A ("arrived"), B ("entered"), and C ("remembered") are used correctly.

E05.D.1.1.5

44. Read the sentence.

When I entered the fifth grade, I concluded that I would not only have to spend more time on my homework _____ plan my study time better.

Which word or words correctly complete the sentence?

- A. or
- B. nor
- * C. but also
- D. and also

Students are asked to review each answer option to determine which word or words correctly complete the sentence. Students may think that Options A, B, and D are correct answers because each of them is a conjunction that may seem to complete the sentence; however, they are incorrect because they are not part of the correlative conjunction "not only." Option C is the correct answer because "but also" is part of the correlative conjunction "not only."

E05.D.1.1.6

45. Read the paragraph.

(1) The Brooklyn Bridge, which crosses the East River in New York City, was built in 1883.
 (2) Taking 14 years to build and costing more than 15 million dollars. (3) The bridge is made of steel and granite. (4) Thousands of people and vehicles cross the bridge every day.

Which sentence should be revised to correct the inappropriate sentence fragment?

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

The student is asked to identify which sentence has a sentence fragment. Option A has a nonrestrictive adjective clause modifying the subject, but the verb “*was built in 1883*” completes the sentence and is therefore not the correct answer. Option B, a sentence fragment, has compound participial phrases but lacks a subject and predicate and is therefore the correct answer. Option C has a complete subject and predicate and is not a fragment. Option D has a compound subject and complete predicate and therefore is not a fragment.

E05.D.1.1.7

46. Which underlined word should be changed to correct an error in word usage?

- A. The radio signal was too weak to allow us to listen to the news.
- B. The main ingredients for the dish were flour and milk.
- C. The building was supported by a steal foundation.
- D. The tide washed away the sand castles.

The student is asked to identify an error in word usage. In Option A, the homophone “*weak*” is used correctly. In Option B, the homophone “*flour*” is used correctly. In Option C, the homophone “*steal*” is used incorrectly for steel, and therefore, Option C is the correct answer. In Option D, the homophone “*tide*” is used correctly.

E05.D.1.1.8

47. Read the paragraph.

(1) Mark loves music, so they want to join the school band next year. (2) Mark wants to play the trombone because he has a cousin who played it last year. (3) Mark's friend Jill is thinking about joining the band, too, and playing the trumpet because it is her favorite instrument. (4) The band teacher is happy that Mark and Jill want to join because she likes teaching new students.

Which sentence has a pronoun-antecedent agreement error?

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

The student is asked to analyze the paragraph to determine which sentence has a pronoun-antecedent agreement error. Option A is the correct answer since it contains a pronoun-antecedent error ("*they*" should be "*he*" since the subject is "*Mark*"). In Option B, the student has to check that the pronoun "*he*" matches the subject "*Mark*." In Option C, the student needs to check that the pronoun "*her*" matches the subject "*Jill*." In Option D, the student needs to check that the pronoun "*she*" matches the subject "*the band teacher*."

E05.D.1.2.1

48. Read the sentence.

Three statistics that all good baseball managers look at closely are batting average runs batted in, and runs scored.

After which word should a comma be added?

- A. statistics
- B. closely
- C. are
- * D. average

Students are asked to review the answer options to determine where a comma should be added. Students need to know how to use commas to separate items in a series. Option A, "*statistics*," is the subject of the sentence followed by a restrictive relative clause, and no comma is necessary. Option B, "*closely*," is an adverb that ends the restrictive relative clause, and no comma is necessary. Option C, "*are*," is the verb of the sentence followed by nouns that function as predicate nouns, and no comma is necessary. Option D, "*average*," is a predicate noun that is an item in a series of three or more nouns, and a comma is necessary to separate it from the other items in the series.

E05.D.1.2.2

49. Read the sentence.

Since Erica wanted to go with us she had to get ready in a hurry.

Where should a comma be added to correct the error?

- A. after Since
- B. after wanted
- * C. after us
- D. after ready

The student is asked to evaluate the sentence to determine where a comma should be added to correct the error. Option C is the correct answer since a comma should be placed after "*us*" to separate the introductory phrase from the rest of the sentence. The student may want to add a comma after "*Since*" in Option A because it is a transition word. The student may want to add a comma after "*wanted*" in Option B or "*ready*" in Option D to add an extra pause for emphasis.

E05.D.1.2.3

50. Which sentence is punctuated correctly?

- A. Ms. Johnson you are the person in charge of next month's meeting, aren't you?
- * B. Ms. Johnson, you are the person in charge of next month's meeting, aren't you?
- C. Ms. Johnson you are the person in charge of next month's meeting aren't you?
- D. Ms. Johnson, you are the person in charge of next month's meeting aren't you?

The student is asked to evaluate each option to determine which sentence is punctuated correctly. Option B is the correct answer since it is punctuated correctly. Option A is incorrect because there should be a comma after "Ms. Johnson." Option C is incorrect because it is missing commas after "Ms. Johnson" and "meeting." Option D is incorrect because it is missing a comma after "meeting."

E05.D.1.2.5

51. Read the sentence.

Fruit is an important _____ of food for many animals.

Choose the correct way to spell the missing word.

- A. soarce
- B. soarse
- * C. source
- D. sourse

The student is asked to identify the correct spelling of a word. Options A, B, and D are all incorrect spellings of the word "source." Option C spells the word correctly.

E05.D.2.1.1

52. Read the paragraph.

(1) Grasslands are areas of land throughout the world that do not get enough rain to support the growth of many trees. (2) However, these areas do have grasses and plants that provide a source of food for animals. (3) Many animals live in a grassland. (4) African elephants and zebras live in a grassland. (5) These areas of land are known also as prairies or savannas.

Choose the **best** way to combine sentences 3 and 4 to improve the meaning of the paragraph.

- A. Many animals, African elephants, and zebras live in grasslands.
- B. Many animals live in grasslands, and they are African elephants and zebras.
- * C. African elephants and zebras are two of the many animals that live in grasslands.
- D. African elephants and zebras are animals that live with many other animals in grasslands.

The student is asked to identify the best way to combine two sentences to improve meaning. Option A uses commas to combine "animals," "elephants," and "zebras" as a compound subject, but the use of the word "animals" is redundant. Option B correctly combines the two sentences into a compound sentence, but the resulting sentence is wordy. Option C is correct, effectively combining the sentences without wordiness, redundancy, or change in meaning. Option D is wordy and redundant.

E05.D.2.1.1

53. Read the sentences.

Carly used to be uninterested in sports.

She now plays on a volleyball team.

Choose the **best** way to combine the two sentences.

- * A. Carly, who used to be uninterested in sports, now plays on a volleyball team.
- B. Carly used to be uninterested in sports, so now she plays on a volleyball team.
- C. Now that she plays on a volleyball team, Carly used to be uninterested in sports.
- D. She now plays on a volleyball team, and Carly used to be uninterested in sports.

The student is asked to assess the two sentences to determine the best way to combine them. Option A is the correct answer since it combines the sentences in a way that is the clearest and most concise. The ways the sentences are combined in Options B, C, and D are not as logical as the way the sentences are combined in Option A.

E05.D.2.1.2

54. Read the sentence.

After digging in the garden, Ben went inside to _____.

Choose the **most** specific words to complete the sentence.

- A. tidy himself up a bit
- * B. scrub his hands with soap and water
- C. clean up a huge mess
- D. wash a couple of things in the sink

The student is asked to evaluate the options to determine the most specific words to complete the sentence. Option B is the correct answer since it specifies exactly what Ben will do when he goes inside. Option A does not list specific actions Ben will take to tidy himself up a bit. Option C does not specify what mess he is going to clean up. Option D does not specify what Ben will wash in the sink.

E05.D.1.2.4

55. Which title should have quotation marks?

- * A. We read the poem Paul Revere's Ride by Henry Wadsworth Longfellow in our history class.
- B. DynaMath magazine makes mathematics meaningful by connecting math concepts to real-world subjects.
- C. The Phantom Tollbooth by Norton Jester is described by many children as "the best book ever."
- D. In E. L. Konigsburg's book The View from Saturday, four students use their brains to succeed in an academic contest.

Students are asked to analyze each option to identify which one contains a title that should be punctuated with quotation marks. Students need to know how to use underlining, quotation marks, or italics to indicate titles of works. For Option B, students need to know that underlining is used to indicate the title of a magazine. For Options C and D, students need to know that underlining is used to indicate the title of a book. For the correct answer, Option A, students need to know quotation marks are used to indicate the title of a poem.

E05.D.2.1.3

56. Read the paragraph from a story.

(1) Megan and her aunt went fishing at a nearby creek. (2) Before they began, Megan's aunt reviewed some safety tips. (3) While she was talking, though, she stumbled into the creek and got soaked. (4) Megan quickly helped her aunt out of the water. (5) Afterwards, when her aunt was wearing dry clothes, they planned their next fishing trip.

Which sentence should **most likely** end with an exclamation point to show excitement?

- A. sentence 1
- B. sentence 2
- * C. sentence 3
- D. sentence 5

The student is asked to identify which sentence should end in an exclamation point. Option A is a declarative sentence that introduces the character and setting of the story and correctly ends in a period. Option B is also a declarative sentence that states an action, but the action does not suggest excitement, and therefore the sentence ends in a period. Option C describes a startling event and therefore should end in an exclamation point. Option D is a declarative concluding sentence that does not indicate excitement and correctly ends in a period.

E05.D.2.1.4

57. Read the paragraph.

(1) The sunlight came through the window. (2) The little cat stretched his legs and then curled up in a sunny spot on the bed. (3) He slept most of the morning, waking up only to follow the moving sunny spot.

Which revision of sentence 1 **best** uses details to show what is happening?

- A. The sunlight made it through the window, and the room seemed yellow, bright, and warm.
- * B. The sunlight streamed through the window and bathed the room in a warm, golden glow.
- C. A lot of sunlight went through the window, and the room was much nicer to be in.
- D. A large amount of sunlight got through the window and into the nice, warm room.

The student is asked to identify the revision that best adds descriptive details to a sentence. Option A adds some sensory detail with the words “*yellow, bright, and warm*” but the verb “*made*” is vague and adds no descriptive detail about the sunlight. Option B is correct, using the words “*streamed*” and “*bathed*” to describe the sunlight and adding effective sensory detail to describe the “*warm, gentle glow*” of the room. Option C uses vague words throughout the sentence—“*a lot,*” “*went,*” and “*much nicer*”—and lacks any descriptive detail. Option D describes the quantity of sunlight but in a vague way (“*a large amount*”) and uses a weak verb (“*got*”) as well as a weak adjective (“*nice*”).

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Section 3

Directions: On the following pages are the Opinion, Informative, and Narrative Prompts.

E05.C.1.1

Writer’s Checklist for the Opinion 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, your opinion on that topic, and what you want to write.
- 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 opinion on the topic.
- Support your opinion with details, examples, and reasons.
- 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 reasons and examples to support my opinion.
- I corrected any errors in capitalization, spelling, sentence formation, punctuation, and word choice.

Opinion Writing Prompt

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

A group is starting a program that would allow students to travel to space. Some people think this is a good idea because it would be a hands-on learning experience. Others think that the educational opportunity is not worth the cost. Should students be allowed to travel to space?

Write an essay for your teacher that states your opinion about whether students should be allowed to travel to space and explains why. Be sure to use details and reasons to support your opinion.

Turn the page to begin writing your response.

OPINION WRITING PROMPT—4-POINT MODE-SPECIFIC SCORING GUIDELINE

Assessment Anchor:

E05.C.1 Text Types and Purposes

Specific Eligible Content addressed by this prompt:

E05.C.1.1—Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Opinion Scoring Guidelines:

Score Point	Description
<p style="text-align: center;">4</p>	<ul style="list-style-type: none"> • Sharp, distinct opinion introduced, developed, and concluded with evident awareness of task, purpose, and audience • Effective order and organizational structure that support reasons and evidence • Substantial and relevant content that demonstrates a clear understanding of the purpose • Thorough elaboration with clearly presented reasons that are consistently supported with facts and details • Effective transitions that connect opinions and reasons • Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety • Consistent control of sentence formation • Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning
<p style="text-align: center;">3</p>	<ul style="list-style-type: none"> • Clear opinion introduced, developed, and concluded with general awareness of task, purpose, and audience • Logical order and organizational structure that support reasons and evidence • Adequate and relevant content that demonstrates an understanding of the purpose • Sufficient elaboration with clearly presented reasons that are supported with facts and details • Clear transitions that connect opinions and reasons • Established and maintained formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety • Adequate control of sentence formation • Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning

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

OPINION WRITING PROMPT STUDENT RESPONSES

E05.C.1.1 Response Score: 4



A group is starting a program that would allow students to travel to space. Some people think this is a good idea because it would be a hands-on learning experience. Others think that the educational opportunity is not worth the cost. Should students be allowed to travel to space?

Write an essay for your teacher that states your opinion about whether students should be allowed to travel to space and explains why. Be sure to use details and reasons to support your opinion.

A chance to travel to space would be terrific, but not very practical for a school field trip. How could the school afford to send all the students in my class to space? How could we all fit on a space ship? How will students behave without their parents for such a long time? A better option is for our class to go to the museum at Wright Patterson Air Force Base in Ohio.

It would cost millions of dollars to send our class to space. But, all the kids could fit in a school bus to travel to Ohio and it wouldn't cost a fortune. Also, a trip to Ohio and back to Pennsylvania will only be a two day trip, and my opinion is that all fifth graders can handle a weekend without their parents.

The Air Force Museum provides exciting experiences to show what space is really like. First, viewing the 3D Imax movie will show us more about space. Next, we would sit in the space capsule simulator, just like the astronauts, and learn how to manage the controls. After our flight, a member of the space team could bring spacesuits for us to wear, and we could eat some space food. This will definitely be a great experience. We will not only learn about space, but we will also learn to use our imagination.

A visit to the Air Force Museum will be special and unique. An educational experience doesn't need to cost a lot to be effective!

A sharp, distinct opinion ("A chance to travel to space would be terrific but not very practical for a school field trip.") is introduced, developed, and concluded with evident awareness of task, purpose, and audience. There is an effective order that supports the reasons for not going to space, and the response also provides an alternative solution ("...our class to go to the museum at Wright Patterson Air Force Base..."). Relevant content demonstrates a clear understanding of the purpose ("...cost millions of dollars...," "Air Force Museum provides exciting experiences showing what space is really like ...," etc.). Elaboration is thorough with clearly presented reasons that are supported with specific details. This response demonstrates an effective control of language. A formal style is established with domain-specific vocabulary ("3D Imax movie," "space capsule simulator," "astronauts," etc.) and sentence variety. Transitions are effective ("when," "so," "even," etc.). Any errors in grammar, usage, spelling, and punctuation do not interfere with meaning.

Opinion Writing Prompt
Final Copy

Traveling to space sounds very educational, but not very realistic. If we send students to space we would waste a lot of money, we could use that money to have a better science program, and we could send our kids to space camp instead.

If we sent students to space it would cost millions of dollars. What school has that much money? If we send 100 students and the cost for each kid is fifty thousand dollars, then we could spend 5,000,000 dollars for just 100 students. I don't think any school can afford that and I don't know any parent who could pay that.

We could use money for schools more effectively because right now we don't even have enough textbooks in science class. We could buy a science book for every kid. No more sharing! We could also buy more science materials to do more Activities. We all like to do science labs but we never have enough supplies. My teacher always asks us to send stuff in from home so we can do labs. Let's use our money to make science class better.

Instead of going to space, just send us to space camp. It will be so much less money. If we go we will still learn the same things. They can put us in a simulator, and we can see what it's like to go to space. We will have great learning experiences and only spend a little money. I know my parents would even help pay for that.

Parents can help pay for space camp, but space travel is just too much to ask. Money should be for books and supplies.

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





Opinion Writing Prompt (continued)
Final Copy

and maybe even space camp. So I think we should save our money and not go to space.

A sharp, distinct opinion is introduced (“Traveling to space sounds very educational, but not very realistic.”). The writer employs an effective order as well as an organizational structure (“waste a lot of money, we could use that money to have a better science program, and we could send our kids to space camp”). Each of the reasons is thoroughly elaborated and consistently supported with facts and details (“If we send 100 students,” “each kid is fifty thousand,” “spend 5,000,000,” “science book for every kid,” “more science materials,” “put us in a simulator”). Stylistic techniques (“What school has that much money?”) and audience awareness (“Let’s use our money to make science class better.”) are strong. Consistent control of sentence formation is demonstrated, and there are few errors in grammar, usage, spelling, and punctuation.

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



E05.C.1.1 Response Score: 3



A group is starting a program that would allow students to travel to space. Some people think this is a good idea because it would be a hands-on learning experience. Others think that the educational opportunity is not worth the cost. Should students be allowed to travel to space?

Write an essay for your teacher that states your opinion about whether students should be allowed to travel to space and explains why. Be sure to use details and reasons to support your opinion.

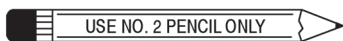
Traveling to space is a great idea. It will be the trip of a lifetime. I know it will be really, really expensive but the teachers can pick only the students who are totally interested in the space program. We can't be all star athletes, or all gifted pianists.

I have been to space camp. I learned about spacetravel, what to eat and how to do all kinds of gravity experiments. Now is the time to do the real thing. There are so many unanswered questions about space.

Therefore I think the school or the state or even some private company should provide the funds to send kids to space. Money is not a good enough reason to not let us have the opportunity for this hands-on experience. How do you teach a child to play the piano without a piano? The same is true for the future space explorers.

Some of us were born to be the pioneers of the new frontier and I am ready for lift off!

A clear opinion is introduced ("*Traveling to space is a great idea. It will be the trip of a lifetime.*"), developed, and concluded ("*Some of us were born to be the pioneers of the new frontier...*") with general awareness of task, purpose, and audience. There is a logical organizational structure that introduces the opinion and supports the reasons and evidence. The writer establishes and maintains a formal style with appropriate control of language, domain-specific vocabulary ("*gifted*," "*unanswered questions*," "*space explorers*," "*lift off*," etc.), and sentence variety. The few errors in spelling ("*interested*," "*spacetravel*") and punctuation do not interfere with meaning.

Opinion Writing Prompt
Final Copy

I think that space travel for students is a great idea. The cost will be big, but totally worth it. Students will be able to do hands-on experiments and be motivated to be healthy.

First, a person traveling to space must be healthy. They have to be in good shape. They eat dried food in space and don't get much sleep or exercise. To go to space you have to be healthy so I think it will motivate kids to be healthy.

Second there will be hands-on science experiments. Kids will be able to make up experiments and try them up in space. Does music sound the same in space? Do plants grow in space? For example we could take 10 pots of flowers and leave 5 on earth and take 5 to space. We could do matching amounts of water to one on earth and one in space. That is just one of many hands-on experiments we could do.

Last is the big cost. It will be worth it because kids will learn more doing hands-on than they will on earth reading science books. Also, they will be getting healthy. That is why it is a great idea.

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

GO ON 

A clear opinion is introduced, developed, and concluded (*"It will be worth it"*). There is a logical order, and an organizational structure is established with clear transitions that connect opinions and reasons (*"First, a person . . . must be healthy," "Second there will be hands-on science experiements"*). Adequate relevant content for both reasons is supported with facts and details, which demonstrate an understanding of the purpose (*"eat dried food," "don't get much sleep or exercise," "For example we could take 10 pots of flowers and leave 5 on earth"*). The response demonstrates sentence variety, appropriate control of language, and stylistic techniques. Adequate control of sentence formation is also demonstrated. Some errors are present in grammar, usage, spelling, and punctuation (*"earth," "experiements," "becuase"*).

E05.C.1.1 Response Score: 2



Opinion Writing Prompt
Final Copy

I think that students shald not be allowed to space. It costs too much. It costed millluns of dollers to send the shuttle into space. the astronauts train for many many years to lern how to travel to space. They have to be really smart. They practise going by getting in a machine that lets them float. They eat weird food and I wald not like that. So no I do not think that students shald be allowed to travel to space because it too much cost.

An opinion is introduced (“students shald not be allowed to [travel to] space”), developed, and concluded with little awareness of task, purpose, and audience. While there is an introduction and a conclusion (“So no I do not think that students shald be allowed to travel to space”), the response lacks adequate development to support the opinion. The student begins to write about the cost, but support is limited (“millluns . . . to send the shuttle into space”). The writer then shifts, without transition, to elaboration on the astronauts. The content presented is vague and demonstrates a weak understanding of the purpose, focusing on the qualifications of astronauts rather than on whether students should be allowed to travel to space. Errors are present in grammar, usage, spelling, and punctuation (“shald,” “costed millluns,” “dollers,” “practise,” “it too much cost”).

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



E05.C.1.1 Response Score: 1



A group is starting a program that would allow students to travel to space. Some people think this is a good idea because it would be a hands-on learning experience. Others think that the educational opportunity is not worth the cost. Should students be allowed to travel to space?

Write an essay for your teacher that states your opinion about whether students should be allowed to travel to space and explains why. Be sure to use details and reasons to support your opinion.

Students should be alloud to travl to space. I want to go to space. It would be fun to float. I want to walk on the moon an drive a buggy on the moon like Armstrong.

Minimal evidence of an opinion is introduced, developed, and concluded with little awareness of task, purpose, and audience. The writer states an opinion (“*Students should be alloud to travl to space*”) and then provides a list of three reasons why he or she wants to go to space: “*fun to float,*” “*walk on the moon,*” and “*drive a buggy.*” Only one of those ideas is developed (“*like Armstrong*”). There are no transitions and no organizational structure. Errors are present in spelling (“*alloud,*” “*travl*”).

E05.C.1.2

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 about the activities you could do on a rainy day. These could be inside or even outside in the rain. They can be something you do on your own or with others. What is one activity that you could do on a rainy day?

Write an essay for your teacher that describes one activity you could do on a rainy day. Be sure to use details and examples to explain your idea.

Turn the page to begin writing your response.



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

A large rectangular area containing 25 horizontal lines for writing.

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



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

Assessment Anchor:

E05.C.1 Text Types and Purposes

Specific Eligible Content addressed by this prompt:

E05.C.1.2—Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Informative/Explanatory Scoring Guidelines:

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

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

INFORMATIVE/EXPLANATORY WRITING PROMPT STUDENT RESPONSES

E05.C.1.2 Response Score: 4



Think about the activities you could do on a rainy day. These could be inside or even outside in the rain. They can be something you do on your own or with others. What is one activity that you could do on a rainy day?

Write an essay for your teacher that describes one activity you could do on a rainy day. Be sure to use details and examples to explain your idea.

A rainy day in our house always turns into playing board games, especially an exciting game of Monopoly. It is kind of like a play we act over and over.

First is the great setting. As soon as the rain drops start to accumulate on the window panes, Mom will make delicious popcorn while Dad sets up the game on the floor of the living room. With a crackling fire and warm, buttery popcorn we all sit down.

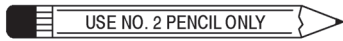
Next is the characters, we choose our game tokens. This is an important part of the family tradition, I usually pick the dog because it looks a little like Champ, my miniature Scottie dog. Mom picks the cat, my brother the racing car, and Dad's favorite is the top hat. Dad is the banker, and he always pretends to lecture everyone about making bad decisions with their money. Off course Mom has to roll her eyes, and Dad then laughs at his own little act.

Finally, the play starts and Dad says, "Let the games begin!", and our tokens start marching across the board, and we turn into real estate experts. We all have great fun buying and selling houses and hotels and collecting money for passing go. Just when the sun peeks through the clouds, my brother is usually crowned the Monopoly champ. Dad then calls him Mr. Millions for a day or two.

Playing board games on rainy days is great fun and bonding time for a family.

A sharp, distinct topic is introduced ("*playing board games*," "*Monopoly*"), developed, and concluded with evident awareness of task, purpose, and audience. This response demonstrates an effective organizational structure ("*First is the great setting*," "*Next is the characters*," "*Finally the play starts*") that develops the topic. Elaboration is thorough with clearly presented information and vivid descriptions ("*crackling fire*," "*warm, buttery popcorn*"). Transitions are effective ("*First*," "*Next*," "*Finally*," "*Just when*"). The writer consistently maintains a formal style with effective control of language, stylistic techniques, domain-specific vocabulary ("*game tokens*," "*real estate*," "*buying and selling*"), and sentence variety. Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning.

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Informative/Explanatory Writing Prompt
Final Copy

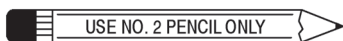
Have you ever been so scared that someone had to hold your hand? Have you ever been on the edge of your seat waiting to see what happens next? If you answered yes, then you liked movies just like me! If it was a rainy day then I would go to the movies.

First, I like going to the theater because of getting to spend quality time with my snotty family. I ~~add~~ ~~the~~ spending family time at a theater is because of getting to laugh with each other and have an entertaining time. When we went to see Puss In Boots it was hilarious and we couldn't stop laughing all the way home. My brother kept repeating funny lines from the movie and we would all laugh over and over until our stomachs hurt and we had tears in our eyes.

My absolutely favorite reason that I love going to the movies is because of the delicious food. You can smell the buttery popcorn before you even walk in the theater. That tasty popcorn is amazing. Once we get our tickets

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

GO ON 



Informative/Explanatory Writing Prompt (continued)
Final Copy

we run as fast as cheetas to get in line for a great big tub of buttery popcorn. My dad always missed some of the movie going to fill it up again. We really stuff ourselves with it. My brother wiped his hands on his pants and makes them all greasy and my mom gets upset about that. There is also huge boxes of candy. My mom loves Junior Mints and gets a ginormous box to share. One time I got Milk Duds but they stick to my teeth like glue so I just eat Mom's candy.

Now you know what a perfect time my fantastic family has on a wet and drippy rainy day.

A sharp, distinct topic is introduced ("If it was a rainy day then I would go to the movies"). The topic is developed through the use of an effective organizational structure ("First . . . spend quality time with my . . . family," "My absolutely favorite . . . food"). Substantial, relevant content demonstrates an understanding of the purpose ("My brother kept repeating funny lines from the movie and we would all laugh," "I got Milk Duds but they stick to my teeth like glue"). Thorough elaboration with clearly presented information is consistently supported with facts, examples, and concrete details ("My mom loves Junior Mints," "big tub of buttery popcorn"). Transitions connect ideas and concepts ("When," "Once we get," "One time," "Now you know"). Effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety is demonstrated ("as fast as cheetas," "Have you ever"). Consistent control of sentence formation is demonstrated, and few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning.

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



E05.C.1.2 Response Score: 3



Think about the activities you could do on a rainy day. These could be inside or even outside in the rain. They can be something you do on your own or with others. What is one activity that you could do on a rainy day?

Write an essay for your teacher that describes one activity you could do on a rainy day. Be sure to use details and examples to explain your idea.

On a rainy day, I like to leave paved roads behind and my BMX bike and I become one on the muddy dirt trails on our farm. Here are a few tips if you would like to follow in my tracks.

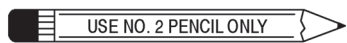
Before you go out in the rain you have to dress smart. You will need a windbreaker, gloves, arm warmers and leg warmers. Shove a few energy bars in your pocket and take your water bottle with you. Also, don't forget your cell phone in case you need to get in touch with someone.

When you ride your BMX on muddy, slippery roads your bike-handling skills will improve. You will eat a lot of dirt but it will pay off. You will learn to brake before turning and you will learn that riding on mud will improve your leg power because you have to push against gravity.

So whenever it rains, get out of the house, grab your BMX and eat some dirt.

A clear topic is introduced (“...I like to leave paved roads behind...my BMX bike and I become one...”) with general awareness of the task, purpose, and audience. This response demonstrates adequate order and organizational structure that develop the topic (“On a rainy day,” “you have to dress smart,” “When you ride your BMX”). Adequate and relevant content (“paved roads,” “muddy dirt trails,” “windbreaker,” “energy bars,” “bike-handling skills,” “leg power,” “gravity,” etc.) demonstrates an understanding of the purpose of the task. Elaboration is sufficient with clearly presented information that is supported with concrete details. The writer established and maintained a formal style with appropriate control of language, domain-specific vocabulary, and sentence variety. Clear transitions (“before,” “also,” “when,” “whenever”) connect ideas and concepts. Few errors are present in grammar, usage, spelling, and punctuation, and these errors do not interfere with the meaning.

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Informative/Explanatory Writing Prompt
Final Copy

"Wahoooo" I imagined I was riding a quad on a super rainy, muddy day. That is what I would do on a rainy day.

The reason why I want to go quadding is I can go up the giant hill, do jumps and do drag races.

The first reason why is "go up the giant hill" so I can slip and slide my way to the top in the mud. It is more fun in the muddy and rainy slop. I can go fast like Sonic. One time I went up and did a wheelie. At the top you can see miles of trees it is beautiful.

The second reason is to "do jumps." You can get a lot of air. One time in the snow I did big jumps. I want to do tricks like back flips and 360. Jumping is fun and if I get good at jumping I can enter into competitions like Quadarama.

My last but not least reason is "do drag races." I want to drag race so we can bet on who will win. If you win you get all the money.

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

GO ON 

E05.C.1.2 Response Score: 2



Think about the activities you could do on a rainy day. These could be inside or even outside in the rain. They can be something you do on your own or with others. What is one activity that you could do on a rainy day?

Write an essay for your teacher that describes one activity you could do on a rainy day. Be sure to use details and examples to explain your idea.

On a rainy day I would like to go roller skating with my friends at Southtown roller rink, I would go with Kelsey, Kylie and Kim.

Roller skating is one of my favorite things to do! I like roller skating with all the flashing light and music. Some times there are races that I do and is super fun! I have my won pair of white roller skates that I got at a garage sale.

Roller skating is also fun because there are video games like Mrs. Pac-Man. Southtown has a food stand where you can get yummy food like pizza, nachos, an pretzels.

In conclusion, that is what I would like to do on a rainy day.

There is a clear topic introduced (*"I would like to go roller skating"*); however, the inadequate content contributes to an underdeveloped response. While there are some facts, examples, and details (*"Southtown," "white roller skates that I got at a garage sale"*), much of the content is without elaboration and/or presented as a list (*"pizza, nachos, an[d] pretzels"*). Other than the introductory and concluding statements, there is not an organizational structure that develops the topic. The use of transitions is limited (*"In conclusion"*). The opening sentence has a formation issue (comma splice), and there are some errors in grammar, usage, spelling, and punctuation (*"Some times there are races . . . is super fun!"*).

E05.C.1.1 Response Score: 1



Informative/Explanatory Writing Prompt
Final Copy

I would like to go bowling and this is why. I want to beat my brother. When you step over the line it is a foul.

A topic is introduced (“*bowling*”); however, there is limited awareness of task, purpose, and audience in this brief response. The writer provides minimal content that does not appear to have any order or organizational structure. Minimal transitions are present, but they do not function to connect ideas (“*When*”). Errors are present in grammar, usage, spelling, and punctuation (“*fowl*”).

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



E05.C.1.3

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.
- 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:

Imagine that something exciting happened at school. It could be something that really has happened or something you make up.

Write a story for your teacher that tells about something exciting that happened at school. Make sure your story has a beginning, middle, and end.

Turn the page to begin writing your response.

NARRATIVE WRITING PROMPT—4-POINT MODE-SPECIFIC SCORING GUIDELINE

Assessment Anchor:

E05.C.1 Text Types and Purposes

Specific Eligible Content addressed by this prompt:

E05.C.1.3—Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

Narrative Scoring Guidelines:

Score Point	Description
<p style="text-align: center;">4</p>	<ul style="list-style-type: none"> • Distinctly established situation/theme that orients the reader and introduces the narrator and/or characters • Effective narrative pattern that sequences events and provides a conclusion • Thorough elaboration that effectively supports the storyline • Effective use of narrative techniques to develop experiences and events • Effective use of transitions • Precise control of language that conveys experiences and events using concrete words, phrases, and sensory details • Consistent control of sentence formation • Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning
<p style="text-align: center;">3</p>	<ul style="list-style-type: none"> • Clearly established situation/theme that orients the reader and introduces the narrator and/or characters • Narrative pattern that generally sequences events and provides a conclusion; interruptions to the sequence may occur • Sufficient elaboration that supports the storyline • Adequate use of narrative techniques to develop experiences and events • Clear use of transitions • Adequate control of language that conveys experiences and events using concrete words, phrases, and sensory details • Adequate control of sentence formation • Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning

Score Point	Description
<p style="text-align: center;">2</p>	<ul style="list-style-type: none"> • Vague situation/theme that inconsistently orients the reader and introduces the narrator and/or characters • Weak narrative pattern that inconsistently sequences events and may or may not provide a conclusion • Weak elaboration that somewhat supports the storyline • Limited use of narrative techniques to somewhat develop experiences and events • Inconsistent/limited use of transitions • Limited control of language that conveys experiences and events using limited concrete words, phrases, and sensory details • Inconsistent control of sentence formation • Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning
<p style="text-align: center;">1</p>	<ul style="list-style-type: none"> • Minimal evidence of a situation/theme • Minimal sequencing of events that may or may not establish a narrative pattern • Minimal elaboration that may or may not support the storyline • Minimal use of narrative techniques • Minimal use of transitions • Insufficient control of language (words, phrases, and sensory details) • Minimal control of sentence formation • Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning

NARRATIVE WRITING PROMPT STUDENT RESPONSES

E05.C.1.3 Response Score: 4



Imagine that something exciting happened at school. It could be something that really has happened or something you make up.

Write a story for your teacher that tells about something exciting that happened at school. Make sure your story has a beginning, middle, and end.

It was just an ordinary Tuesday for us three ordinary boys at an ordinary elementary school in Midland when the most extraordinary event happened.

Kevin, Rob and I were outside during recess just tossing the pigskin, minding our own business. When out of the corner of my eye, I saw a flash of red and gold. OMG! To our surprise, there stood John Smith in the flesh. Big John, the legend, the greatest quarterback of all times! If you live in Midland and you are a football fan then Big John is up there with Superman, the Hulk, Spiderman and the other great heroes of our time. John Smith is the big reason why Midland never lost any games when he played.

“Am I seeing things?” shouted Kevin.

“No way!” yelled Rob.

I was speechless, my breath was taken away, and I couldn’t believe my own eyes but there stood John Smith, all 220 lbs. of the 6’ 3” giant, and he was walking straight toward us.

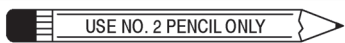
“Hey, guys!” said John. “Would you like to toss some football with me?”

“Yes, please! We all cried excitedly.

For the most awesome half hour of my life, John showed us some special plays, shared tips on throwing and gave us each an autographed Midland football. Then he disappeared as mysteriously as his appeared.

As we walked back to the building, each one holding onto his autographed football for dear life, our grins were a mile wide. My football is on a shelf in my room, reminding me that I am allowed to dream big: the next exciting event might be just around the corner.

This response introduces a distinctly established situation of three boys meeting their quarterback idol that orients the reader and introduces the narrator and the characters. There is an effective narrative pattern that sequences events (*"outside during recess," "there stood John Smith," "would you like to toss some football," "disappeared," "walked back to the building"*). The writer provides an effective conclusion (*"the next exciting event might be just around the corner."*). There is thorough elaboration (*"all 220 lbs. of the 6'3" giant," "most awesome half an hour"*) that effectively supports the story line. This response also demonstrates consistent control of sentence formation, grammar, usage, spelling, and punctuation.



Narrative Writing Prompt
Final Copy

It was a normal, quiet day at Franklin Elementary. It started at 1:45pm when the class came back from the art room. The third grade class had walked in quietly and taken their seats, but there was no teacher in the room. Where could she be?

"Yowza! Is that our teacher?" cried a student. "No way," called another student. The whole class looked out the windows in amazement. The teacher was outside on the lawn soaking wet and walking towards the classroom. The kids started to all talk at once and the room got very noisy.

Just then the principal walked in. "Take your seats please kids," he yelled loudly.

They all scrambled back to their desks. "Your teacher will be back inside in a moment."

The teacher walked in dripping wet and smiling. "I have a surprise for all of you," she stated loudly.

"I found an invisible water park behind the school."

It was a blast. There are all sorts of slides, a wave pool and a splash pad. Tomorrow we will have a field trip to the water park." The class cheered happily.

"We can't wait to go to the water park!" they all exclaimed excitedly. The teacher passed out permission slips.

"Don't forget a swimsuit and towel!" the kids reminded each other. Then they got on the buses at the end of the school day.

The next day the students all had fun going down the invisible slides and playing in the water. They all begged to go again the next day, but the teacher reminded them that they all needed to do some school work. This made the kids sad. On the third day,

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

GO ON 



Narrative Writing Prompt (continued)
Final Copy

the water park wasn't there anymore. nobody knows what happened to the water park or if it will ever come back again to Franklin Elementary.

There is a distinctly established situation (an invisible water park) that orients the reader and introduces the characters (students, teacher, principal). There is an effective narrative pattern that sequences events and uses transitions effectively (*"It started at 1:45pm," "Just then the principal," "The next day," "On the third day"*). Thorough elaboration effectively supports the storyline (*"slides, a wave pool and a splash pad," "cheered happily," "exclaimed excitedly"*). Consistent control of sentence formation, grammar, usage, spelling, and punctuation is demonstrated.

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



E05.C.1.3 Response Score: 3



Imagine that something exciting happened at school. It could be something that really has happened or something you make up.

Write a story for your teacher that tells about something exciting that happened at school. Make sure your story has a beginning, middle, and end.

One afternoon, Mrs. Jones, our teacher said in a stern voice, “Who was responsible for Hammy this morning?” For the record: Hammy is our classroom hamster and we must take turns to look after Hammy.

Red faced, Todd said, “Oops! I think I forgot to close the cage door.” Todd went over to close it and cried out, “Where did Hammy go?”

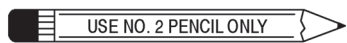
Mrs. Jones said, “Okay, everybody stay calm, the search is on. Let’s find Hammy!”

We looked under our desks and in every cubby. Hammy was nowhere to be found. Suddenly, Jessica saw Hammy dash across the room like lightning. She ran after him, scooped him up with her hands, placing him safely back into his cage, locking the door carefully.

That is the story of Hammy’s great escape, he almost did it, but we fifth graders outsmarted him. What an exciting day at Franklin Elementary School!

This response introduces a clearly established situation of the lost class hamster that orients the reader and introduces the narrator and the characters. There is a narrative pattern that generally sequences the events and provides a conclusion (“*What an exciting day at Franklin Elementary School.*”). Sufficient elaboration supports the storyline (“*Who was responsible for Hammy,*” “*I think I forgot,*” “*We looked under our desks,*” “*locking the door carefully.*”). Adequate control of sentence formation, grammar, usage, spelling, and punctuation is demonstrated.

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Narrative Writing Prompt
Final Copy

I was chosen to be a Helping Hand at school. I get to go to the Just Right Room a help someone every Monday, Wednesday, and Fridays. His name is Erick and he is sometimes very shy. I go to his classroom and help him with the alphabet sight words and a whole bunch of other things.

Erick and I also play games with what he learned. For example: we play a game called alphabet baseball, it's when you match up a lower case letter (a) with an upper case letter (A). It is fun to see Erick smile when he gets it right and see him having a blast. He loves when I come to his room. Sometimes I even learn a little something when really it's Erick who's suppose to be learning. Erick is sometimes a little tired so it isn't really a lot of fun to teach him, but still a little fun anyways.

It is sad to leave when I know Erick had fun being with me. I love being a Helping Hand and I'm glad I got chosen.

A clear situation ("I was chosen to be a Helping Hand") orients the reader and introduces the narrator and character ("Erick"). A narrative pattern generally sequences the events and provides a conclusion ("It is sad to leave . . . I'm glad I got chosen"). Sufficient elaboration supports the storyline ("we play a game called alphabet baseball," "I even learn a little something"). Adequate control of language, sentence formation, grammar, usage, spelling, and punctuation is present.

E05.C.1.3 Response Score: 2



Imagine that something exciting happened at school. It could be something that really has happened or something you make up.

Write a story for your teacher that tells about something exciting that happened at school. Make sure your story has a beginning, middle, and end.

A new girl came to our school. It was near spring. Her parents brought her in the class room she looked sad. My teacher picked me to give her a little tour of the school.

The next day I say down and was talking to her. When we went to lunch I asked her to sit next to me. We were playing and talking. I made her feel welcomed to her new school. Her parents were happy she found a friend like me. My teacher was happy. She said I would be a great friend. My parents were proud because I showed kindness to my new friend. I was excited because I got a new friend at school.

There is a vague situation/theme that orients the reader and introduces the narrator and character ("*new girl*"). There is a brief narrative pattern that sequences events and provides a long, listed conclusion ("*Her parents were happy,*" "*My teacher was happy,*" "*My parents were proud,*" "*I was excited*"). There is limited use of concrete words, phrases, and sensory details; there are no specific names of people, no specific grade, no school name, and no details about what they ate for lunch or what game they played. Adequate control of sentence formation is demonstrated, and few errors are present in grammar, usage, spelling, and punctuation; however, this alone is not enough to move the response to a higher score.

E05.C.1.3 Response Score: 1



Narrative Writing Prompt
Final Copy

At Recess, I played Basketball, Football and also soccer, but I don't like the play groud Because one time I fell in the monkeybour and I got hurt. And the another day I slid and I fell in the side and I got hurt. And the next day my friend push me so hard I fell and got hurt!

There is minimal evidence of a situation/theme beyond the topic of recess. There is minimal sequencing of events and use of transitions ("one time I fell," "another day I slid," "the next day"); however, they do not establish a narrative pattern. The response lacks sensory details and narrative techniques. Many errors are present in grammar, usage, spelling, and punctuation ("Basketball," "play groud," "monkeybour," "the another day," "friend push me").

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PSSA Grade 5 English Language Arts Item and Scoring Sampler

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