DRAFT

engage ny

Our Students. Their Moment.

New York State Testing Program
Grade 4 Common Core
English Language Arts Test

Released Questions with Annotations

August 2014

Copyright Information

New York State Testing Program
Grade 4 Common Core
English Language Arts Test

Released Questions with Annotations

With the adoption of the New York P–12 Common Core Learning Standards (CCLS) in ELA/Literacy and Mathematics, the Board of Regents signaled a shift in both instruction and assessment. Starting in the Spring 2013, New York State began administering tests designed to assess student performance in accordance with the instructional shifts and the rigor demanded by the Common Core State Standards (CCSS). To aid in the transition to new assessments, New York State has released a number of resources, including test blueprints and specifications, sample questions, and criteria for writing assessment questions. These resources can be found at http://www.engageny.org/common-core-assessments.

New York State administered the ELA/Literacy and Mathematics Common Core tests in April 2014 and is now making a portion of the questions from those tests available for review and use. These released questions will help students, families, educators, and the public better understand how tests have changed to assess the instructional shifts demanded by the Common Core and to assess the rigor required to ensure that all students are on track to college and career readiness.

Annotated Questions Are Teaching Tools

The released questions are intended to help educators, students, families, and the public understand how the Common Core is different. The annotated questions demonstrate the way the Common Core should drive instruction and how tests have changed to better assess student performance in accordance with the instructional shifts demanded by the Common Core. They are also intended to help educators identify how the rigor of the State tests can inform classroom instruction and local assessment. To this end, these annotated questions will include instructional suggestions for mastery of the CCLS.

The annotated questions will include both multiple-choice and constructed-response questions. With each multiple-choice question released, a rationale will be available to demonstrate why the question measures the intended standards; why the correct answer is correct; and why each wrong answer is plausible but incorrect. Additionally, for each constructed-response question, there will be an explanation for why the question measures the intended standards and an annotated rubric with sample student responses that would obtain each score on the rubric.

Understanding ELA Annotated Questions

Multiple Choice

Multiple-choice questions are designed to assess Common Core Reading and Language Standards. They will ask students to analyze different aspects of a given text, including central idea, style elements, character and plot development, and vocabulary. Almost all questions, including vocabulary questions, will only be answered correctly if the student comprehends and makes use of the whole passage. For multiple-choice questions, students will select the correct response from four answer choices.

Multiple-choice questions will assess Reading Standards in a range of ways. Some will ask students to analyze aspects of text or vocabulary. Many questions will require students to combine skills. For example, questions may ask students to identify a segment of text that best supports the central idea. To answer correctly, a student must first comprehend the central idea and then show understanding of how that idea is supported. Questions will require more than rote recall or identification. Students will also be required to negotiate plausible, text-based distractors[1]. Each distractor will require students to comprehend the whole passage.

The rationales describe why the distractors are plausible but incorrect and are based in common misconceptions regarding the text. While these rationales will speak to a possible and likely reason for selection of the incorrect option by the student, these rationales do not contain definitive statements as to why the student chose the incorrect option or what we can infer about knowledge and skills of the student based on their selection of an incorrect response. These multiple-choice questions were designed to assess student proficiency, not to diagnose specific misconceptions/errors with each and every incorrect option.

The annotations accompanying the multiple-choice questions will also include instructional suggestions for mastery of the CCLS measured.

Short Response

Short-response questions are designed to assess Common Core Reading and Language Standards. These are single questions in which students use textual evidence to support their own answer to an inferential question. These questions ask the student to make an inference (a claim, position, or conclusion) based on his or her analysis of the passage, and then provide two pieces of text-based evidence to support his or her answer.

The purpose of the short-response questions is to assess a student's ability to comprehend and analyze text. In responding to these questions, students will be expected to write in complete sentences. Responses should require no more than three complete sentences

The rubric used for evaluating short-response questions can be found both in the grade-level annotations and in the Educator Guide to the 2014 Grade 4 Common Core English Language Arts Test at www.engageny.org/resource/test-guides-for-english-language-arts-and-mathematics.

Extended Response

Extended-response questions are designed to measure a student's ability to **Write from Sources**. Questions that measure Writing from Sources prompt students to communicate a clear and coherent analysis of one or two texts. The comprehension and analysis required by each extended response is directly related to grade specific reading standards.

Student responses are evaluated on the degree to which they meet grade-level writing and language expectations. This evaluation is made using a rubric that incorporates the demands of grade specific Common Core Writing, Reading, and Language standards. The integrated nature of the Common Core Learning Standards for ELA and Literacy require that students are evaluated across the strands (Reading, Writing, and Language) with longer piece of writing such as those prompted by the extended-response questions.

The information in the annotated extended-response questions focuses on the demands of the questions and as such will show how the question measures the Common Core Reading standards.

The rubric used for evaluating extended-responses can be found both in the grade-level annotations and in the Educator Guide to the 2014 Grade 4 Common Core English Language Arts Test at www.engageny.org/resource/test-guides-for-english-language-arts-and-mathematics.

---

[1] A distractor is an incorrect response that may appear to be a plausible correct response to a student who has not mastered the skill or concept being tested.

These Released Questions Do Not Comprise a Mini Test

This document is NOT intended to show how operational tests look or to provide information about how teachers should administer the test; rather, its purpose is to provide an overview of how the new test reflects the demand of the CCSS.

The released questions do not represent the full spectrum of standards assessed on the State tests, nor do they represent the full spectrum of how the Common Core should be taught and assessed in the classroom. Specific criteria for writing test questions as well as additional assessment information is available at www.engageny.org/common-core-assessments.

Pecos Bill Captures the Pacing White Mustang

by Leigh Peck

1   Pecos Bill decided to get a real cowpony, and he asked cowboys, "What's the very best horse in these parts?"

2   They answered: "The best horse in all the world is running loose in these very hills. He runs fast as the lightning, so we call him Lightning. Others call him the Pacing White Mustang, and some even say that his real name is Pegasus. We have all tried hard to catch him, but no one has ever got close enough to him to put a rope on him or even to see him clearly. We have chased him for days, riding our very best ponies and changing horses every two hours, but he outran all our best ponies put together."

3   But Pecos Bill told them: "I'll not ride a cowpony when I chase this horse. I can run faster myself than any of your ponies can."

4   So Pecos Bill threw his saddle and bridle over his shoulder and set out on foot to look for the famous wild white horse. When he got close enough to take a good look at Lightning, he saw that only the horse's mane and tail were pure white. The beautiful animal was really a light cream or pale gold color—the color of lightning itself. The Spanish people in the Southwest call such a horse a *palomino*. He chased Lightning five days

> bridle = a harness, which includes the reins, that fits over a horse's head and is used to control or guide the horse

and four nights, all the way from Mexico across Texas and New Mexico and Arizona and Utah and Colorado and Wyoming and Montana, clear up to Canada, and then down to Mexico again. Pecos Bill had to throw away his saddle and bridle, as they leaped across cactus-covered plains, down steep cliffs, and across canyons.

5   Finally Lightning got tired of running from Pecos Bill and stopped and snorted. "Very well, I'll let you try to ride me if you think you can! Go ahead and jump on!"

6   Pecos Bill smiled. And he jumped on Lightning's back, gripping the horse's ribs with his knees and clutching the mane with his hands.

7   First, Lightning tried to run out from under Pecos Bill. He ran ten miles in twenty seconds! Next he jumped a mile forward and two miles backward. Then he jumped so high in the air that Pecos Bill's head was up among the stars. Next Lightning tried to push Pecos Bill off his back by running through clumps of mesquite trees. The thorns tore poor Pecos Bill's face.

8   When that failed, too, Lightning reared up on his hind legs and threw himself over backward. But Pecos Bill jumped off quickly, and before Lightning could get on his feet again, Bill sat on his shoulders and held him firmly on the ground.

9   "Lightning," Pecos Bill explained, "you are the best horse in all the world, and I am the best cowboy in all the world. If you'll let me ride you, we will become famous together, and cowboys everywhere forever and forever will praise the deeds of Pecos Bill and Lightning."

10   Then Pecos Bill turned Lightning loose and told him, "You may decide. You are free to go or to stay with me."

11   The beautiful horse put his nose in Pecos Bill's hand, and said, "I want to stay with you and be your cowpony—the greatest cowpony in all the world."

12   Pecos Bill and Lightning went back and found the saddle and bridle where Bill had thrown them. Lightning let Pecos Bill put the saddle on him, but he didn't want to take the bit of the bridle into his mouth. So, Pecos Bill just put a halter on him, and guided him by pressure of the knees and by pulling on the reins of the halter.

13   Lightning would not let anybody but Pecos Bill ride him.

Pecos Bill **most likely** thinks he needs to have the very best horse because

A   he wants a horse that matches his skill

B   he thinks that a good horse is worth a lot of money

C   he feels he has to work harder than the other cowboys

D   he wants to show off in front of the other cowboys

Key: A
MEASURES CCLS: RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

HOW THIS QUESTION MEASURES RL.4.1:

This question measures RL.4.1 because students must select an inference based on textual details that support it. To answer correctly, students must analyze the textual details to determine why Pecos Bill wants to have the very best horse. It requires connecting a statement at the beginning of the story to his dialogue with the horse near the end.

WHY CHOICE "A" IS CORRECT:

Students who choose "A" rely on a character's statements for clues to his motivation. In paragraph 1, Pecos Bill asks, "What's the very best horse in these parts?" Later, in paragraph 9, he says, "Lightning, . . . you are the best horse in all the world, and I am the best cowboy in all the world." This statement provides the clue to the most likely reason for his determination to have "the very best horse."

WHY THE OTHER CHOICES ARE INCORRECT:

Choice B: Students may have chosen "B" because, based on paragraph 2, the demand for the Pacing White Mustang was clearly high, and others would pay quite a bit to own him. The story describes the way in which the other cowboys and Bill try to capture the horse, but no mention is made of doing so for monetary reasons. Also, the final paragraph says that Lightning would only allow Bill to ride him, and Bill obviously wanted the horse for himself, so the amount of money he could get for selling the horse would not matter to him.

Choice C: Students may have chosen "C" because the description of what Pecos Bill does to capture Lightning indicates a level of effort that is beyond the work put in by the other cowboys who have attempted to catch the horse. This option, however, assumes that the hard work is an explanation of his motivation, when in actuality it explains the lengths Bill goes to in order to achieve his goal.

Choice D: Students may have chosen "D" because, in paragraph 3, Pecos Bill boasts, "I can run faster myself than any of your ponies can," which certainly hints at bragging, or "showing off." In addition, in paragraph 9, he says, ". . . cowboys everywhere forever and forever will praise the deeds of Pecos Bill and Lightning," which also indicates a concern for the opinion of others. However, the text highlights that Pecos Bills' need for a "real cowpony" for the "best cowboy" is more important than his need to show off.

HOW TO HELP STUDENTS MASTER RL.4.1:

While all of the choices are possible reasons for wanting the "best horse," choice "A" is the inference most strongly based on evidence in the story. The other statements require a reliance on assumptions rather than textual information. To help students succeed with questions like this, instruction can focus on building students' capacity to comprehend grade-level complex texts and asking students to make an inference about a character in a complex, grade-appropriate text, then asking them to support that inference by quoting the dialogue or actions of that character in the passage.

Why does Pecos Bill take a saddle and bridle to go catch Lightning?

A He hopes they will help him find the horse.

B He believes they will get the horse to come to him.

C He wants to use them to make the horse look better.

D He thinks he will need them when he rides the horse.

Key: D
MEASURES CCLS: RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

HOW THIS QUESTION MEASURES RL.4.1:

This question measures RL.4.1 because students must base an inference on textual details that support it. To answer correctly, students must infer the purpose of the saddle and bridle based on the definition in the call out box and details in the text.

WHY CHOICE "D" IS CORRECT:

Students who choose "D" demonstrate the ability to infer the purpose of the saddle and bridle based on the definition in the call out box and details in the text. In paragraph 3, Pecos Bill states his intention to capture the horse on foot, so he carries the saddle and bridle (paragraph 4) for later use. He ends up having to discard them at the end of paragraph 4, and he rides the horse in paragraph 6 by "gripping the horse's ribs with his knees and clutching the mane with his hands." Further evidence is found in paragraph 12 when the saddle is placed on Lightning and there is an explanation of how Bill guides the horse without a bridle.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen "A" because the bridle and saddle are connected to setting out to find the horse. The text, however, shows how Pecos Bill finds the horse without the bridle and saddle (paragraphs 4 and 5) only to retrieve them later when White Lighting lets Pecos Bill ride him.

Choice B: Students may have chosen "B" because Pecos Bill takes the bridle and saddle with him when he sets out to capture the horse. However, the idea that the saddle and bridle would attract the horse is contradicted throughout the story by the descriptions of Lightning's temperament and actions. Since they are used when riding a horse, it can be inferred that Lightning would avoid a saddle and bridle rather than be attracted to them.

Choice C: Students may have chosen "C" because in paragraph 4 Pecos Bill notices the beauty of the horse. However, the story explicitly states and implies that Bill is mainly concerned with the horse's skill. Nowhere is there any indication that he wants to ride Lightning because of the horse's appearance, nor that the saddle and bridle would add to his appearance.

HOW TO HELP STUDENTS MASTER RL.4.1:

Choice "D" is the only conclusion that has strong, text-based support. The other statements are contradicted by actions and dialogue. To help students succeed with questions like this, instruction can focus on building students' capacity to comprehend grade-level complex texts and teaching students to make inferences about characters based on their actions and dialogue.

Read these sentences from paragraph 7 of the story.

He ran ten miles in twenty seconds! Next he jumped a mile forward and two miles backward.

Why are these details regarding Lightning important to the theme of the story?

A They give the horse his new name.

B They show why the horse is special.

C They make the horse seem more real.

D They describe how the horse is chased.

Key: B
MEASURES CCLS: RL.4.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

HOW THIS QUESTION MEASURES RL.4.2:

This question measures RL.4.2 because students must analyze given details to determine how they support a theme of the story. To answer correctly, students must identify a theme of the story that connects to the quoted text. Then they must select the answer that correctly explains the connection between the quoted text and the theme.

WHY CHOICE "B" IS CORRECT:

Students who choose "B" demonstrate the ability to complete a complex, two-part task involving a theme. Throughout the story, characteristics that make Lightning unlike other horses can be found. The given details add to his uniqueness because they show him accomplishing tasks that are outside the ability of the usual horse. As a result, they add to the reader's understanding of the unique characteristics of the horse.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen "A" because in paragraph 2 the cowboys say, "He runs fast as the lightning, so we call him Lightning." In fact, the first part of the given sentence explicitly refers to his speed and supports the cowboys' impression of him. However, Lightning had been given his new name before Pecos Bill observes this quoted behavior, so the name is not a result of what Bill sees.

Choice C: Students may have chosen "C" because the sentence contains concrete details regarding the horse's feats of speed and agility that may indicate elements of a realistic description. There is no indication, however, that a major focus of the story is to show the horse in a realistic way.

Choice D: Students may have chosen "D" because this sentence describes the actions the horse takes in order to elude capture by Pecos Bill. Although the chase and capture of the horse are major points in the text, how the horse is chased does not directly relate to the theme of the story.

HOW TO HELP STUDENTS MASTER RL.4.2:

Preparing students to successfully answer this type of question requires a multi-step approach. Initial instruction can focus on building students' capacity to comprehend grade-level complex texts, determining themes found in a grade-level text and then asking the students to analyze how the story contains specific details that support that theme. Follow up activities can require students to analyze support for a theme without asking for the theme to be articulated.

Why is Pecos Bill's conversation with the cowboys important to the story?

A   It predicts the action in paragraph 4.

B   It predicts the action in paragraph 5.

C   It explains the choice in paragraph 10.

D   It explains the choice in paragraph 11.

Key: A
MEASURES CCLS: RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

HOW THIS QUESTION MEASURES RL.4.3:

This question measures RL.4.3 because students must analyze the details of a specific event, in this case the conversation between Pecos Bill and the cowboys, in order to understand how it leads to the actions of a character. To answer correctly, students must take into account what is said in relation to what occurs in the remainder of the story.

WHY CHOICE "A" IS CORRECT:

Students who choose "A" demonstrate the ability to recognize how details combine to create a complete picture of the story's events. The conversation (paragraphs 1 through 3) indicates Pecos Bill's goal (to find the best horse) and gives the description of the Pacing White Mustang. This leads to an understanding of both Bill's determination and the horse's evasion in paragraph 4.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice B: Students may have chosen "B" because it involves Pecos Bill's attempts to ride the horse, which can be predicted in the given paragraphs. However, the conversation with the cowboys would not lead to the expectation that Lightning would get "tired of running from Pecos Bill," or that he would let Bill attempt to ride him.

Choice C: Students may have chosen "C" because Pecos Bill has gained control over the horse, which is a fulfillment of his desire to have the horse for his own. Students who select this option, however, may not fully consider the introduction of Bill's willingness to let the horse make the decision and possibly get away. This could not be predicted from the conversation, since all we learn is that Bill is determined to make the horse his own.

Choice D: Students may have chosen "D" because this sentence shows the successful realization of Pecos Bill's goal: to have the best horse. However, this is only one half of the message in the conversation. Also, the conversation with the cowboys does hint at Lightning's unwillingness to be captured and not his willingness to go with Bill, given the option to leave.

HOW TO HELP STUDENTS MASTER RL.4.3:

While all of the choices for this question have a partial basis in the conversation between Pecos Bill and the cowboys, only "A" indicates an accurate connection to that conversation. To help students succeed with questions like this, instruction can focus on building students' capacity to comprehend grade-level complex texts and on how a character develops over the course of a story, specifically identifying how details in the story are consistent with the character's later actions or thoughts.

Which sentence **best** describes the theme of this story?

A   Wild horses are meant to be free.

B   Practice is the way to improve a skill.

C   An honest person will make the most friends.

D   A great partnership requires hard work and respect.

Key: D
MEASURES CCLS: RL.4.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

HOW THIS QUESTION MEASURES RL.4.2:

This question measures RL.4.2 because students must analyze a story to determine a general statement of theme. To answer correctly, students must take into account character, conflict, and resolution, and determine how they come together to support a theme.

WHY CHOICE "D" IS CORRECT:

Students who choose "D" demonstrate the ability to connect all of the dialogue and events in the story to recognize an accurate statement of theme. The partnership between Pecos Bill and the horse begins with difficult work on both of their parts. The horse's efforts to evade capture and Bill's ability to remain in pursuit describe difficult and exhausting actions. The resolution culminates in a partnership based on mutual respect (paragraphs 11–13). Bill respects the horse enough to offer a choice (paragraphs 9–10), and the horse respects Bill enough to go with him.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen "A" because no other cowboy could catch Lightning (paragraph 2), and he makes every effort possible to remain free (paragraphs 4–5). Also, in paragraph 10, Bill uses the words "you are free" when he means "free to choose." This choice certainly refers to details about Lightning's character but not the overall meaning or theme of the passage.

Choice B: Students may have chosen "B" because Lightning had clearly practiced evading capture in the past, and it could be inferred that Bill has had considerable practice in remaining on a bucking horse (paragraphs 6 through 8). This option, however, is not supported by the story as a whole, and its selection relies on viewing events in isolation rather than within a larger context. Practice doesn't accurately explain what either Pecos or Lightning are doing because there is no implication that either one is trying to improve a skill.

Choice C: Students may have chosen "C" because paragraphs 9 through 13 demonstrate how Pecos Bill's honesty helps win over Lightning's friendship. These details, however, are only part of the overall story and do not capture the overall theme.

HOW TO HELP STUDENTS MASTER RL.4.2:

Although all of the options are statements of theme with a limited basis in the text, only "D" is supported by the outcome of the story. To help students succeed with questions like this, instruction can focus on building students' capacity to comprehend grade-level complex texts and teaching students to summarize a text using details from its entirety and then determine a statement of theme that can be supported by that summary.

When Animals Snoozzzzzze

by Elizabeth Schleichert

1   Cat nap, anyone? Big cats are big sleepers. They may doze 12 to 20 hours a day, and in all kinds of places. Leopards sprawl out on branches. Lions and tigers doze every which way on the ground. But cats aren't the only animals to kick back and catch some zzz's! The animal world is filled with sleepyheads.

SNOOZING BASICS

2   But wait! What exactly is sleep? Here's how many scientists define it: Sleep is a period of rest when an animal is less aware of its surroundings. The animal's breathing and heartbeat slow down. And its brain waves show a pattern that is different from when the animal is awake.

3   Why do animals sleep? Many experts say sleep brings animals back to peak performance. It restores their bodies and gives them new energy to go about their normal activities. It's kind of like recharging a cell phone.

CHILL-OUT ARTISTS

4   Bet you're wondering if all animals sleep. Mammals and birds do, for sure. (They may also dream.) But what about other animals—reptiles, fish, amphibians, and insects, for instance? It's not so easy to tell what's going on with them, and experts disagree about whether they sleep.

5   Still some of these animals often *look* as if they're sleeping. It's just that their brain waves don't show the usual sleep patterns. Who knows? Maybe they're just having a slightly different *kind* of sleep.

WHATEVER WORKS!

6   Sleeping animals doze in different ways. Take elephants. Like you, they lie down at night. But they don't always snooze straight through. They may rise and feed a bit, then settle back down again—averaging about five hours of sleep a night. During the day, the elephants in a herd nod off now and then. When the calves lie down to nap, the adults often gather around them in a protective circle.

7   Animals that are active at night often sleep during the day. Fruit bats in Africa, for example, roost (rest or sleep) in the daylight. They crowd together in trees. Here, thousands of them hang upside down by their rear feet, which automatically tighten and get a grip so the bats don't fall.

NORTHERN NAPS

8   Polar bears nap when there's nothing better to do, especially after big meals. In summer, they may flop down on ice or snow—not just to sleep, but also to cool off. With its super-warm coat, a bear can easily overheat. So it has to chill out!

9   Other animals living in snowy places have the opposite problem: how to stay warm while sleeping! Foxes curl up and use their tails as scarves to help keep the cold off.

FISHY TRICKS

10   Fish brain waves may never show sleep patterns, but many fish seem to do some serious resting. The parrotfish, for example, squeezes itself into a rocky crevice at night and puts up its very own "tent." The tent is actually a bubble made of clear mucus. The mucus oozes from the fish's mouth, forming a protective sac. The mucus may keep tiny pests away, as well as help hide the fish's scent from eels and other predators. The bubble may also act as an alarm. If a predator touches it, the parrotfish "wakes up," bursts out, and swims off.

SPLISH, SPLASH, YAWN

11   Water is where you'll often find hippopotamuses sleeping, too. They loll their days away on river banks or in shallow lakes, using each other as puffy pillows. A hippo can doze nearly totally submerged but still be on the alert. That's because its eyes, ears, and nostrils are on top of its head. But don't be fooled by a sleeping hippo's lazy, lumpy looks. If alarmed, it can awaken and charge a would-be attacker in an instant.

SLEEP ON THE FLY?

12   An albatross spends most of its life gliding on wind currents at sea. How does it find time to sleep? Experts aren't sure. The bird may alight on the water's surface and sleep there. Or, while flying, it may close down half of its brain—keeping the other half awake—for several seconds at a time.

PAUSE THAT REFRESHES

13   Many grazing animals live out in the open. They have to be on guard, ready to run from danger. So they often snatch short naps. Horses, for instance, sleep for only a few minutes at a time, often while standing. A horse's legs can "lock" in place, so the animal can sleep without the risk of falling down!

14   *So now you know what's up when animals settle down!*

According to the article, why might an elephant rise in the middle of sleeping?

A to get something to eat

B to watch over the calves

C to find the rest of the herd

D to protect itself from enemies

Key: A
MEASURES CCLS: RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

HOW THIS QUESTION MEASURES RI.4.1:

This question measures RI.4.1 because it requires students to identify a specific detail from the article as the basis for answering the question.

WHY CHOICE "A" IS CORRECT:

Students who choose "A" have successfully identified that elephants interrupt their sleep in order to eat. Paragraph 6 states that elephants "don't always snooze straight through," but "rise and feed a bit."

WHY THE OTHER CHOICES ARE INCORRECT:

Choice B: Students may have chosen "B" because paragraph 6 indicates that adult elephants circle around their napping calves. However, this detail is not related to why elephants rise in the middle of the night.

Choice C: Students may have chosen "C" because they might draw an inference that elephants could get left behind by their herd if they slept during the day. However, the details in the text do not support such an inference.

Choice D: Students may have chosen "D" because the article indicates that grazing animals sleep for short periods of times because they need to be ready to run from danger. However, the text does not establish a connection between an elephant's rising in the middle of sleeping and the need for protection

HOW TO HELP STUDENTS MASTER RI.4.1

While all of the choices for this question reference details in the article, only "A" offers an explanation for why an elephant might rise in the middle of sleeping. To help students succeed with questions measuring RI.4.1, instruction can focus on building students' capacity to understand grade-level complex texts and using details from the text to articulate thoughts about it. Additionally, ask students to make inferences based on details and examples provided and practice supporting their inferences by quoting the details or examples in the text.

Read these sentences from paragraph 11 of the article.

> **A hippo can doze nearly totally submerged but still be on the alert. That's because its eyes, ears, and nostrils are on top of its head.**

What is the meaning of "submerged" as it is used here?

A relaxed

B on the shore

C sound asleep

D beneath the surface

Key: D
MEASURES CCLS: RI.4.4

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

HOW THIS QUESTION MEASURES RI.4.4

This question measures RI.4.4 because it asks students to determine the meaning of the word "submerged" by using context clues provided in the text.

WHY CHOICE "D" IS CORRECT:

Students who chose "D" show they are able to connect the clue of the hippo's eyes, ears, and nostrils being on top of its head with the detail of being able to be alert while sleeping nearly submerged. The combination of this evidence leads them to the understanding that "submerged" means "beneath the surface" of water.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen "A" because the words "loll" and "lazy" are used in paragraph 11 to describe the hippos. However, these words do not provide the meaning of the word "submerged" within the context of the text.

Choice B: Students may have chosen "B" because paragraph 11 indicates that hippos spend some of their day on riverbanks. However, "on the shore" does not provide the meaning of the word "submerged" within the context of the text.

Choice C: Students may have chosen "C" because paragraph 11 indicates that even though the hippos look like they are asleep, they can charge a would-be attacker instantly. However, "sound asleep" does not provide the meaning of the word "submerged" within the context of the text.

HOW TO HELP STUDENTS MASTER RI.4.4:

While all of the choices for this question are referenced in paragraph 11, only option "D" provides the meaning of the word "submerged" within the context of the text. To help students succeed with questions measuring RI.4.4, instruction can focus on using language skills, such as finding context clues within text, analyzing parts of speech, studying Latin and Greek word parts, and discussing words with multiple meanings, as well as synonyms and antonyms. Practice in each of these skills may help students to determine domain-specific, grade-level words or phrases.

Which detail from the article explains why grazing animals sleep for short periods of time?

A They can sleep while standing.

B They only require a little sleep.

C They need more time for eating.

D They need to be ready for danger.

Key: D
MEASURES CCLS: RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

HOW THIS QUESTION MEASURES RI.4.1:

This question measures RI.4.1 because it requires students to identify a specific detail from the article as the basis for answering the question.

WHY CHOICE "D" IS CORRECT:

Students who choose "D" have successfully identified that grazing animals are often in constant danger and that sleeping for short periods of time will help them be ready to run in case of trouble.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen "A" because paragraph 13 states that horses often sleep while standing. However, the text does not establish a connection between the duration of grazing animals' sleep and the fact that some grazing animals sleep while standing.

Choice B: Students may have chosen "B" because paragraph 13 states that grazing animals, such as horses, often take short naps. However, the text does not make a specific connection between sleep requirements and duration of sleep.

Choice C: Students may have chosen "C" because the article mentions that elephants, a type of grazing animal, awake from sleep to eat and then return to sleep. However, the text does not explicitly state that grazing animals, or any other animal in the text, needs more time to eat.

HOW TO HELP STUDENTS MASTER RI.4.1:

While all of the choices for this question reference material in the article related to grazing animals' sleeping, only "D" offers an explanation for why it is necessary for the animals to sleep for short periods of time. To help students succeed with questions measuring RI.4.1, instruction can focus on building students' capacity to understand grade-level complex texts and using details from the text to articulate thoughts about it. Additionally, ask students to make inferences based on the details and examples provided and practice supporting their inferences by quoting the details or examples in the text.

Which sentence supports the idea that scientists are **not** certain that all animals sleep?

A "Many experts say sleep brings animals back to peak performance." (paragraph 3)

B "It's just that their brain waves don't show the usual sleep patterns." (paragraph 5)

C "An albatross spends most of its life gliding on wind currents at sea." (paragraph 12)

D "They have to be on guard, ready to run from danger." (paragraph 13)

Key: B
MEASURES CCLS: RI.4.8

Explain how an author uses reasons and evidence to support particular points in a text.

HOW THIS QUESTION MEASURES RI.4.8

This question measures RI.4.8 because it requires students to identify evidence that supports the point that scientists are not certain that all animals sleep.

WHY CHOICE "B" IS CORRECT:

Students who chose "B" have successfully identified that the fact that some animals' brain waves do not show the usual sleep patterns has caused scientists to question whether all animals sleep, by using an understanding of the evidence both out of context and the way the author uses this evidence to make a point.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen "A" because the sentence mentions both sleep and experts. However, this sentence reveals the benefits of sleep instead of providing evidence to support the point that scientists are not certain that all animals sleep.

Choice C: Students may have chosen "C" because the sleeping habits of an albatross are still unclear to scientists. However, the fact that an albatross spends most of its time gliding is not evidence to support the point that scientists are not certain that all animals sleep.

Choice D: Students may have chosen "D" because this sentence provides support for why animals sleep for short periods at a time. However, this statement does not provide evidence to support the point in the question, that scientists are not certain whether all animals sleep.

HOW TO HELP STUDENTS MASTER RI.4.8

While all of the choices for this question are related to the sleeping habits of animals, and each choice supports a point the author makes, only choice "B" supports the point that scientists are not certain that all animals sleep. To help students succeed with questions measuring RI.4.8, instruction can focus on building students' capacity to understand grade-level complex texts and asking students to identify how an author supports particular points in a text. Additionally, students can practice collecting evidence for certain claims, as well as developing their own claims and supporting them, in order to understand the relationship between evidence and an author's main points. Students can practice explaining how an author supports the points made in a text.

What do fruit bats and horses have in common?

A   Both "sleep" at night.

B   Both "sleep" near others.

C   Both "sleep" in a way that they won't fall.

D   Both "sleep" out in the open for protection.

Key: C
MEASURES CCLS: RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

HOW THIS QUESTION MEASURES RI.4.1

This question measures RI.4.1 because it requires students to identify specific details from the article as the basis for answering the question.

WHY CHOICE "C" IS CORRECT:

Students who chose "C" have successfully identified, through the use of textual evidence, that both fruit bats and horses sleep in a way that ensures they won't fall. Paragraph 7 states that a fruit bat won't fall because its rear feet tighten and get a grip as it hangs upside down. Paragraph 13 states that a horse will not fall while sleeping because its legs can lock into place.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen "A" because the text states that some animals, such as elephants and humans, sleep at night. However, the details in the text do not support this connection with regard to fruit bats and horses, stating explicitly that fruit bats sleep during the day.

Choice B: Students may have chosen "B" because the text states that fruit bats crowd together in trees while they sleep and also mentions other animals that sleep near others. However, the text does not supply details about horses sleeping near other horses.

Choice D: Students may have chosen "D" because the text states that horses sleep out in the open and they could interpret that bats sleeping in trees is out in the open as well. However, the text does not establish the connection that either of these animals explicitly sleep out in the open for protection.

HOW TO HELP STUDENTS MASTER RI.4.1:

While all of the choices for this question reference details in the article, either about bats or horses, only "C" establishes the similarity between the sleeping habits of fruit bats and horses. To help students succeed with questions measuring RI.4.1, instruction can focus on building students' capacity to understand grade-level complex texts and using details from the text to articulate thoughts about it. Additionally, ask students to make inferences based on the details and examples provided and practice supporting their inferences by quoting the details or examples in the text.

Which sentence **best** states a main idea of this article?

A "Big cats are big sleepers." (paragraph 1)

B "Maybe they're just having a slightly different *kind* of sleep." (paragraph 5)

C "Sleeping animals doze in different ways." (paragraph 6)

D "Animals that are active at night often sleep during the day." (paragraph 7)

Key: C
MEASURES CCLS: RI.4.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

HOW THIS QUESTION MEASURES RI.4.2:

This question measures RI.4.2 because it requires students to determine a main idea of the text and select a sentence from the article that best states this main idea.

WHY CHOICE "C" IS CORRECT:

Students who chose "C" recognize that the main idea of the article is that animals sleep in different ways. The details in the text describe the different ways that animals sleep.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen "A" because the sleeping habits of big cats are included in paragraph 1 of the article. However, this sentence is a detail rather than a main idea of the article.

Choice B: Students may have chosen "B" because part of the article discusses that researchers disagree about whether animals whose brain waves do not show the usual sleep patterns are actually sleeping. However, this sentence is a detail that supports the main idea rather than states the main idea of the article.

Choice D: Students may have chosen "D" because this sentence provides a detail for one of the different ways that animals sleep. However, this sentence is a detail that supports the main idea rather than states the main idea of the article.

HOW TO HELP STUDENTS MASTER RI.4.2:

The correct answer is the only option that is a main idea of the article. The other options provide details to support a main idea that animals sleep in different ways. To help students succeed with questions measuring RI.4.2, instruction can focus on building students' capacity to comprehend grade-level complex texts, teaching students to determine a main idea of the text utilizing key details from the text, and teaching students to differentiate between supporting details and a main idea.
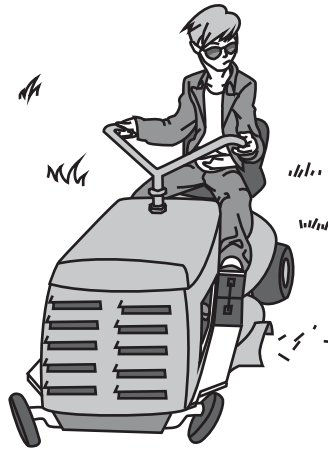
Excerpt from *Lawn Boy*

by Gary Paulsen

1   Okay. Since I was twelve, I didn't have much experience with motors. I've never even had a dirt bike or four-wheeler. I'm just not machine oriented.

2   My birthday present sat there. I tried pushing it toward our garage, but it didn't seem to want to move. Even turning around to put my back against it and push with my legs—which I thought might give me better leverage—didn't help; it still sat there.

3   So I studied it. On the left side of the motor was a small gas tank, and I unscrewed the top and looked in. Yep, gas. On top of the tank were two levers; the first was next to pictures of a rabbit and a turtle. Even though I'm not good with machines, I figured out that was the throttle and the pictures meant fast and slow. The other lever said ON-OFF. I pushed ON.

4   Nothing happened, of course. On the very top of the motor was a starting pull-rope. What the heck, why not? I gave it a jerk and the motor sputtered a little, popped once, then died. I pulled the rope again and the motor hesitated, popped, and then roared to life. I jumped back. No muffler.

5   Once when I was little, my grandmother, in her usual logic-defying fashion, answered my request for another cookie by saying that my

grandfather had been a tinkerer. "He was always puttering with things, taking them apart, putting them back together. When he was around nothing ever broke. Nothing ever *dared* to break."

6   Loud as the mower was, it still wasn't moving and the blade wasn't going around. I stood looking down at it.

7   This strange thing happened.

8   It spoke to me.

9   Well, not really. I'm not one of those woo-woo people or a wack job. At least I don't think I was. Maybe I am now.

10   Anyway, there was some message that came from the mower through the air and into my brain. A kind of warm, or maybe settled feeling. Like I was supposed to be there and so was the mower. The two of us.

11   Like it was a friend. So all right, I know how *that* sounds too: We'll sit under a tree and talk to each other. Read poems about mowing. Totally wack.

12   But the feeling was there.

13   Next I found myself sitting on the mower, my feet on the pedals. I moved the throttle to the rabbit position—it had been on turtle—and pushed the left pedal down, and the blade started whirring. The mower seemed to give a happy leap forward off the sidewalk and I was mowing the lawn.

14   Or dirt. As I said, we didn't really have much of a lawn. Dust and bits of dead grass flew everywhere and until I figured out the steering, the mailbox, my mother's flowers near the front step and a small bush were in danger.

15   But in a few minutes I got control of the thing and I sheared off what little grass there was.

16   The front lawn didn't take long, but before I was done the next-door neighbor came to the fence, attracted by the dust cloud. He waved me over.

17   I stopped in front of him, pulled the throttle back and killed the engine. The sudden silence was almost deafening. I stood up away from the mower, my ears humming, so I could hear him.

18   "You mow lawns?" he asked. "How much?"

19   And that was how it started.

What does the narrator **most likely** mean when he says he is "not machine oriented"? (paragraph 1)

A   He has no use for machines.

B   He is afraid to operate machines.

C   He has not seen very many machines.

D   He knows little about how machines work.

Key: D
MEASURES CCLS: RL.4.4

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

HOW THIS QUESTION MEASURES RL.4.4:

This question measures RL.4.4 because students have to apply the context of the story to determine the meaning of a phrase. To answer correctly, they must recognize that what comes before and after the narrator's words give clues to its meaning.

WHY CHOICE "D" IS CORRECT:

Students who choose "D" demonstrate an understanding of how context offers clues to the meaning of words and phrases. Before the narrator says that he is "not machine oriented," he says, "I didn't have much experience with motors." He demonstrates this lack of experience by his actions, and then says in paragraph 3, "even though I'm not good with machines, I figured out. . .," offering another clue to what is meant by "not machine oriented."

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen "A" because he says in the first paragraph that he has never had a dirt bike or a four-wheeler, but there is no textual evidence to suggest that the narrator had no use for them.

Choice B: Students may have chosen "B" because in paragraph 4 he jumps back when the mower starts. However, the narrator is willing to try several ways to get the mower to start, which is evidence to show he is not afraid to operate machinery.

Choice C: Students may have chosen "C" because he says in the first paragraph that he has never had a dirt bike or a four-wheeler. However, based on paragraph 3, he shows familiarity with what machines look like, and recognizes the gas tank and the throttle.

HOW TO HELP STUDENTS MASTER RL.4.4:

While all of the choices are possible interpretations for "not being machine oriented," only choice "D" fits the textual context and evidence surrounding it. To help students succeed with RL.4.4, instruction can focus on building students' capacity to determine the meaning of unfamiliar words and phrases in grade-level complex texts. Students can practice this skill by locating relevant clues that offer context to the meaning of the unknown vocabulary.

What is the **most likely** reason the narrator is pushing the lawn mower in paragraph 2?

A   He is afraid the mower will not start.

B   He does not want the mower to sit outside.

C   He needs more time to examine the mower.

D   He is not familiar with how to start the mower.

Key: D
MEASURES CCLS: RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

HOW THIS QUESTION MEASURES RL.4.1:

This question measures RL.4.1 because students must use textual details to support an inference about the reason for a particular event in a story. To answer correctly, students must recognize the connection between the narrator's statement in paragraph 1 that "I'm just not machine oriented," and his actions in paragraphs 2 through 4.

WHY CHOICE "D" IS CORRECT:

Students who choose "D" demonstrate an understanding that an inference can be made between why the narrator pushes the lawn mower and his lack of skill with machines. Not only does he say that he is "not machine oriented," the narration in paragraphs 2 through 4 describe his unsuccessful attempts to get the lawn mower to start.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen "A" because the narrator is unable to get the lawn mower to start. However, paragraphs 2 through 4 provide evidence that, because of his own lack of mechanical skills, pushing it is part of a trial-and-error approach, rather than evidence of the narrator's fear that it will not start.

Choice B: Students may have chosen "B" because paragraph 2 indicates that he is attempting to push it towards the garage. There is no evidence in the text, however, to indicate concern on the narrator's part about the mower being outside.

Choice C: Students may have chosen "C" because paragraph 3 starts off by saying, "So I studied it," and the excerpt goes on to describe the time it takes for him to understand the machine. However, "So I studied it" is in response to the unsuccessful attempt to move it, rather than an indicator that he needs more time to examine it.

HOW TO HELP STUDENTS MASTER RL.4.1:

While all of the choices are possible reasons for pushing a lawn mower, only choice "D" is based on text-based evidence and a strong inference that connects the pushing of the lawn mower to the narrator's reason for the attempt. To help students succeed with questions that measure RL.4.1, instruction can focus on building students' capacity to comprehend grade-level complex texts and making inferences that are based on the text in a story. Students can practice this skill by indicating specific evidence that supports a valid text-based inference and discussing what makes one inference stronger than others.

In paragraph 5, the narrator remembers a story his grandmother told him about his grandfather. The effect this story has on the narrator is to

A remind him of how little he knows about machines

B encourage him to keep trying

C amuse him while he is doing uninteresting work

D show him that he needs to work faster

Key: B
MEASURES CCLS: RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

HOW THIS QUESTION MEASURES RL.4.3:

This question measures RL.4.3 because students must use textual details about the narrator to comprehend his reaction to a memory. To answer correctly, students must examine the events leading up to the memory and specifically what occurs after the specified event in order to correctly indicate the effect on the narrator.

WHY CHOICE "B" IS CORRECT:

Students who choose "B" understand that an effect can be determined by examining later events. The story about the grandfather occurs in paragraph 5, while the effects are seen in the narrator's thoughts and actions in paragraphs 6 through 13, which differ from his actions before the memory emerges.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen "A" because compared to the description of his grandfather, the narrator's lack of skill is even more apparent; however, following his memory of the story, the narrator becomes adept at handling a machine, thus making him more rather than less like his grandfather.

Choice C: Students may have chosen "C" because the story interrupts the narrator's efforts to get the mower to operate. The text indicates that although he finds operating the mower a challenge, his persistence in getting it started shows that it is not uninteresting, just puzzling.

Choice D: Students may have chosen "D" because after the narrator recounts the story, the successful results seem to happen suddenly; however, the text does not describe the narrator working faster after the memory of his grandmother.

HOW TO HELP STUDENTS MASTER RL.4.3:

While all of the choices are possible inferences about the effect of the memory on the narrator, only choice "B" is a description that is based on specific evidence and effect in the story. To help students succeed with RL.4.3, instruction can focus on building students' capacity to comprehend grade-level complex texts and finding evidence of how a character responds to the events and action in a story. Students can practice this skill by using text-based actions and dialogue to describe a character before and after a specific event occurs and then explaining the impact of these actions on a character's choices.

In paragraph 8, when the narrator says that the mower spoke to him, he **most likely** meant that he suddenly

A became more confident about using the mower

B enjoyed the sound of the running motor of the mower

C understood how the different parts of the mower work

D became more interested in using the mower to make money

Key: A
MEASURES CCLS: RL.4.4

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

HOW THIS QUESTION MEASURES RL.4.4:

This question measures RL.4.4 because students have to apply the context of the story to determine the meaning of a phrase. To answer correctly, they must recognize that what comes before and after the narrator's words give clues to its meaning.

WHY CHOICE "A" IS CORRECT:

Students who choose "A" recognize that context offers clues to the meaning of phrase. The narrator explains that he doesn't mean that the mower actually "spoke" to him (paragraph 9) and goes on to explain what he does mean in paragraph 10. By paragraph 13, the narrator is confidently riding the mower, indicating that the moment the lawnmower "spoke" to him, his attitude towards it changed.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice B: Students may have chosen "B" because it could be inferred that the narrator is beginning to enjoy the task; however, all of the references to the sound of the motor refer to it being loud: it causes him to jump back, and near the end, he has to turn it off in order to hear his neighbor.

Choice C: Students may have chosen "C" because after saying this, the narrator begins to understand how to operate the mower. However, when he uses the phrase in paragraph 8, he hasn't yet figured out how to operate and steer the machine, so it would not fit the chronology of the story and referenced phrase.

Choice D: Students may have chosen "D" because the ending implies that is exactly what happens, However, based on paragraph 18, it is the neighbor who brings it up, and the idea does not occur to the narrator at any earlier point in the story, after he has become confident with the mower.

HOW TO HELP STUDENTS MASTER RL.4.4:

While some of the choices are possible interpretations for what the narrator might have meant in paragraph 8, only choice "A" matches the context and the chronological order of the story. To help students succeed with RL.4.4, instruction can focus on building students' capacity to determine the meaning of word and phrases in grade-level complex texts. Students can practice this skill by locating relevant clues to a meaning that is consistent with the story's context, chronology, and intent.

The illustration **best** helps the reader to understand

A paragraph 4

B paragraph 6

C paragraph 15

D paragraph 17

Key: C
MEASURES CCLS: RL.4.7

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

HOW THIS QUESTION MEASURES RL.4.7:

This question measures RL.4.7 because students have to make a connection between the text of the story and a visual representation of it. Students must return to the text to read each of the four paragraphs and determine which is described in the illustration.

WHY CHOICE "C" IS CORRECT:

Students who choose "C" recognize that the paragraph that is explained by the illustration must refer to the narrator mowing the lawn after he has been able to start the motor and steer the machine. The illustration shows the lawnmower in motion. Paragraph 15 says that he has gained control of the mower and is able to shear "what little grass there was."

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen "A" because paragraph 4 refers to the narrator's successful attempt to start the motor, and the engine is running in the illustration; however, throughout the paragraph he remains on the ground and even "jumped back" from it, so there is no indication that he is riding it.

Choice B: Students may have chosen "B" because in paragraph 6 the narrator says he looked down, and in the illustration, the boy is looking down. The text indicates that he is standing on the ground, however, and he looks down at the blade that isn't moving.

Choice D: Students may have chosen "D" because the narrator is riding on the mower at the beginning of paragraph 17; however, he has driven to where the neighbor is, stopped the engine, and the last sentence says, "I stood up away from the mower. . ."

HOW TO HELP STUDENTS MASTER RL.4.7:

While all of the paragraphs that are given as choices refer to the narrator and the mower, only paragraph 15 is consistent with what can be seen in the illustration. To help students succeed with RL.4.7, instruction can focus on building students' capacity to connect the written word with a visual representation of it. Students can practice this skill by locating sentences in a grade-level complex text that describe what is seen in an illustration, diagram, or other visual aid, and relating the text to the visual using the text as evidence.

Which phrase **best** describes how the narrator changes from the beginning of the story to the end?

A   from patient to hurried

B   from uncertain to confident

C   from curious to nervous

D   from determined to grateful

Key: B
MEASURES CCLS: RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

HOW THIS QUESTION MEASURES RL.4.3:

This question measures RL.4.3 because students must use textual details about the narrator to describe his development. To answer correctly, students must examine and compare the narrator's words, thoughts, and actions over the entire course of the excerpt.

WHY CHOICE "B" IS CORRECT:

Students who choose "B" understand that details in the excerpt reveal the character of the narrator. His uncertainty is shown in the first four paragraphs with words and phrases that indicate that he has no certainty of success. At the end of paragraph 4 he is so surprised by the roar of the motor that he says, "I jumped back." In paragraphs 14 through 16 his skill and confidence become so apparent that the neighbor assumes he is capable of mowing lawns for money. The last line of the excerpt implies that the narrator agrees without hesitation and begins to mow lawns.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen "A" because the first few paragraphs describe the steps he takes in detail, and paragraphs 14 through 16 could imply he is working quickly; however, his words and actions in the latter half of the text develop the narrator's skill and confidence, rather than his speed.

Choice C: Students may have chosen "C" because there is an element of curiosity in his approach to the operation of the machine; however, once the narrator begins to mow the lawn, there is no textual evidence to support the narrator being nervous.

Choice D: Students may have chosen "D" because the narrator does exhibit a certain amount of determination in his persistence; however, there is no textual evidence to indicate gratitude in the narrator by the end of the text.

HOW TO HELP STUDENTS MASTER RL.4.3:

While all of the choices are possible descriptions of the narrator, only choice "B" is supported with textual evidence throughout the excerpt. To help students succeed with questions measuring RL.4.3, instruction can focus on building students' capacity to comprehend grade-level complex texts and finding evidence of character changes that are revealed throughout a text. Students can practice this skill by describing a character's feelings based on specific textual evidence at various moments within a text and then using this evidence to explain the changes in the character overall.

The Cave of the Oilbird

by Shulamith Levey Oppenheim

1   I'm nine years old today, and Manuelo has a surprise for me. "Happy birthday, Carla," he calls when he sees me. "I am going to take you into the rain forest today! Deeper and farther than you have ever been, because I want you to discover the cave of the oilbirds. That's my present to you." He puts a flashlight and mosquito repellent into his back pocket. "We'll need these," he explains. I can tell from his voice, he's excited. I'm excited, too.

2   I have a question. "Manuelo, you've been to the cave, and many other people have been to the cave. How can I discover something that has already been discovered?"

3   My brother squats down beside me when we talk, because he is very tall. "Every time someone sees something for the first time," he answers quietly, "it is a discovery." I think Manuelo is very wise.

4   We start down the path that leads away from our house into the forest. The sun is shooting golden arrows through the canopy of thick leathery leaves. Some of them are shaped like canoe paddles. Manuelo and I walk slowly. I love my rain forest. The earth is moist and red, and there is no grass or shrubs. The bulging roots prop up ancient trees with names like milk and monkeypot and incense.

5   "When will we get to the cave?" I look up at Manuelo.

6   "Wait." Manuelo puts a finger to his lips. I think I know what he means. In the rain forest you really should not speak. You look and you listen.

7   We have been walking for a very long time. The path is dropping sharply now. I hear water gurgling. I want to race ahead, but I don't. Manuelo peers through the trees. He walks a short distance into the forest, then comes back to the path. He once told me that if you hurry in the rain forest, you could miss something very interesting and very beautiful. And he's right.

8   Suddenly we are standing in front of a rock cliff with shallow water bubbling over brown and yellow stones. In the cliff is a dark opening. The

bellbird clangs out. My heart is pounding, and I hold Manuelo's hand tightly as we step from one slippery stone to another, till we are close to the mouth of the cave.

9   Manuelo turns on his flashlight and runs the light along the cave walls. At first I don't see anything except sharp rocks sticking out from the sides of the cave. I open my eyes as wide as I can, till I feel wrinkles in my forehead. I peer and peer. Then! I see two red dots appear—two more and two more. And then! Around those red dots faces begin to shape. Faces with stiff whiskers pointing downward on each side of hooked beaks. The faces are still as stones, not moving even one bit, and the eyes are staring without a blink.

10   "The oilbirds!" My brother mouths the words. He has the same look on his face as the time when the motmot bird perched in the immortelle tree outside our house. Manuelo still moves the light up and down the walls, and I can see another pair of eyes and then another and another. And more and more heads appear around the eyes—serious heads with whiskers and hooked beaks—silent and still like statues. There must be hundreds! I feel goose bumps rising all over me. Are the oilbirds staring at me? I shiver, and Manuelo pulls me close to him. There isn't a sound except the water gurgling over the stones.

11   I don't know how long we stand in the cave of the oilbirds—but it must be a very long time. When Manuelo turns off his flashlight, we start back across the stones and up the path.

12   "Did you like the oilbirds, Carla? What have you been thinking?" Manuelo asks me.

13   I don't answer right away. But I have been thinking.

14   "Oh, Manuelo, that was the best birthday present ever," I whisper. "Will you take me here again, please, please?"

15   He smiles. "Of course I will. There are very few oilbirds left in the world. We must protect them so that other children can discover them."

16   My brother is very wise. I don't think I will make another discovery as special as this one for a long, long time.

Why is the setting of "The Cave of the Oilbird" important? Use **two** details from the story to support your response.

_____

_____

_____

_____

_____

_____

MEASURES CCLS: RL.4.3:

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

HOW THIS QUESTION MEASURES RL.4.3:

This question measures RL.4.3 because it asks students to determine why the setting is important to the story. This conclusion requires students to describe the setting based on details found in the text.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

A response receiving full credit will use textual details to conclude that the setting is important because the plot events, themes, and characters' reactions are all based on aspects of the setting. While Carla and Manuelo walk through the rainforest, Carla is reminded why she loves it. She also thinks of a couple important lessons she has learned from her brother: "You look and you listen," and slow down so you don't "miss something very interesting and beautiful." The cave setting is important because it allows Carla to discover "something for the first time," and it was "the best birthday present ever." Seeing the oilbirds in person allows Carla to understand why Manuelo says, "We must protect them so that other children can discover them." Multiple details from the description of the rainforest and the cave may be cited as support for students' answers.

There is no single "correct" response, but rather responses that are defensible based on the Short-Response (2-point) Holistic Rubric and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of conclusions, inferences, and supporting details. Responses should be organized in a logical manner and composed in complete sentences. Any errors should not impact readability.

HOW TO HELP STUDENTS MASTER STANDARD RL.4.3:

To help students succeed with questions assessing standard RL.4.3, instruction could focus on teaching students how the setting of a story affects the characters, themes, and plot developments. Students could practice identifying the setting of stories, evaluating the impact it has on the characters, themes, and plot, and finding details that support their conclusions.

See Short-Response (2-point) Holistic Rubric, suggested sample student responses and scoring: two 2-pt responses, two 1-pt responses, one 0-pt response.

Why is the setting of "The Cave of the Oilbird" important? Use **two** details from the story to support your response.

The Setting of "The Cave of the Oilbird" is important because the oilbirds live in that cave and Carla got to discover oilbirds. The setting is also important because I learned that the oilbirds are endangered and that cave is there habitat, so if someone ruins the cave of the oilbirds can no longer be in the world.
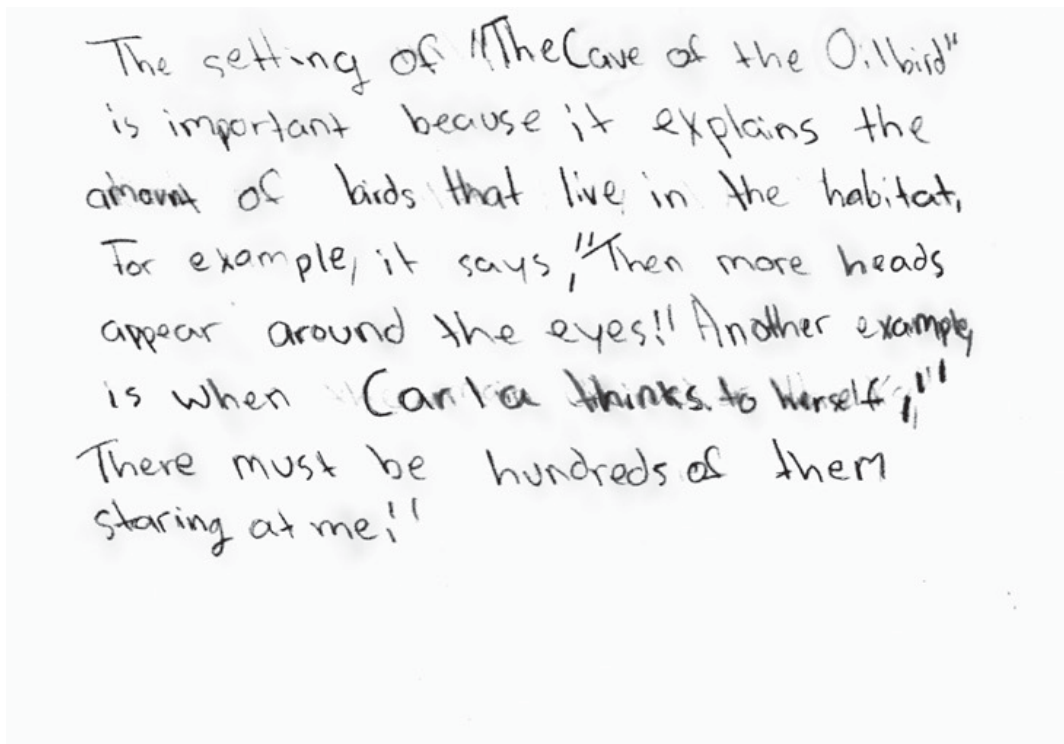
Why is the setting of "The Cave of the Oilbird" important? Use **two** details from the story to support your response.

The setting of "The Cave of the Oilbird" is important beause it explains the amount of birds that live in the habitat. For example, it says, "Then more heads appear around the eyes!" Another example is when Carlia thinks to herself," There must be hundreds of them staring at me!"

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain the importance of the setting of "The Cave of the Oilbird" (*it explains the amount of birds that live in the habitat*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Then more heads appear around the eyes* and *There must be hundreds of them staring at me*). This response includes complete sentences where errors do not impact readability.

Why is the setting of "The Cave of the Oilbird" important? Use **two** details from the story to support your response.

A reason the setting "The Cave Of the Olibird" is so important is because the words that Manuelo said, ("if you hurry in the rain forest, you could miss something very intresting and very beautiful.") make sense. One other reason is because you could get lost in the rain Forest very easily.

Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text (*if you hurry in the rain forest, you could miss something very intresting and very beautiful*). While the response includes some information from the text, no valid inference and/or claim is present.

Why is the setting of "The Cave of the Oilbird" important? Use **two** details from the story to support your response.

The setting of "The Cave of the Oilbird" is important because the author wanted us to see a picture in our mind while informing us the Oilbird is almost extint.

Score Point 1 (out of 2 points)

This response makes a valid inference from the text to explain the importance of the setting of "The Cave of the Oilbird" (*because the author wanted us to see a picture in our mind while informing us the Oilbird is almost extint*); however, the response does not provide two details from the text for support as required by the prompt.

Why is the setting of "The Cave of the Oilbird" important? Use **two** details from the story to support your response.

Because you won't know the setting and it will Be Boring.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Because you won't know the setting and it will Be Boring*).

What has Manuelo's gift taught Carla about discovering new things? Use **two** details from the story to support your response.

_____

_____

_____

_____

_____

_____

MEASURES CCLS: RL.4.2:

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

HOW THIS QUESTION MEASURES RL.4.2:

This question measures RL.4.2 because it asks students to determine a theme about discovering new things. This conclusion requires students to evaluate the text for details that support the theme.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

A response receiving full credit will use textual details to determine that Carla's brother, Manuelo, teaches her that when discovering new things, it is best to slow down, look, and listen, or you might miss something special. Responses may also highlight how even though others had seen the cave before Carla, for her it was still a discovery because it was her first time. Students will draw a conclusion about the theme, while citing specific, relevant details from the story that support the theme.

There is no single "correct" response, but rather responses that are defensible based on the Short-Response (2-point) Holistic Rubric and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of conclusions, inferences, and supporting details. Responses should be organized in a logical manner and composed in complete sentences. Any errors should not impact readability.

HOW TO HELP STUDENTS MASTER STANDARD RL.4.2:

To help students succeed with questions assessing standard RL.4.2, instruction can focus on determining different themes within a text. Students could practice identifying textual details and the ways they illustrate or support themes.

See Short-Response (2-point) Holistic Rubric, suggested sample student responses and scoring: two 2-pt responses, two 1-pt responses, one 0-pt response.

What has Manuelo's gift taught Carla about discovering new things? Use **two** details from the story to support your response.

Manuelo's gift taught Carla about discorvering new things because she learned things, had fun, and she liked being there. Carla had fun learned new thing and liked being there because in the story she asked " Will you take me here again? please, please? " Also, Carla learned that there is very few oilbirds because Manuelo said " There are very few oil birds in this world". It sounded like she had fun. For example, Carla talked about it alot and she wants to go again.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain what Manuelo's gift taught Carla about discovering new things (*she learned things, had fun, and she liked being there*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Carla learned that there is very few oil birds* and *Carla talked about it alot and she wants to go again*). This response includes complete sentences where errors do not impact readability.

What has Manuelo's gift taught Carla about discovering new things? Use **two** details from the story to support your response.

It good to discover new things. One my answer reason that can support is that in the story "Carla said oh Manuelo that was the best birthday present ever." Another reason is that in the story "Carl said will you take me again, please, please?

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain what Manuelo's gift taught Carla about discovering new things (*It good to discover new things*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Carla said oh Manuelo that was the best birthday present ever* and *Carl said will you take me again, please, please*). This response includes complete sentences where errors do not impact readability.

 error

What has Manuelo's gift taught Carla about discovering new things? Use **two** details from the story to support your response.

Carla lernt from Manuelo's about discovering. That you can discover something that has already has been discovered, because every time someone sees somthing for the first time it is like he discovered it.

Score Point 1 (out of 2 points)

This response makes a valid inference from the text to explain what Manuelo's gift taught Carla about discovering new things (*That you can discover something that has already has been discovered*); however, the response only provides one concrete detail from the text for support as required by the prompt (*because every time someone sees somthing for the first time it is like he discovered it*).

What has Manuelo's gift taught Carla about discovering new things? Use **two** details from the story to support your response.

Manuelo's gift has taught Carla about discovering new things for some reasons. Here are two details. First detail is that Carla learned how to discover and discoverd an ollibird. The second detail was that Carla learned that a discovery is something you see.

Score Point 1 (out of 2 points)

This response makes a valid inference from the text to explain what Manuelo's gift taught Carla about discovering new things (*Carla learned how to discover and discoverd an ollibird*); however, the response does not provide two concrete details from the text for support as required by the prompt.

What has Manuelo's gift taught Carla about discovering new things? Use **two** details from the story to support your response.

OH manuelos that was the best birthday present ever I whisphere. will you take me here pleas pleas he smile of course I will take you.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*will you take me here pleas pleas*).

Call of the Wild

by Debra A. Bailey

1   Its body stretched flat in the water, the hunter swims toward the prey. One hop, and the hunter is out of the water, snatching its catch. Licking its lips, it prepares to devour its meal.

2   A ruthless killer? An unlucky victim? Nope. The hunter is a fluffy muskrat, looking more like a bedroom slipper than a dangerous predator. Its prey is an apple slice, hidden in an exhibit at the Museum of Life and Science in Durham, N.C.

3   The "hunt" is part of a game called *enrichment*. And it's happening at zoos all over the country.

Game of life

4   When zoo animals are put on display with nothing to do, they get bored, upset and even sick. That's especially alarming if the animals are threatened or endangered and don't breed because they feel uncomfortable.

5   That's where enrichment—anything that helps animals act and feel as if they are back in the wild—comes in. Natural-looking exhibits, hidden foods, weird smells and even toys are used to promote wild behaviors such as hunting, playing, sniffing and stalking.

6   "Wild muskrats like to look for their food," says Thea Staab, a Museum of Life and Science animal keeper. That's why she hides apple slices on tree limbs and sweet potatoes behind fake rocks.

Dip Sticks

7   The same thing goes for the chimpanzees at the Oregon Zoo℠ in Portland.

Oregon Zoo is the registered service mark of the Oregon Zoo and Metro Corporation.

8   In the wild, chimps poke sticks into termite mounds to catch a tasty snack. So the zoo built fake termite mounds in the chimp exhibit.

9   "Animals have to work for their food in nature," says Dr. Blair Csuti, conservation coordinator for the zoo. "This presents their food the way it is in the wild."

10   Of course, the zookeepers don't use real termites—they might eat the exhibit instead of the chimps eating them! Instead, the mound is filled with tasty hot sauce and mustard, perfect for dipping.

Tall Order

11   What do you do when giraffes lick the walls because they have no leafy trees to nibble?

12   "We take something that looks like giant frozen Lifesavers® candy made of chunks of bananas, apples and carrots," says conservation program assistant Cathy Dubreuil of the Calgary Zoo in Alberta, Canada. "Then we hang it from the ceiling."

13   The result? Giraffes lick the ice to free the food—and forget about the walls.

14   And then there are smells.

15   "Animals just like to sniff things," says Janine Antrim, behavior specialist for the San Diego Zoo in California. "We'll rub the logs in the bear exhibit with fabric softener sheets, and they love it. They'll spend hours rubbing and sniffing those spots."

16   If you think fabric softener sounds strange, wait till you watch a bear roll around in perfume, aftershave . . . and elephant dung.

17   Whatever makes them happy!

Lifesavers is the registered trademark of the Nabisco Brands Company.

How do the zookeepers use food to improve the lives of animals? Use **two** details from the article to support your response.

_____

_____

_____

_____

_____

_____

MEASURES CCLS: RI.4.8:

Explain how an author uses reasons and evidence to support particular points in a text.

HOW THIS QUESTION MEASURES RI.4.8:

This question measures RI.4.8 by asking a student to make a relevant text-based statement about the use of food to improve animals' lives and to identify evidence that supports that statement.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

Students who can explain how zookeepers use food to improve the lives of animals demonstrate an ability to recognize evidence for a major point in the passage. The article offers several examples of how and why animals are allowed to use food-seeking techniques that are part of their nature. A response that receives full credit will use two of these examples to support a valid inference about the relationship between food and the quality of life of animals in a zoo.

There is no single "correct" response, but rather responses that are defensible based on the Short-Response (2-point) Holistic Rubric and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of details selected from the text and the organization of details in a logical manner. Student responses should include relevant inferences and conclusions. Responses should be in complete sentences where errors, if present, do not impact readability.

HOW TO HELP STUDENTS MASTER STANDARD RI.4.8:

To help students succeed with questions like this, instruction can focus on analyzing how authors use reasons and evidence to make a point or support a claim. Teachers can employ graphic organizers that help to illustrate and track how an author uses details and ideas to build support for a claim or point. Students can also build conceptual understanding by making and supporting their own points and evaluating those made by their peers or teachers.

See Short-Response (2-point) Holistic Rubric, suggested sample student responses and scoring: two 2-pt responses, two 1-pt responses, one 0-pt response.

How do the zookeepers use food to improve the lives of animals? Use **two** details from the article to support your response.

The zookeepers use food to improve the lives of animals so that the animals act and feel like they are in the wild. The zookeepers hide apple slices and sweet potatoes for the muskrats to hunt. The zookeepers also hang giant Lifesavers made of bananas, apples, and carrots on the ceiling for the giraffes to eat.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain how zookeepers use food to improve the lives of animals (*so that the animals act and feel like they are in the wild*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*The zookeepers hide apple slices and sweet potatoes for the muskrats to hunt* and *hang giant Lifesavers made of bananas, apples, and carrots on the ceiling for the giraffes to eat*). This response includes complete sentences where errors do not impact readability.

How do the zookeepers use food to improve the lives of animals? Use **two** details from the article to support your response.

The zookeepers use food to improve the lives of animals by making them look for the food. In paragraph 9 it says "Animals have to work for their food in nature." So they make them work for the food. In paragraph 5 it states "Natural-looking exhibits, hidden foods, weird smells and even toys are used to promote wild behaviors such as hunting, playing, sniffing and stalking."

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain how zookeepers use food to improve the lives of animals (*by making them look for the food*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*"Animals have to work for their food in nature." So they make them work for the food* and *Natural-looking exhibits, hidden foods, weird smells and even toys are used to promote wild behaviors such as hunting, playing, sniffing and stalking*). This response includes complete sentences where errors do not impact readability.

How do the zookeepers use food to improve the lives of animals? Use **two** details from the article to support your response.

The way zookeepers use the food to improve the animals lives they hide the food for some animals and other stick it up in the wall with ice.

Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text (*they hide the food for some animals* and *other stick it up in the wall with ice*). While the response includes some information from the text, no valid inference and/or claim is present. This response includes complete sentences where errors do not impact readability.

How do the zookeepers use food to improve the lives of animals? Use **two** details from the article to support your response.

The zookepers use food to improve the lives of animals by giving them there food in a gaint block of ice so they can get food and water.

Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text as required by the prompt (*by giving them there food in a gaint block of ice*). While the response includes some information from the text, no valid inference and/or claim is present.

How do the zookeepers use food to improve the lives of animals? Use **two** details from the article to support your response.

Because animals need to free them.

Because animals is nothing to do, they are bored and upset.

Elephants Don't Wear Boots

by Lisa Hart

1   Did you ever wonder while snuggling up in your winter coat, how zoo lions keep warm? Did you ever picture when pulling on your hat and mittens, a flamingo wearing a scarf? Did you ever consider as you put on your winter boots that elephants do not wear boots?

2   The lions stretched out on the rocks at the zoo share a secret. The hot rocks they lie on are not real. Heaters hidden under the fake stones keep the big cats cozy warm. Zoos use lots of little tricks to help the animals in their care fight off the chill of winter. Keepers warm up the water in swimming pools for residents like the otters.

3   Animals such as deer and elk find outside shelter in three-sided barns with extra bedding.

4   Nature allows many animals like flamingos to adapt to some cold even if they come from a warm climate. And if the temperatures dip too low for comfort, keepers simply bring the animals inside.

5   All this extra time indoors presents a challenge for zoo keepers. For one thing, animals need exercise to make up for the time spent cooped up. A new toy or a small change in schedule gives a bored beast something to look forward to. Hiding some food treats lets animals do what comes naturally: hunt for their meal.

6   Sometimes a zoo resident's diet needs changing during the winter too. Zoos give more food to those who build fat to keep warm or become more active. Animals that burn less energy in the winter need less food.

7   Forget the snow and the cold. Ice presents the real danger at zoos in winter. A frozen-over watering hole leaves an animal to go thirsty, spelling disaster. A slip on the ice in an enclosure leads to deadly, serious injuries. Some animals like elephants never see ice in the wild. Nature did not give them feet designed for walking on it.

8   So once you snuggle into your coat and pull on your hat, mittens, and boots, pay a visit to a local zoo in winter. You might be surprised at who you see enjoying the snow.

Why is paragraph 1 of "Elephants Don't Wear Boots" an effective introduction? Use **two** details from the article to support your response.

_____

_____

_____

_____

_____

MEASURES CCLS: RI.4.5:

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

HOW THIS QUESTION MEASURES RI.4.5:

This question measures RI.4.5 because the student has to analyze the structure of one part of the text, which is an introduction that makes the use of comparisons, and describe the effectiveness of this structure as part of the whole.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

Students who use textual evidence to explain why paragraph 1 is effective demonstrate the ability to recognize the comparison that is essential to the introduction's structure. The paragraph humorously compares behaviors that help humans to keep warm to behaviors that an elephant, flamingo, and lion might undergo for the same reason. The remainder of the article describes the adaptations made for specific animals within a zoo to remain comfortable and safe during the winter months, and the final paragraph refers to the introductory comparisons. A response that receives full credit will use two of these examples to support a valid inference about the effectiveness of the introduction.

There is no single "correct" response, but rather responses that are defensible based on the Short-Response (2-Point) Holistic Rubric, and responses that are not. Student responses are evaluated on the relevance and accuracy of details selected from the text and whether the details are constructed in a logical manner. Student responses should include relevant inferences and conclusions. Responses should be in complete sentences where errors, if present, do not impact readability.

HOW TO HELP STUDENTS MASTER RI.4.5:

To help students succeed with questions measuring RI.4.5, instruction can focus on building their capacity to determine how paragraphs are structured in a variety of grade-level complex texts, and how these paragraphs work together. Students can practice this skill by identifying the ways in which the sentences relate to each other to determine a structure. Students can also study the different parts of an essay or other piece of writing in order to learn how these pieces work together to form a cohesive whole.

See Short-Response (2-point) Holistic Rubric, suggested sample student responses and scoring: two 2-pt responses, two 1-pt responses, one 0-pt response.

Why is paragraph 1 of "Elephants Don't Wear Boots" an effective introduction? Use **two** details from the article to support your response.

The reason why pagraph #1 is a effective introduction is because it lets you understand that animals have other ways to adapt and suvrive in the cold. Lions Can't get a hat and mittens. It relys on hot rocks to Sleep on, also the falmango Can't ware a scarf So they need other adatations.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain why paragraph 1 is an effective introduction (*it lets you understand that animals have other ways to adapt and suvrive in the cold*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Lions can't get a hat and mittens. It relys on hot rocks to sleep on* and *falmango can't ware a scarf So they need other adatations*). This response includes complete sentences where errors do not impact readability.

Why is paragraph 1 of "Elephants Don't Wear Boots" an effective introduction? Use **two** details from the article to support your response.

Paragraph 1 of "Elephants Don't Wear Boots" is an effective introduction because it makes you think about the animals. When you are putting on your winter coat you wonder how a lion keeps warm. When you're putting on your boots you remember that elephants don't wear boots.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain why paragraph 1 is an effective introduction (*it makes you think about the animals*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*When you are putting on your winter coat you wonder how a lion keeps warm* and *When you're putting on your boots you remember that elephants don't wear boots*). This response includes complete sentences where errors do not impact readability.

Why is paragraph 1 of "Elephants Don't Wear Boots" an effective introduction? Use **two** details from the article to support your response.

Paragraph 1 has an effective introduction because it states that animals do not stay warm in the winter the same way humans do. For example it said "Did you ever consider as you put on your winter?"

(inserted) That gets you think how do animals keep warm in the winter.

Score Point 1 (out of 2 points)

This response makes a valid inference from the text to explain why paragraph 1 is an effective introduction (*it states that animals do not stay warm in the winter the same way humans do*); however, the response only provides one concrete detail from the text for support as required by the prompt (*it said "Did you ever consider as you put on your winter?"*).

Why is paragraph 1 of "Elephants Don't Wear **Boots**" an effective introduction? Use **two** details from the article to support your response.

I think its effectir because its tells
You that animals somtimes are
cold and do not have things
like us.

Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text (*animals somtimes are cold and do not have things like us*). While the response includes some information from the text, no valid inference and/or claim is present.

Why is paragraph 1 of "Elephants Don't Wear Boots" an effective introduction? Use **two** details from the article to support your response.

Paragraph 1 of "Elephants Don't Wear Boots" is an effective introduction because it is the name of the article. Paragraph 1 of "Elephants Don't Wear Boots" is also an effective introduction because it is true that Elephants don't wear boots.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*because it is the name of the article*).

Why are there challenges to caring for zoo animals in the winter? Use **two** details from the article to support your response.

_____

_____

_____

_____

_____

_____

MEASURES CCLS: RI.4.3:

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

HOW THIS QUESTION MEASURES RI.4.3:

This question measures RI.4.3 because a student must examine the text to determine the reason caring for zoo animals in the winter requires innovation and adaptation. In addition, the student must use evidence to explain why the challenges exist within the construct of a zoo.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

In their responses, students must draw on textual evidence to discuss the conflict between the natural habitats of certain animals and a zoo's climate and make connections between this challenge and the innovations that zoos make. The first three sentences of the article relate to the needs of specific animals that are discussed more fully in later paragraphs. A full-credit response makes an accurate statement about the necessity of meeting the unique needs of animals in zoos while citing specific, relevant details from the article that support the statement.

There is no single "correct" response, but rather responses that are defensible based on the Short-Response (2-point) Holistic Rubric and responses that are not. Student responses are evaluated on the relevance and accuracy of details selected from the text and whether the details are constructed in a logical manner. Student responses should include relevant inferences and conclusions. Responses should be in complete sentences where errors, if present, do not impact readability.

HOW TO HELP STUDENTS MASTER STANDARD RI.4.3:

To help students succeed with questions that measure RI.4.3 in this way, instruction should focus on building students' capacity to comprehend grade-level complex texts and using evidence to discuss and write about the ideas, concepts, and events presented within an informational piece. Students can also practice this skill by explaining the development of events across the course of a story and why these events took place or by explaining how concepts and ideas develop throughout a text.

See Short-Response (2-point) Holistic Rubric, suggested sample student responses and scoring: two 2-pt responses, two 1-pt responses, one 0-pt response.

Why are there challenges to caring for zoo animals in the winter? Use **two** details from the article to support your response.

There are challenges because some of the animals might not be designed for cold weather. In paragraph 5 it says that "animals need exercise for all the time they're indoors". It also says that "a new toy gives a bored animal something to look forward to."

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain why there are challenges to caring for zoo animals in winter (*some of the animals might not be designed for cold weather*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*animals need exercise for all the time they're indoors* and *a new toy gives a bored animal something to look forward to*). This response includes complete sentences where errors do not impact readability.

Why are there challenges to caring for zoo animals in the winter? Use **two** details from the article to support your response.

Because the ise presents the real danger tov example A frozen-over watering hole leaves an animal to go thirsty spelling disaster, Also A slip on the ice in an enclosure leads to deadly serious injuries.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain why there are challenges to caring for zoo animals in winter (*ise presents the real danger*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*A frozen–over watering hole leaves an animal to go thirsty* and *A slip on the ice in an enclosure leads to deadly serious injuries*). This response includes complete sentences where errors do not impact readability.

Why are there challenges to caring for zoo animals in the winter? Use **two** details from the article to support your response.

The Challenges in winter are. The challenges in winter are the animals dieing. For example the ice presents the danger because if there a frozen over water hole the animals will die. Therefor this is why the winter is a challenge for the zoo.

<div style="border: 1px solid black; padding: 10px;">

Score Point 1 (out of 2 points)

This response makes a valid inference from the text to explain why there are challenges to caring for zoo animals in winter (*are the animals dieing*); however, the response only provides one concrete detail from the text for support as required by the prompt (*ice presents the danger because if there a frozen over water hole the animals will die*).

</div>

Why are there challenges to caring for zoo animals in the winter? Use **two** details from the article to support your response.

Beacause the Zoo keepers Don't want the zoo animals to Freez tO Deathn

---

Score Point 1 (out of 2 points)

This response makes a valid inference from the text to explain why there are challenges to caring for zoo animals in winter (*zoo keepers Don't want the zoo animals to freez to Death*); however, the response does not provide two concrete details from the text for support as required by the prompt.

Why are there challenges to caring for zoo animals in the winter? Use **two** details from the article to support your response.

People and zoo keapers love animals So People go to the zoo all the time.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*People and zoo keapers love animals*).

How are the topics of "Call of the Wild" and "Elephants Don't Wear Boots" similar? How are the topics of both articles different? Use details from **both** articles to support your response.

In your response, be sure to
- explain how the topics of "Call of the Wild" and "Elephants Don't Wear Boots" are similar
- explain how the topics of both articles are different
- use details from **both** articles to support your response

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

MEASURES CCLS: RI.4.9:

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

HOW THIS QUESTION MEASURES RI.4.9:

This question measures RI.4.9 because a student must integrate information from two different texts. One text describes the needs of animals kept in zoo habitats to utilize their instinctive behaviors, and the other explains the challenges of providing shelter and protection for zoo animals during cold weather. Students must compare and contrast this information in order to determine similarities and differences between the two articles.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

Students demonstrate the ability to integrate information by comparing and contrasting each text's main point of discussion. The two articles focus on animals in zoos and the general concern for the welfare of animals outside of their natural habitat. An essay may receive full credit if it discusses any of the examples of this commonality along with the differences between the two articles. Student responses should identify how one article focuses on preparing animals' zoo quarters for winter temperatures, while the other discusses how to keep animals healthy and stimulated while in a zoo. Points of comparison may include how zookeepers strive to care for the animals. In addition, the points of comparison and contrast must be supported with pertinent details from both articles and include grade-appropriate attention to organization, conventions, and vocabulary.

There is no single "correct" response, but rather responses that sufficiently and clearly develop the topic based on four overarching criteria in the Extended-Response (4-point) Holistic Rubric and responses that do not. Student responses are evaluated on the relevance, accuracy, and sufficiency of details selected from the text and the organization of details in a logical manner. Student responses should include an introductory and concluding comment and relevant inferences and conclusions. Responses should be in complete sentences where errors, if present, do not impact readability.

HOW TO HELP STUDENTS MASTER STANDARD RI.4.9:

To help students succeed with questions that measure RI.4.9 in this way, instruction should focus on building students' capacity to comprehend grade-level complex texts and using evidence to incorporate the ideas and concepts presented. Students can also practice this skill by explaining, in speech or in writing, the development of details across the course of more than one text and how these details pertain to details in other texts. Students can also describe how different texts that approach the same topic compare in their textual details.

See Extended-Response (4-point) Holistic Rubric, suggested sample student responses and scoring: two 4-pt responses, two 3-pt responses, two 2-pt responses, two 1-pt responses, one 0-pt response.

How are the topics of "Call of the Wild" and "Elephants Don't Wear Boots" similar? How are the topics of both articles different? Use details from **both** articles to support your response.

In your response, be sure to

• explain how the topics of "Call of the Wild" and "Elephants Don't Wear Boots" are similar

• explain how the topics of both articles are different

• use details from **both** articles to support your response

The topics "Call of the Wild" and "Elephants Don't Wear Boots" are similar because both stories talk about animals and what their problems are. I know this because in the first article "Call of the Wild" the animals at all different zoos were getting help from the zookeepers on how to make themselves feel at home. They used things that looked like life savors and were flavored like fruits and veggies to prevent the girraffe from licking the window and not getting any flavor. They also used felt sheets to rub a log or tree in the Bear habitat because Bears love smells. For the muskrat they hide potatoes and apple cores behind rocks, bushes and trees. In the second article "Elephants don't wear boots" the zookeepers warmed rocks for the lions and made sure that some of the other animals found shelter. That is how I know that the articles are the same.

These articles are different because the article "Elephants don't wear boots" talks about winter problems and the article "Call of the wild" talks about any old problem. I know this because in the article "Elephants don't wear boots" the first paragraph asked you: What do you think animals do at the zoo in the winter? I also know this because in the article "Call of the wild" they say that they talk about how they try to make animals feel at home by solving their problems. That doesn't talk about anything in the Winter. That is how I know that the articles are different.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*The topics...are simalar because* and *These articles are different because*). This response demonstrates insightful comprehension and analysis of the texts (*both stories talk about animals and what their problems are* and *"Elephants don't wear boots" talks about winter problems and the artice "Call of the wild" talks about any old problem*). The topic is developed with relevant, well-chosen facts and concrete details from the texts (*They used things that looked like life savors and were flavored like fruits and veggies, felt sheets to rub a log, warmed rocks for the lions and made sure that some of the other animals found shelter*). The use of varied, relevant evidence is sustained throughout (*asked you: What do you think animals do at the zoo in the winter?* and *they talk about how they try to make animals feel at home by solving their problems*). The response exhibits clear, purposeful organization, and ideas are linked using grade-appropriate words and phrases (*I know this because, They also used, For the muskrat, In the second article, That is how, I know this, I also know*). The language is precise with domain-specific vocabulary (*make themselves feel at home*). The response provides a concluding statement that follows clearly from the topic and information presented (*That is how I know the articles are different*). The response demonstrates grade-appropriate command of conventions, with few errors.

How are the topics of "Call of the Wild" and "Elephants Don't Wear Boots" similar? How are the topics of both articles different? Use details from **both** articles to support your response.

In your response, be sure to

• explain how the topics of "Call of the Wild" and "Elephants Don't Wear Boots" are similar

• explain how the topics of both articles are different

• use details from **both** articles to support your response

The articles "Call of the Wild" and "Elephants Don't Wear Boots" are similar in many ways. Some ways are they are similar is about how they take care about animals in a zoo. For example, the article "Call of the Wild" tells about how animals get bored doing nothing in a zoo being cooped up. They prevent this from happening by getting something for them to do according to their animal instincts. In the article "Elephants Don't Wear Boots", it tells about how they keep animals warm in the winter. They are similar in the way that they both are talking about zoo keepers taking care of animals.

These articles are different because they some talks about how animals show off thier instincts and another tells about how they just keep them warm. In "Elephants Don't Wear Boots" they say how they keep the animals warm by putting bedding in barns, heating the pools, and putting heaters on rocks. In the article "Call of the Wild" it tells about how they keep animals from being bored by giving them challenges that they would do in thier natural habitats.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*The articles…are similar in many ways* and *are different*). This response demonstrates grade-appropriate comprehension and analysis of the texts (*similar is about how they take care about animals in a zoo* and *one talks about how animals show off thier instincts and another tells about how they just keep them warm*). The topic is developed with relevant, well-chosen facts and concrete details from the texts (*"Call of the Wild" tells about how animals get bored doing nothing in a zoo being cooped up, getting something for them to do according to their animal instincts, In the article "Elephants Don't Wear Boots"…they keep animals warm in the winter*). The use of varied, relevant evidence is sustained throughout (*putting bedding in barns, heating the pools, and putting heaters on rocks, they keep animals from being bored by giving them challenges that they would do in thier natural habitats*). The response exhibits clear, purposeful organization, and skillfully links ideas using grade-appropriate words and phrases (*Some ways, For example, In the article, These articles are different, and another, In the article*). The language used is stylistically sophisticated with domain-specific vocabulary (*according to their animal instincts*). No concluding statement is provided. The response demonstrates grade-appropriate command of conventions, with few errors.

How are the topics of "Call of the Wild" and "Elephants Don't Wear Boots" similar? How are the topics of both articles different? Use details from **both** articles to support your response.

In your response, be sure to

• explain how the topics of "Call of the Wild" and "Elephants Don't Wear Boots" are similar

• explain how the topics of both articles are different

• use details from **both** articles to support your response

The article "Call of the Wild" by Debra A. Bailey & the article "Elephants Don't Wear Boots" by Lisa Hart, are both similar, but still different.

The two articles are similar because they both have a problem & a souloution. For example, "Call of the wilds" problem is when zoo animals are put on display with nothing to do they get bored, upset or even sick. Thats especially alarming if the animals are threatened or endangered and don't breed because they fell uncomfortable. There souoution was to use hidden foods, weird smells, natural-looking exhibits, & even toys to help the animals feel & act like their in

76

the wild. The other article "Elephants Dont Wear Boots", problem is about animals in the winter & being cold. They had many different soloutions to different problems. For example, they heated pools for otters.

The articles are different, because they have different soloutions & problems, which I named in the 2nd paragraph. ie, So, both, the articles "Call of the wild", & "Elephants dont wear boots, are similar and different.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*are both similar, but still different*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*similar because both have a problem & a souloution* and *The articles are different, because they have different souloutions & problems*). The topic is developed with relevant facts and concrete details from the texts (*when zoo animals are put on display with nothing to do they get bored, upset or even sick; use hidden foods, weird smells, natural-looking exhibits & even toys to help the animals feel & act like their in the wild; problem is about animals in the winter & being cold; they heated pools for otters*). This response exhibits clear organization, and links ideas with grade-appropriate words and phrases (*For example, Thats especially, The other article, So*). The language is precise with domain-specific vocabulary (*especially alarming, threatened or endangered, uncomfortable*). The response provides a concluding statement that follows from the topic and information presented (*both, the articles…are similar and different*). The response demonstrates grade-appropriate command of conventions, with occasional errors (*souloution, Thats, fell uncomfortable, There...was to, like their in*) that do not hinder comprehension.

How are the topics of "Call of the Wild" and "Elephants Don't Wear Boots" similar? How are the topics of both articles different? Use details from **both** articles to support your response.

In your response, be sure to

- explain how the topics of "Call of the Wild" and "Elephants Don't Wear Boots" are similar
- explain how the topics of both articles are different
- use details from **both** articles to support your response

The articles are Similar and different. One way the stories are similar is the articles Zookeepers both made changes to the zoo to make them feel at home as an example in "Call of the wild" the Zookeeper made a fake termite mound for the monkeys, and In "Elephants Don't Wear Boots" they heated the otters Swiming water. The articles

are also different one way their different. is They do different adaption as an example In "Call of the wild" they adapted how they get their food. But in "Elephants don't wear boots" they adapted there inviorment. The articles are similar and different.

Score Point 3 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*The articles are similar and different*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*both made changes to the zoo to make them feel at home* and *They do different adaption*). The topic is developed with relevant facts and concrete details from the texts (*Zookeeper made a fake termite mound for the monkeys, heated the otters swiming water, how they get their food, adapted there inviorment*). This response exhibits clear organization, and links ideas with grade-appropriate words and phrases (*One way, as an example, are also, but in*). The language is precise with domain-specific vocabulary (*both made changes, feel at home, adapted*). The response provides a concluding statement that follows from the topic and information presented (*The articles are similar and different*). The response demonstrates grade-appropriate command of conventions, with occasional errors (*the articles zookeepers, and In, otters, swiming, way their different, is They, inviorment*) that do not hinder comprehension.

How are the topics of "Call of the Wild" and "Elephants Don't Wear Boots" similar? How are the topics of both articles different? Use details from **both** articles to support your response.

In your response, be sure to

• explain how the topics of "Call of the Wild" and "Elephants Don't Wear Boots" are similar

• explain how the topics of both articles are different

• use details from **both** articles to support your response

There are similarites and differences between the two. Well start with simalarites They both place in a zoo. They both take care of there animals. They both talk about animals. Now let's talk about diferences In Elphants don't wear boots I takes place in winter They both have different animals Elphants dont wear boots, it talk about all the zookepers

worrys in winter. I call of
the wild the make it more
comftable.

How are the topics of "Call of the Wild" and "Elephants Don't Wear Boots" similar? How are the topics of both articles different? Use details from **both** articles to support your response.

In your response, be sure to

- explain how the topics of "Call of the Wild" and "Elephants Don't Wear Boots" are similar

- explain how the topics of both articles are different

- use details from **both** articles to support your response

Two similar things of "Call of the Will" and "Elephants Don't Wear Boots" are. One They are talking about Zoo's. And Two they are talking about animals.

The two articles are different by one of them is talking about expirement they do on animals and the other is about how animals stay healthy and not cold.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and demonstrates a literal comprehension of the texts (*Two similar things* and *two articles are different*). The topic is partially developed with some textual evidence (*talking about zoo's, talking about animals, talking about expirement they do, about how animals stay healthy and not cold*). The response exhibits some attempt at organization and inconsistently uses words and phrases to link ideas (*One, And Two, and the other*). The response inconsistently uses language and domain-specific vocabulary (*talking about, talking about, is talking about, is about*). No concluding statement is provided. The response demonstrates an emerging command of conventions, with some errors (*Boots., One They, zoo's, And Two, about expirement they*) that may hinder comprehension.

How are the topics of "Call of the Wild" and "Elephants Don't Wear Boots" similar? How are the topics of both articles different? Use details from **both** articles to support your response.

In your response, be sure to

- explain how the topics of "Call of the Wild" and "Elephants Don't Wear Boots" are similar

- explain how the topics of both articles are different

- use details from **both** articles to support your response

They both are about Zoos. There title are like an expretion. Theye alittle bit funny. but there not the same. Elephant dont wear boot is about elephaht's not wereing boots. and call of the wild is about calling of the wild

---

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*They both are about zoos*). The response demonstrates little understanding of the texts (*There title are like an expretion. There alittle bit funny*). The response demonstrates an attempt to use minimal evidence which is generally invalid (*Elephant dont wear boot is about elephaht's not wereing boots* and *call of the wild is about calling of the wild*). This response exhibits little attempt at organization and no concluding statement is provided. The language used is imprecise (*like an expretion*). The response demonstrates a lack of command of conventions, with frequent errors (*There title, expretion, There alittle, there not the same, dont, boot, elephaht's, wereing, boots. and*) that hinder comprehension.

How are the topics of "Call of the Wild" and "Elephants Don't Wear Boots" similar? How are the topics of both articles different? Use details from **both** articles to support your response.

In your response, be sure to

- explain how the topics of "Call of the Wild" and "Elephants Don't Wear Boots" are similar
- explain how the topics of both articles are different
- use details from **both** articles to support your response

The topics of call of wild and Elephants don't where boots are similar because they both ask questions and they are both about animals.

The topics of both arcticles are different because they are about different things and "Call of wild" is more of hyphothesys than "Elephants don't where boots".

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*are similar because they both ask questions* and *different because they are about different things*). The response demonstrates a literal comprehension of the texts (*both about animals* and *is more of hyphothesys*). No evidence is provided. The response exhibits some attempt at organization and inconsistently uses words and phrases to link ideas (*and, The topics of both arcticles are different, than*). No concluding statement is provided. The response demonstrates an emerging command of conventions, with some errors (*"call of wild", don't where boots, hyphothesys*) that may hinder comprehension.

How are the topics of "Call of the Wild" and "Elephants Don't Wear Boots" similar? How are the topics of both articles different? Use details from **both** articles to support your response.

In your response, be sure to

- explain how the topics of "Call of the Wild" and "Elephants Don't Wear Boots" are similar
- explain how the topics of both articles are different
- use details from **both** articles to support your response

Elephats Don't wear boots because there skn makes thim wharm because thay have have fat on there skin and they need exrcise to make up there time. The lions stretched out on the rocks

---

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the texts and task (*Elephats Don't wear boots because there skin makes thim wharm*). The response demonstrates an attempt to use minimal evidence (*lions stretched out on the rocks*) which is generally invalid (*because thay have have fat on there skin and they need exrcise to make up there time*). This response exhibits little attempt at organization and no concluding statement is provided. This response demonstrates a lack of command of conventions, with frequent errors (*Elephats, there skin, thim, wharm, thay, exrcise, there time*) that hinder comprehension.

2-Point Rubric—Short Response

Score	Response Features
2 Point	The features of a 2-point response are • Valid inferences and/or claims from the text where required by the prompt • Evidence of analysis of the text where required by the prompt • Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt • Complete sentences where errors do not impact readability
1 Point	The features of a 1-point response are • A mostly literal recounting of events or details from the text as required by the prompt • Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Incomplete sentences or bullets
0 Point*	The features of a 0-point response are • A response that does not address any of the requirements of the prompt or is totally inaccurate • A response that is not written in English • A response that is unintelligible or indecipherable

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

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

New York State Grade 4-5 Expository Writing Evaluation Rubric

CRITERIA	CCLS	SCORE				
		4 Essays at this level:	**3** Essays at this level:	**2** Essays at this level:	**1** Essays at this level:	**0*** Essays at this level:
CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support an analysis of topics or texts	W.2 R.1–9	—clearly introduce a topic in a manner that follows logically from the task and purpose —demonstrate insightful comprehension and analysis of the text(s)	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate comprehension and analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s)	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)	—demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	W.2 W.9 R.1–9	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence with inconsistency	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	—exhibit clear, purposeful organization —skillfully link ideas using grade-appropriate words and phrases —use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary —provide a concluding statement that follows clearly from the topic and information presented	—exhibit clear organization —link ideas using grade-appropriate words and phrases —use grade-appropriate precise language and domain-specific vocabulary —provide a concluding statement that follows from the topic and information presented	—exhibit some attempt at organization —inconsistently link ideas using words and phrases —inconsistently use appropriate language and domain-specific vocabulary —provide a concluding statement that follows generally from the topic and information presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack the use of linking words and phrases —use language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization —exhibit no use of linking words and phrases —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, or incoherent should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.
- * Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).