

DRAFT

engage^{ny}

Our Students. Their Moment.

**New York State Testing Program
Grade 5 Common Core
English Language Arts Test**

Sample Student Work

September 2013



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY
12234

New York State Testing Program Grade 5 Common Core English Language Arts Test

Sample Student Work

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. In Spring 2013, New York State administered the first set of 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 released a number of resources during the 2012-2013 year, 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 first ELA/Literacy and Mathematics Common Core tests in April 2013 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.

Understanding Sample Student Work

The released test questions include both multiple choice and constructed response questions. Constructed Response questions ask students to write a thoughtful essay in response to questions the test asks. Here, NYSED is providing student responses to a "constructed response" question we have posted on engage.

By looking at the student work, parents, teachers, and students can gain a better sense of what kind of answers earns students a better score. We can also look at this work and see what students know and are able to do at different levels. In general, students who answered well on these questions are likely to be at level 3 or 4. Similarly, students who earn fewer points on each question have a greater likelihood of being classified as a level 1 or level 2. While not guaranteed, if your student is capable of earning full credit on "constructed response" questions they will most likely be prepared to earn a level 3 or 4 on the state test.

The Unfortunate Fireflies

by Clara Dillingham Pierson

- 1 SEVERAL very large families of Fireflies lived in the marsh and were much admired by their friends who were awake at night. The older Fireflies told the younger ones that they should get all the sleep they could during the daytime if they were to flutter and frisk all night. Most of them did this, but two young Fireflies, who cared more about seeing the world than they did about minding their elders, used to run away while the rest were dreaming. Each thought herself very important, and was sure that if the others missed her they wouldn't sleep a wink all day.
- 2 One night they planned to go by daylight to the farthest corner of the marsh. They went to bed when the rest did and pretended to fall asleep. When she was sure that the older Fireflies were dreaming, one of them reached over with her right hind leg and touched the other just below the edge of her left wing-cover. "Are you ready?" she whispered.
- 3 "Yes," answered the friend, who happened to be the smaller of the two.
- 4 When well away from their sleeping relatives, they lifted their wing-covers, spread their wings, and flew.
- 5 "Oh, wouldn't they make a fuss if they knew!" exclaimed the Larger Firefly.
- 6 "They think we need to be told every single thing," said the Smaller Firefly.
- 7 Just then a Flycatcher darted toward them and they had to hide. He had come so near that they could look down his throat as he flew along with his beak open. The Fireflies were so scared that their feelers shook.
- 8 "I wish that bird would mind his own business," grumbled the Larger Firefly.
- 9 "That's just what he was doing," said a voice beside them, as a Garter Snake drew himself through the grass. Then their feelers shook again, for they knew that snakes do not breakfast on grass and berries.
- 10 "Did you ever see such luck?" said the Smaller Firefly. "If it isn't birds it is snakes."
- 11 "Perfectly dreadful!" answered the other. "I never knew the marsh to be so full of horrid people."
- 12 Then they reached the farther corner of the marsh and crawled around to see what they could find. Their eyes bothered them so that they could not see unless they were

close to things, so it was useless to fly. They peeped into the cool dark corners under the skunk cabbage leaves, and lay down to rest on a bed of soft moss.

13 While they were resting, they noticed a plant growing near. It had a flower of green and dark red which was unlike any other blossom they had ever seen. Each [leaf] was stiff and hollow and grew right out of the ground instead of coming from a stalk.

14 “I’m going to crawl into one of them,” said the Larger Firefly. She balanced herself on the top of a fresh green leaf.

15 “I’m going into this one,” said the other Firefly, as she alighted on the edge of a brown-tipped leaf. “It looks nice and dark inside.” Each dropped quickly into her own leaf.

16 Then there was a queer sputtering, choking voice in the fresh green leaf and exactly the same in the brown-tipped one. After that a weak little voice in the green leaf said, “I fell into water.”

17 Another weak voice from the brown-tipped one replied, “So did I.”

18 On the inside of each leaf were many stiff hairs, all pointing downward. Now that they wanted to get out, these same hairs stuck into their eyes and pushed against their legs and made them exceedingly uncomfortable.

19 After a while they gave up trying to get out until they should be rested. It was after sunset when they tried the last time, and the light that shone from their bellies brightened the little green rooms where they were. They went at it carefully. Slowly, one foot at a time, they managed to climb out of the doorway at the top. As they came out, they heard the squeaky voice of a young Mouse say, “Oh, where did those bright things come from?”

20 They also heard his mother answer, “Those are only a couple of foolish Fireflies who have been in the leaves of the pitcher-plant all day.”

21 They flew toward home. “I’m dreadfully tired,” said one, “but I suppose we shall have to dance in the air with the rest or they will make a fuss.”

22 “Yes,” said the other. “It spoils everything if we are not there.”

23 As they came near the middle of the marsh they were surprised to see the mild summer air twinkling with hundreds of tiny lights as their friends and relatives flew to and fro in the dusk. “Well,” said the Larger Firefly, “I think they might have waited for us!”

24 “Humph!” said the Smaller Firefly. “If they can’t be more polite than that, I won’t play.”

25 So two very tired and cross young Fireflies sat on a last year’s cat-tail and sulked. “We were not even missed!” they cried.

26 They were much wiser after that, for they had learned that two young Fireflies were not so wonderfully important after all. And that if they chose to do things which it was never meant young Fireflies should do, they would be likely to have a very disagreeable time, but that other Fireflies would go on eating and dancing and living their own lives. To be happy, they must keep the Firefly laws.

In the beginning of each passage, both Gustahote and the Fireflies believe something about themselves that is not true. Write a response comparing and contrasting what the characters believe at the beginning of the passages. Explain when the lessons are learned and how the characters have changed. Use details from **both** passages to support your answer.

In your response, be sure to

- compare and contrast what the characters believe at the beginning of passages
- explain when the lessons are learned
- describe how the characters change
- use details from **both** passages to support your answer

In the beginning, they were foolish, but they then learned a lesson.

In the beginning of the story the rock thinks he can do better than being a rock, so he tries different things (river, bird, earth creature). The Fireflies believe that they shouldn't listen to their elders and sleep during the day, but to go explore the far corners of their marsh.

The Fireflies learned their lesson by when they came back from exploring no one waited for them to play and fly with them. The rock learned his

lesson when he tried being different things, and was not satisfied. After changing back to a rock for the last time, he heard a voice that said, "Be content, O Gustahote the Rock!" They changed because they learned from what they did. The Fireflies learned to listen to their elders, and the Rock learned to be content being a Rock. The three characters all learned a lesson.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*In the beginning, they were foolish, but they then learned a lesson*). The response demonstrates insightful comprehension and analysis of the texts (*the rock thinks he can do better than being a rock, so he tries different things and The Fireflies believe that they shouldn't listen to their elders and sleep during the day, but to go explore the far corners of their marsh*). The topic is developed with relevant, well-chosen facts from the texts (*river, bird, earth creature and when they came back from exploring, no one waited for them to play and fly with them*). Varied, relevant evidence is sustained throughout (*when he tried being different things, and was not satisfied and he heard a voice that said, "Be content, O Gustahote the Rock!"*). The response exhibits clear, purposeful organization, and skillfully links ideas using grade-appropriate words and phrases (*In the beginning, After, when*). The language is stylistically sophisticated with domain-specific vocabulary (*They changed because they learned from what they did. The Fireflies learned to listen to their elders, and the Rock learned to be content being a Rock*). The response provides a concluding statement that follows from the topic and information presented (*The three characters all learned a lesson*). The response demonstrates grade-appropriate command of conventions, with few errors.

In the beginning of each passage, both Gustahote and the Fireflies believe something about themselves that is not true. Write a response comparing and contrasting what the characters believe at the beginning of the passages. Explain when the lessons are learned and how the characters have changed. Use details from **both** passages to support your answer.

In your response, be sure to

- compare and contrast what the characters believe at the beginning of passages
- explain when the lessons are learned
- describe how the characters change
- use details from **both** passages to support your answer

(P) In the beginning of each ^{passage} passage both Gustahote and the Fireflies believe something about themselves that is not true.

(P) Gustahote believes that he is not ^{content} content and longs to be something ^{mightier} mightier and stronger than he was. And the Fireflies each thought they were very important and if they ran away the others would miss them and they would not sleep. When they arrive they ^{realize} realize that they aren't important after all. Gustahote realized that he should love who he is he has to realize only he can be him if he doesn't work out with being a river, bird,

or earth creature then he has to just be what he is ① a rock ①

④ They learn their lessons at the end of the passage ① Gustahote changes by going through the different things and realizes that the pretty thing he is is a rock and he should be a rock ① The fireflies realize that they should always listen to their ^{elders} elders because the elders ^{experience} have experience and know what is right ①

④ In ^{conclusion} conclusion you should always listen to the person in charge in life ①

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*both... believe something about themselves that is not true*). The response demonstrates insightful comprehension and analysis of the texts (*When they arrive they realize that they aren't important after all. Gustahote realized that he should love who he is he has to realize only he can be him*). The topic is developed with relevant, well-chosen facts from the texts (*if they ran away the others would miss them and they would not sleep and if he doesn't work out with being a river, bird, or earth creature then he has to just be what he is, a rock*). The response exhibits clear, purposeful organization, and skillfully links ideas using grade-appropriate words and phrases (*In the beginning, In conclusion*). The language used is stylistically sophisticated with domain-specific vocabulary (*always listen to their elders because the elders have experience and know what is right*). The response provides a concluding statement that follows from the topic and information presented (*you should always listen to the person in charge in life*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension.

In the beginning of each passage, both Gustahote and the Fireflies believe something about themselves that is not true. Write a response comparing and contrasting what the characters believe at the beginning of the passages. Explain when the lessons are learned and how the characters have changed. Use details from **both** passages to support your answer.

In your response, be sure to

- compare and contrast what the characters believe at the beginning of passages
- explain when the lessons are learned
- describe how the characters change
- use details from **both** passages to support your answer

In the beginning of each passage, both Gustahote and the fireflies believe something about themselves that is not true. Gustahote believed that he wasn't strong and that he wanted to be something stronger and mightier. The two young fireflies believed that seeing the world is much more important than respecting their elders.

Gustahote learned his lesson at the end of the story when a voice whispered to be content. Gustahote listened and now he still guards the

valley. The two young fireflies learned their lessons at the end of the story. They learned that two young fireflies are not so important and to be happy, they must keep the firefly laws. So those are the lessons that those to animals learned and if they want to be happy they must follow the laws.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*Gustahote believed that he wasn't strong and that he wanted to be something stronger and mightier. The two young fireflies believed that seeing the world is much more important than respecting their elders*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*Gustahote learned his lesson at the end and when a voice whispered to be content*). The use of relevant evidence is sustained throughout (*The two young fireflies learned their lessons at the end and They learned that two young fireflies are not so important and to be happy, they must keep the firefly laws*). The response exhibits clear organization, and links ideas using grade-appropriate words and phrases (*In the beginning, So, if*). The language is grade-appropriate with domain-specific vocabulary (*Gustahote listened and now he still guards the valley*). The response provides a concluding statement that follows from the topic and information presented (*So those are the lessons that those to animals learned and if they want to be happy they must follow the laws*). The response demonstrates grade-appropriate command of conventions, with occasional errors (*young and fireflies*) that do not hinder comprehension.

In the beginning of each passage, both Gustahote and the Fireflies believe something about themselves that is not true. Write a response comparing and contrasting what the characters believe at the beginning of the passages. Explain when the lessons are learned and how the characters have changed. Use details from **both** passages to support your answer.

In your response, be sure to

- compare and contrast what the characters believe at the beginning of passages
- explain when the lessons are learned
- describe how the characters change
- use details from **both** passages to support your answer

In the beginning of the passages, the characters believed something about them that wasn't true. Gustahote believed he wasn't strong and the fireflies believed disrespected their elders.

Their feelings are the same because they both felt the need to do it and they are different because the Rock felt bad and the fireflies felt good.

At the end of the book, the Rock learned that he is content just the way he is and the fireflies learned to respect and listen to their elders.

The characters changed from beginning to end because the Rock felt like nothing and weak in the beginning and he felt strong at the end. The fireflies were mad at the beginning because they didn't want to sleep in the morning and listen to the elderly fireflies. At the end, the fireflies learned to respect them.

That's how the Rock and the fireflies changed from the beginning and the end.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*Gustavo believed he wasn't strong and the fireflies believed disrespecting their elders*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*Their feelings are the same because they both felt the need to do it and they are different because the Rock felt bad and the fireflies felt good*). The topic is developed with relevant facts and information from the texts (*the Rock learned that he is content just the way he is and the Fireflies learned to respect and listen to their elders*). The response exhibits clear organization, and links ideas using grade-appropriate words and phrases (*In the beginning, At the end*). The language is grade-appropriate with domain-specific vocabulary (*weak in the beginning and he felt strong at the end*). The response provides a concluding statement that follows from the topic and information presented (*That's how the Rock and the fireflies changed from the beginning and the end*). The response demonstrates grade-appropriate command of conventions, with occasional errors (*believed, their, feelings*) that do not hinder comprehension.

In the beginning of each passage, both Gustahote and the Fireflies believe something about themselves that is not true. Write a response comparing and contrasting what the characters believe at the beginning of the passages. Explain when the lessons are learned and how the characters have changed. Use details from **both** passages to support your answer.

In your response, be sure to

- compare and contrast what the characters believe at the beginning of passages
- explain when the lessons are learned
- describe how the characters change
- use details from **both** passages to support your answer

Gustahote believed that he wasn't mighty or strong. First he wanted to be like the river that flows in the valley. Then he wanted to soar high in the sky like the birds. Next he wanted to be a creature that roamed around on earth. Finally he realized that he is mighty and strong.

The fireflies believed that it was better to go out in the day instead of night. One day they went out on an adventure when a flycatcher came after them so they had to hide. Then they saw a snake and they had to hide again. They finally learned their lesson that it was safer to go out at night with their

relatives.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*Gustahote believed that he wasn't mighty or strong and The fireflies believed that it was better to go out in the day instead*). The response demonstrates a literal comprehension of the texts (*First he wanted to be like the river, to be a creature, One day they went out on an adventure*). The topic is partially developed with the use of some textual evidence (*he realized that he is might and strong and When a flycatcher came after them so they had to hide. Then they saw a snake*). The response exhibits clear organization, and links ideas using grade-appropriate words and phrases (*Then, Next, Finally*). The response provides a concluding statement follows generally from the topic and information presented (*They finally learned their lesson that it was safer to go out at night with their relatives*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension.

In the beginning of each passage, both Gustahote and the Fireflies believe something about themselves that is not true. Write a response comparing and contrasting what the characters believe at the beginning of the passages. Explain when the lessons are learned and how the characters have changed. Use details from **both** passages to support your answer.

In your response, be sure to

- compare and contrast what the characters believe at the beginning of passages
- explain when the lessons are learned
- describe how the characters change
- use details from **both** passages to support your answer

Gustahote wants to be mighty and strong, and the firefly thinks that if they get lost everybody would search for them. Gustahote learned his lesson because he realized how important he was, and the fireflies realized not to disobey there elders. Both charecters changed because they became alot wiser.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task (*Gustahote wants to be mighty and strong, and the firefly thinks that if they get lost everybody would search for them*). The response demonstrates a literal comprehension of the texts (*learned his lesson and the fireflies realized*). The response demonstrates a literal understanding of the texts and partially develops with some textual evidence (*he realized how important he was and not to disobey there elders*). The response exhibits some attempt at organization and inconsistently links ideas using words and phrases (*Both charecters*). The response provides a concluding statement follows generally from the topic and information presented (*changed because they became a lot wiser*). The response demonstrates emerging command of conventions, with some errors (*they, there, charecters, alot*) that may hinder comprehension.

In the beginning of each passage, both Gustahote and the Fireflies believe something about themselves that is not true. Write a response comparing and contrasting what the characters believe at the beginning of the passages. Explain when the lessons are learned and how the characters have changed. Use details from **both** passages to support your answer.

In your response, be sure to

- compare and contrast what the characters believe at the beginning of passages
- explain when the lessons are learned
- describe how the characters change
- use details from **both** passages to support your answer

In the beginning they both thought they could go through more than they actually could.

The fireflies think that they could go out and explore the world. They end up learning the hard way when they almost get caught by the bird and then get stuck in the leave. Gustahote wants to be mightier and stronger, so he becomes things and creatures in the wild.

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task (*In the beginning they both thought they could go through more than they actually could*). The response demonstrates little understanding of the texts (*The fireflies think that they could go out and explore the world*). Ideas are developed using minimal evidence (*They end up learning the hard way when they almost get caught by the bird and then get stuck in the leave*). The response exhibits some attempt at organization and inconsistently links ideas using words and phrases (*In the beginning*). The language used is imprecise (*becomes things and creatures*). No concluding statement is provided. The response demonstrates emerging command of conventions, with some errors (*beginning, could, leave*) that may hinder comprehension.

In the beginning of each passage, both Gustahote and the Fireflies believe something about themselves that is not true. Write a response comparing and contrasting what the characters believe at the beginning of the passages. Explain when the lessons are learned and how the characters have changed. Use details from **both** passages to support your answer.

In your response, be sure to

- compare and contrast what the characters believe at the beginning of passages
- explain when the lessons are learned
- describe how the characters change
- use details from **both** passages to support your answer

In the beginning of each passage, both Gustahote and the Fireflies believe something about themselves that is not true.

Gustahote believes that he can be a river. "If I could be the wide river that flows through the valley," he thought "If I could be that only river!"

They changed following what they supposed do. That is my essay.

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task (*Gustahote believes that he can be a river*). The response demonstrates little understanding of the texts (*They changed following what they supposed do*). Ideas are developed using minimal evidence (*If I could be the wide river that flows through the valley*). This response exhibits little attempt at organization, and lacks the use of linking words to connect ideas. This response provides a concluding statement that is unrelated to the topic and information presented (*That is my essay*). This response demonstrates emerging command of conventions, with some errors (*belive* and *they supposed do*) that may hinder comprehension.

In the beginning of each passage, both Gustahote and the Fireflies believe something about themselves that is not true. Write a response comparing and contrasting what the characters believe at the beginning of the passages. Explain when the lessons are learned and how the characters have changed. Use details from **both** passages to support your answer.

In your response, be sure to

- compare and contrast what the characters believe at the beginning of passages
- explain when the lessons are learned
- describe how the characters change
- use details from **both** passages to support your answer

Hi. I'm gonna be talking about two story. They are the same by talking about a life lesson. The lesson will be learned in the end. The charters change by the way they reacted.

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the task. (*They are the same by talking about a life lesson*). The response provides no evidence. The response exhibits no evidence of organization or use of linking words. This response uses imprecise language (*The charters change by the way they reacted*) and does not provide a concluding statement. This response demonstrates a lack of command of conventions, with frequent errors (*gonna, two story, lesson The, charters*) that hinder comprehension.