



***New York State
Testing Program***

2019

**English Language Arts Test
Writing**

Grade 3

Scoring Leader Materials

Training Set

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2-Point Rubric—Short Response

Score	Response Features
2 Point	The features of a 2-point response are <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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 3 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 analysis of topics or text	W.2 R.1–9	—clearly introduce a topic in a manner that follows logically from the task and purpose —demonstrate comprehension and analysis of the text	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate comprehension of the text	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a confused comprehension of the text	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text	—demonstrate a lack of comprehension of the text or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided text to support analysis and reflection	W.2 R.1–8	—develop the topic with relevant, well-chosen facts, definitions, and details throughout the essay	—develop the topic with relevant facts, definitions, and details throughout the essay	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant	—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	—clearly and consistently group related information together —skillfully connect ideas within categories of information using linking words and phrases — provide a concluding statement that follows clearly from the topic and information presented	—generally group related information together —connect ideas within categories of information using linking words and phrases —provide a concluding statement that follows from the topic and information presented	—exhibit some attempt to group related information together —inconsistently connect ideas using some linking words and phrases —provide a concluding statement that follows generally from the topic and information presented	—exhibit little attempt at organization —lack the use of linking words and phrases —provide a concluding statement that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization —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 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).

The events in this passage took place many years ago in Zimbabwe, a country in Africa.

Meet the Teacher

by Cecil Dzwowa

1 Tatenda is only 11 years old and someday he wants to be a doctor. But today his friends and schoolmates call him “teacher.” Like most children in Sanyati, a small countryside town in western Zimbabwe, when Tatenda was not at school, he spent his time playing football (soccer) or looking after his father’s cattle. One day when he arrived home from school, he noticed something very unfamiliar in the house.

2 At first he thought it was a television. When his mom told him it was a computer, Tatenda became very angry. What use was this machine? The computer sat idle. Tatenda did not know what to do with it. His father did not know what to do with it. In fact, nobody in the neighborhood knew what to do with it. Then one day Amina, Tatenda’s cousin, came from her home in the capital city of Harare for a visit. She taught Tatenda how to use the computer.

3 At first it seemed like all nonsense to Tatenda. “I was always pressing the wrong button,” he admits. But he persisted because he was very eager to learn how to use it properly. By the time Amina returned to Harare, Tatenda was able to use the computer on his own.

4 Meanwhile, Tatenda’s friends were wondering what had happened to him. He no longer came out to play soccer with them and if he did come out to play, he only played for a short while. His friend, Saidi said, “He always had some reason to go home. We were all puzzled.”

5 So one day, Tatenda’s friends, Saidi, Themba, and Solomon, decided to pay him a surprise visit. When they arrived, Tatenda was so busy that he did not hear them coming. Tatenda was surprised to see his friends. But they were even more surprised to see not only a computer, but Tatenda working on it.

- 6 Tatenda's friends were intrigued. Sometimes they would go to Tatenda's house just to watch him operate the computer. Occasionally he would let them press a button or two, or shake the mouse just for the fun of it. Tatenda's friends spent so much time with Tatenda that in a few months they were soon able to use the computer on their own.

intrigued = interested

- 7 Word began to spread that an 11-year-old boy was operating a computer at his home. Kids from the villages nearby began flocking to Tatenda's house. They all had one request: teach us how to work on a computer. "There were so many kids coming to see him," said Tatenda's mother, "we moved the computer from his small room to the back room, which is larger."
- 8 Then the computer began to experience some problems. Tatenda's father did not have enough money to get it fixed. Tatenda was very worried. But he had an idea. He decided to charge the kids for the lessons. Those whose parents did not have enough money paid with goats or chickens. Tatenda hoped to buy a better computer for his students with the money he earned giving computer lessons.
- 9 Many children and adults have learned from Tatenda how to use a computer. "He is a bright kid and a good teacher," said Magumise, one of the teachers who is receiving lessons from him. In Sanyati, Tatenda has single-handedly introduced computers to the villagers. Many more in this remote place who would never have had a chance to use a computer are now looking forward to their lessons with Tatenda. It seems that the people of Sanyati are calling this boy "the teacher" for good reason.

EXEMPLARY RESPONSE

25

In the passage “Meet the Teacher,” how does Tatenda change from paragraph 1 to paragraph 5? Use **two** details from the passage to support your response.

Possible Exemplary Response:

In paragraph 1 the passage states, “when Tatenda was not at school, he spent his time playing football (soccer),” which shows Tatenda shared his free time with his friends before the computer appeared in his house. Later on, he only spends time on his computer, and his friends don’t see him because he is so busy with it. In paragraph 4, his friends realize that they no longer see him very often, and the passage states, “He no longer came out to play soccer with them” and “he only played for a short while” when he would come out to play. This is a very big change from how he was in paragraph 1.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

25

In the passage “Meet the Teacher,” how does Tatenda change from paragraph 1 to paragraph 5? Use **two** details from the passage to support your response.

In paragraphs 1-5 Tatenda changed by, wanting to play soccer to wanting to work on the computer. In paragraph 1 it says if Tatenda wasn't in school he'll either be playing soccer or keeping an eye on his fathers cattle. But in paragraph 5 he just wanted to work on the computer.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain in the passage “Meet the Teacher” how Tatenda changes from paragraph 1 to paragraph 5 (*by, wanting to play soccer to wanting to work on the computer*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*if Tatenda wasn't in school he'll either be playing soccer or keeping an eye on his fathers cattle and he just wanted to work on the computer*). This response includes complete sentences where errors do not impact readability.

25

In the passage “Meet the Teacher,” how does Tatenda change from paragraph 1 to paragraph 5? Use **two** details from the passage to support your response.

When he got home from school he thought there was a television but when he saw it the thing was a computer he was angry. After his cousin came to visit him she taught him how to use the computer and then he started using the computer a lot and was very happy.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain in the passage “Meet the Teacher” how Tatenda changes from paragraph 1 to paragraph 5 (*he was angry [...] was very happy*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*When he got home from school he thought there was a television but when he saw it the thing was a computer and After his cousin came to visit him she taught him how to use the computer and then he started using the computer a lot*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

25

In the passage “Meet the Teacher,” how does Tatenda change from paragraph 1 to paragraph 5? Use **two** details from the passage to support your response.

He changed by what he liked to do. He spent most of his time playing [soccor] or looking after his fathers cattle. But they were not only suprized to see a computer, but tatenda working on it.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain in the passage “Meet the Teacher” how Tatenda changes from paragraph 1 to paragraph 5 (*by what he liked to do*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*He spent most of his time playing [soccor] or looking after his fathers cattle and But they were not only suprized to see a computer, but tatenda working on it*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

25

In the passage “Meet the Teacher,” how does Tatenda change from paragraph 1 to paragraph 5? Use **two** details from the passage to support your response.

He usually played soccer with his freind sbat his cousin taught him how to a computer because his ^{mom} just bought one so he started working on it in stead of play^{ing} soccer or foot ball wit his friends.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain in the passage “Meet the Teacher” how Tatenda changes from paragraph 1 to paragraph 5 (*He usually played soccer with his freind s [...] he started working on it instead of playing soccer or football wit his friends*); however, the response only provides one concrete detail from the text for support (*his cousin taught him how to a cumputer because his mom just bought one*). This response includes complete sentences where errors do not impact readability.

25

In the passage “Meet the Teacher,” how does Tatenda change from paragraph 1 to paragraph 5? Use **two** details from the passage to support your response.

Tatenda changed from paragraph 1 to paragraph 5. In paragraph 1, it stated that when he was not at school he would be playing football (soccer) or looking after his father's cattle outside. Then when he came home from school one day he saw the computer and he was mad. His cousin Amina came to visit and taught Tatenda how to use the computer. In paragraph 4 - 5, the text stated that his friends wondered what happened to him and they visited him to see why he wasn't outside and they were interested in the computer.

Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text [*Tatenda changed from paragraph 1 to paragraph 5. In paragraph 1, it stated that when he was not at school he would be playing football (soccer) or looking after his father's cattle outside. Then when he came home from school one day he saw the computer and he was mad. His cousin Amina came to visit and taught Tatenda how to use the computer. In paragraph 4 – 5, the text stated that his friends wondered what happened to him and they visited him to see why he wasn't outside and they were interested in the computer*]. The response does not provide a valid inference from the text to explain in the passage “Meet the Teacher” how Tatenda changes from paragraph 1 to paragraph 5. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

25

In the passage “Meet the Teacher,” how does Tatenda change from paragraph 1 to paragraph 5? Use **two** details from the passage to support your response.

At first he didn't like the computer and he didn't know how to work it. then he lerd and he never got off of it he woldn't even go out and play with his frends.

Score Point 1 (out of 2 points)

This response provides a sufficient number of relevant details from the text for support as required by the prompt (*At first he didn't like the computer and he didn't know how to work it and then he lerd and he never got off of it he woldn't even go out and play with his frends*); however, the response does not provide a valid inference from the text to explain in the passage “Meet the Teacher” how Tatenda changes from paragraph 1 to paragraph 5. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

25

In the passage "Meet the Teacher," how does Tatenda change from paragraph 1 to paragraph 5? Use **two** details from the passage to support your response.

Tatenda change In the
beginning to the middle
she was surprised one example
she was surprised to see
her friend a teacher example she
was surprised because to
see not only a computer

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*tatenda change In the Beginning to the middle she was surprised one example she was surprised to see her friend a teacher example she was surprised because to see not only a computer*).

25

In the passage "Meet the Teacher," how does Tatenda change from paragraph 1 to paragraph 5? Use **two** details from the passage to support your response.

Tatenda changed from paragraph 1 to paragraph 5 because in paragraph 1 he is smart she is smart because the kids are calling him teacher. And in paragraph 5 he is still smart because he is working on a computer when know one else is.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Tatenda changed from paragraph 1 to paragraph 5 because in pharagraph 1 he is smart she is smart because the kids are calling him teacher. And in paragraph 5 he is still smart because he is working on a computer when know one else is*).

EXEMPLARY RESPONSE

26

What is the main idea of the passage “Meet the Teacher”? Use **two** details from the passage to support your response.

Possible Exemplary Response:

Tatenda, a young boy who lives in a village, learns how to use a computer and then teaches other people how to use the computer. Now one teacher who is learning from him says, “He is a bright kid and a good teacher.” Paragraph 9 also states, “Many children and adults have learned from Tatenda how to use a computer.” Even kids from other villages look forward to their lessons with Tatenda.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

26

What is the main idea of the passage “Meet the Teacher”? Use **two** details from the passage to support your response.

The main idea of the story is that he teaches everybody to use a computer. One detail that shows the main idea is about he teaches everybody to use a computer is "Teach us how to use the computer. there were so many kids coming to see him." Another detail is "It seems that the people of Sanyati are calling this boy the teacher. For good reasons".

As you can see the main idea is about him teaching the kids how to use a computer.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the main idea is of the passage “Meet the Teacher” (*that he teaches everybody to use a computer*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*“Teach us how to use the computer. There were so many kids coming to see him.” and “It seems that the people of Sanyati are calling this boy the teacher. For good reasons”*). This response includes complete sentences where errors do not impact readability.

What is the main idea of the passage “Meet the Teacher”? Use **two** details from the passage to support your response.

The main idea of the passage “Meet the Teacher” is about Tatenda teaching kids to use the computer. In the text it said when people came to Tatenda they had 1 request: teach us how to use the computer. Another example is that Also Tatenda charged money for lessons so that they can buy a new computer because the old one is glitching (has some problems.)

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the main idea is of the passage “Meet the Teacher” (*Tatenda teaching kids to use the compute*). The response provides a sufficient number of concrete details from the text for support as required by the prompt [*when people came to Tatenda they had 1 request : teach us how to use the computer and Tatenda charged money for lessons so that they can buy a new computer because the old one is glitching (has some problems.)*]. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

26

What is the main idea of the passage “Meet the Teacher”? Use **two** details from the passage to support your response.

The main idea of the passage is that Tatenda got a computer. When he was working on it, he did not play with his friends that much. The text says, "Tatenda was able to use the computer on his own." The text also says, "He no longer came out to play soccer with them and if he did come out to play, he only played for a short while."

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the main idea is of the passage “Meet the Teacher” (*Tatenda got a computer. When he was working on it, he did not play with his friends that much*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Tatenda was able to use the computer on his own*” and “*He no longer came out to play soccer with them and if he did come out to play, he only played for a short while.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

26

What is the main idea of the passage “Meet the Teacher”? Use **two** details from the passage to support your response.

The main idea is a boy named Tatenda who learned to use a computer and started teaching people about how to use the computer. He was called teacher in his village. In paragraph 9 it says "it seems the people of Sanyati are calling this boy "the teacher" for good reason." That's what the main idea is.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what the main idea is of the passage “Meet the Teacher” (*a boy named Tatenda who learned to use a computer and started teaching people about how to use the computer*); however, the response only provides one concrete detail from the text for support (“*it seems the people of Sanyati are calling this boy “the teacher” for good reason.*”). This response includes complete sentences where errors do not impact readability.

What is the main idea of the passage “Meet the Teacher”? Use **two** details from the passage to support your response.

The main idea of the story Meet the Teacher is that Tatendas family bought a computer and nobody knew how to use it then one day her cousins came over to teach Tatenda how to use the computer. Next Tatenda knew how to use the computer and used it all the time. then Tatenda taught other people how to use the computer. next Tatendas computer had some problems and Tatenda decided to charge the people for the lessons. lastly every body calls Tatenda the teacher.

Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text (*The main idea of the story Meet the Teacher is that Tatendas family bought a computer and nobody knew how to use it then one day her cousins came over to teach Tatenda how to use the computer. Next Tatenda knew how to use the computer and used it all the time. then Tatenda taught other people how to use the computer. next Tatendas computer had some problems and Tatenda decided to charge the people for the lessons. lastly every body calls Tatenda the teacher*). The response does not provide a valid inference from the text to explain what the main idea is of the passage “Meet the Teacher.” This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

26

What is the main idea of the passage “Meet the Teacher”? Use **two** details from the passage to support your response.

The main idea of the
passage Meet the teacher
is because he teaches kid
how to use a computer.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what the main idea is of the passage “Meet the Teacher” (*he teaches kid how to use a computer*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

26

What is the main idea of the passage “Meet the Teacher”? Use **two** details from the passage to support your response.

the main idea is to meet the teacher and see how she does stuff in the class room and how she acts

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*the main idea is to meet the teacher and see how she does stuff in the class room and how she acts*).

26

What is the main idea of the passage “Meet the Teacher”? Use **two** details from the passage to support your response.

The main idea of the story is to not let something not that important get in the way of friendship.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*The main idea of the story is to not let something not that important get in the way of friendship*).

Excerpt from *Just the Right Gift*

by Mary Penn

1 A boy on in-line skates zoomed around the corner and crashed into me before I could jump out of the way. We fell into a sprawling heap as the box I'd been carrying flew from my hands and landed in the street with a sickening thump. A moment later, a car whizzed past, sending the box spinning in circles.

2 The skater got up, mumbled sorry, and sped off around the corner.

3 "Are you OK, Emily?" Aiden asked.

4 "I think so." My arm had slapped the sidewalk hard. I stood and slowly moved it in circles.

5 "Oh no! Look at Mom's present!" Aiden's face was red.

6 I picked up the crushed box and opened it. The drinking glasses inside were broken. I closed the box and left it in a garbage can on the sidewalk, then started hurrying toward home. Aiden had to run at full speed to keep up with me.

7 When we got to the apartment, we plopped down on chairs in the kitchen.

8 "It isn't fair! Why did that happen?" Aiden said.

9 "I didn't even see that guy! He came out of nowhere," I huffed. Aiden's lower lip trembled. "Mom would've loved those glasses."

10 We'd saved our money for weeks to buy glasses with pink flowers on them for Mother's Day. We have other glasses, but not a full set that matches. I wished I could sling something against the wall and scream, but I knew I couldn't. I'm the older one. I had to hold it together.

11 "I wanted to make her happy," Aiden sputtered.

12 "We'll think of something else to give her for Mother's Day," I said, trying to cheer up Aiden.

13 "Like what?" he asked. "We don't have any money left."

- 14 I swallowed hard and knew I had to think of something fast. “Maybe we can *make* a present for Mom.”
- 15 Aiden’s eyes lit up. “At school we cut out pictures and glued them on paper. We could find pictures in old magazines and make her a Mother’s Day card.”
- 16 “Good thinking,” I said. “And I’ll come up with something else to make her happy, too.” An idea was starting to form in my head.
- 17 The next morning, Aiden and I pulled Mom from her bedroom into the kitchen, where we had set out her favorite breakfast: yogurt with cereal and bananas. Mom put her hand over her heart. “I forgot it was Mother’s Day.”
- 18 “We have presents,” Aiden said, handing her the card he’d made out of bright red construction paper with pictures of pink flowers scattered across it.
- 19 I waved a stack of index cards in the air. “And look, Mom. Every card has a riddle on it with the answer on the back. You used to love riddles.”
- 20 When Aiden saw tears rolling down Mom’s cheeks, he yelled, “I knew this was a bad idea!” and flung himself onto the floor.
- 21 “Aiden!” Mom pulled him to his feet and kissed him. “I love your presents. Your Mother’s Day card is beautiful. You know I love pink flowers.” She pulled me into a hug, too. “And I’ll love reading the riddles. I’m crying because you’ve made me so happy.”
- 22 The anger left Aiden’s face as he took his card from Mom and turned it over and over, beaming with pride.
- 23 “What is black and white and red all over?” I read from one of my index cards.
- 24 “A newspaper?” Mom asked.
- 25 “Nope,” I said as Aiden shouted, “A sunburned zebra!”
- 26 Mom looked at us and smiled. It was a quiet smile at first, but it grew big and bright.

EXEMPLARY RESPONSE

27

In “Excerpt from *Just the Right Gift*,” how is paragraph 12 important to the rest of the story? Use **two** details from the story to support your response.

Possible Exemplary Response:

Paragraph 12 shows that Emily is beginning to think about a solution to the problem of the broken Mother’s Day gift. She says to her brother, “We’ll think of something else to give her for Mother’s Day.” This is important because it shows how she and Aiden start to change from being upset about the broken glasses to trying to solve the problem. Paragraph 15 tells that Aiden remembers a school project and suggests, “We could find pictures in old magazines and make her a Mother’s Day card.” Emily says she will come up with an idea for their mom, as well.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

27

In “Excerpt from *Just the Right Gift*,” how is paragraph 12 important to the rest of the story? Use **two** details from the story to support your response.

Paragraph 12 is important to the rest of the story because paragraph 12 is telling us an attempt to solve, to solve the problem. In the text it says "We'll think of something else to give her for Mothers day." I said, trying to cheer up Aiden. Also in the text it says "At school we cut out pictures and glued them on paper. This shows us that Emily and Adrian are figuring something out to solve the problem."

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain in “Excerpt from *Just the Right Gift*” how paragraph 12 is important to the rest of the story (*because Paragraph 12 is telling us an attempt to solve, to solve the problem*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*We’ll think of something else to give her for Mothers day*”, *I said, trying to cheer up Aiden* and “*At school we cut out pictures and glued them on paper*”). This response includes complete sentences where errors do not impact readability.

In “Excerpt from *Just the Right Gift*,” how is paragraph 12 important to the rest of the story? Use **two** details from the story to support your response.

Paragraph 12 is important to the story because since there other gift for there mom broke they didn't give up and said they were going to give her a new gift. One detail is it says "we'll think of something else to give her." Another reason is it says "good thinking and I'll think of something else to make her happy."

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain in “Excerpt from *Just the Right Gift*” how paragraph 12 is important to the rest of the story (*because since there other gift for there mom broke they didn't give up and said they were going to give her a new gift*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*we'll think of something else to give her.*” and “*good thinking and I'll think of something else to make her happy*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

27

In “Excerpt from *Just the Right Gift*,” how is paragraph 12 important to the rest of the story? Use **two** details from the story to support your response.

In "Excerpt from Just the Right Gift," how is paragraph 12 important to the rest of the story because they can make something out of buying something. For example in the text it say we'll think of some th to make for mother day. Another example then Aedin said we can use old magazines to makes something. In Concloding these examples support how paragraph 12 is import to the rest of the story.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain in “Excerpt from *Just the Right Gift*” how paragraph 12 is important to the rest of the story (*because they can make something out of buying something*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*We'll think of some th to make for mother day* and *Aedin said we can use old magazines to makes something*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

27

In “Excerpt from *Just the Right Gift*,” how is paragraph 12 important to the rest of the story? Use **two** details from the story to support your response.

Paragraph 12 is talking about they will give there mother a handcrafted gift insted of a gift that cost money. "We'll think of something else to give herfor Mothers Day. At school we cut out pictures and glue them on paper."

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain in “Excerpt from *Just the Right Gift*” how paragraph 12 is important to the rest of the story (*is talking about they will give there mother a handcrafted gift insted of a gift that cost money*); however, the response only provides one concrete detail from the text for support (“*We'll think of something else to give herfor Mothers Day. At school we cut out pictures and glue them on paper.*”). This response includes complete sentences where errors do not impact readability.

27

In “Excerpt from *Just the Right Gift*,” how is paragraph 12 important to the rest of the story? Use **two** details from the story to support your response.

Paragraph 12 is important to the story. I know that because Emily said they would think of something else to give her for Mother's Day. A detail to support that is later on in the story they give her a homemade present and she loves it so much she actually cries of happiness. Another detail from the story is she listens to a riddle and smiles.

Score Point 1 (out of 2 points)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (*Emily said they would think of something else to give her for Mother's Day and they give her a homemade present and she loves it so much she actually cries of happiness*); however, the response does not provide a valid inference from the text to explain in “Excerpt from *Just the Right Gift*” how paragraph 12 is important to the rest of the story. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

27

In “Excerpt from *Just the Right Gift*,” how is paragraph 12 important to the rest of the story? Use **two** details from the story to support your response.

theye made there mom a card.

Score Point 1 (out of 2 points)

This response only provides one relevant detail from the text for support (*theye made there mom a card*). The response does not provide a valid inference from the text to explain in “Excerpt from *Just the Right Gift*” how paragraph 12 is important to the rest of the story. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

27

In “Excerpt from *Just the Right Gift*,” how is paragraph 12 important to the rest of the story? Use **two** details from the story to support your response.

Paragraph 12 is important to the story because Aiden did not have a good mothers day present .

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Paragraph 12 is important to the story because Aiden did not have a good mothers day present*).

27

In "Excerpt from *Just the Right Gift*," how is paragraph 12 important to the rest of the story? Use **two** details from the story to support your response.

because it is about her mom and Adiah.
mom was trying to cheer up Adiah.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*because it is about her mom and Adian. mom was trying to cheer up Adian*).

EXEMPLARY RESPONSE

28

In “Excerpt from *Just the Right Gift*,” what do the details in paragraphs 17 through 21 show about the mother? Use **two** details from the story to support your response.

Possible Exemplary Response:

The details in paragraphs 17 through 21 show that the mother cares about her children. When Aiden and Emily give her their presents, she starts to cry because she is so happy about what they have given her. This action shows that her children are very important to her, and just the fact that they thought of her is enough. She shows how much she cares about them when she says, “I love your presents. Your Mother’s Day card is beautiful. You know I love pink flowers” and “I’ll love reading the riddles. I’m crying because you’ve made me so happy.” She hugs them both, which also shows that she is caring.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

28

In “Excerpt from *Just the Right Gift*,” what do the details in paragraphs 17 through 21 show about the mother? Use **two** details from the story to support your response.

The details in paragraphs 17 and 21 show about the mother that she loves what her kids had done for her. For example, Mom had put her hand over her heart. In addition, I'm crying cause I am so happy. In conclusion, both of these examples support what the details in paragraph 17 and 21 show about the mother.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain in “Excerpt from *Just the Right Gift*” what the details in paragraphs 17 through 21 show about the mother (*that she loves what her kids had done for her*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Mom had put her hand over her heart and I'm crying cause I am so happy*). This response includes complete sentences where errors do not impact readability.

28

In “Excerpt from *Just the Right Gift*,” what do the details in paragraphs 17 through 21 show about the mother? Use **two** details from the story to support your response.

It tells you the mother is proud of her kids making her some thing for mothers day. For example she loved every thing. Also, she was happy. for example she cried she was so happy. In conclusion that is what they showed about the mother.

Score Point 2 (out of 2 points)

This response provides valid inferences from the text to explain in “Excerpt from *Just the Right Gift*” what the details in paragraphs 17 through 21 show about the mother (*the mother is proud of her kids making her some thing for mothers day and she was happy*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*she loved every thing and she cried she was so happy*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

28

In “Excerpt from *Just the Right Gift*,” what do the details in paragraphs 17 through 21 show about the mother? Use **two** details from the story to support your response.

The mother is happy because the son brought a grate gift for mother's day and the mother was so happy because the son brought a wonderful gift and the moter was happy with tears of joiy the son thout that she did not like it so he said i new this was a bad idea *slams head on floor* his mom picked him up and said no i do not hate it i love i was crieing because i im happy! The end!

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain in “Excerpt from *Just the Right Gift*” what the details in paragraphs 17 through 21 show about the mother (*the mother was so happy because the son brought a wonderful gift*). The response provides a relevant number of concrete details from the text for support as required by the prompt (*the moter was happy with tears of joiy and his mom picked him up and said no i do not hate it i love i*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

28

In “Excerpt from *Just the Right Gift*,” what do the details in paragraphs 17 through 21 show about the mother? Use **two** details from the story to support your response.

in "EXCERPT FROM JUST THE RIGHT GIFT SHOWS
THAT THE MOTHER IS HAPPY I KNOW BECAUSE
IN THE TEXT IT SAYS MOM PUT HER HAND
OVER HER HEART

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain in “Excerpt from *Just the Right Gift*” what the details in paragraphs 17 through 21 show about the mother (*that the mother is happy*); however, the response only provides one concrete detail from the text for support (*mom put her hand over her heart*). This response includes complete sentences where errors do not impact readability.

28

In “Excerpt from *Just the Right Gift*,” what do the details in paragraphs 17 through 21 show about the mother? Use **two** details from the story to support your response.

She is Nice and
Loveing

Score Point 1 (out of 2 points)

This response provides valid inferences from the text to explain in “Excerpt from *Just the Right Gift*” what the details in paragraphs 17 through 21 show about the mother (*She is Nice and Loveing*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

28

In “Excerpt from *Just the Right Gift*,” what do the details in paragraphs 17 through 21 show about the mother? Use **two** details from the story to support your response.

She got her favorite breakfast and got a amazing present and started crying.

Score Point 1 (out of 2 points)

This response provides a sufficient number of relevant details from the text for support as required by the prompt (*She got her favorite breakfast and got a amazing present and started crying*); however, the response does not provide a valid inference from the text to explain in “Excerpt from *Just the Right Gift*” what the details in paragraphs 17 through 21 show about the mother. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

28

In “Excerpt from *Just the Right Gift*,” what do the details in paragraphs 17 through 21 show about the mother? Use **two** details from the story to support your response.

17 though 21 are talking about there mom and there talking about mothers day.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*17 though 21 are talking about there mom and there talking about mothers day*).

28

In "Excerpt from *Just the Right Gift*," what do the details in paragraphs 17 through 21 show about the mother? Use **two** details from the story to support your response.

The Mom was showing she did not want to get out of bed and she was tired.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*The mom was showing she did not want to get out of bed and she was tired*).

EXEMPLARY RESPONSE

29

What is a central message in “Excerpt from *Just the Right Gift*”? Use **two** details from the story to support your response.

Possible Exemplary Response:

A central message is that the thought is more important than the gift. Emily and Aiden were upset that the gift they bought for their mom was broken. However, they thought of things that she liked and made gifts based on those things. Paragraph 18 describes the card Aiden created as “made out of bright red construction paper with pictures of pink flowers scattered across it.” In paragraph 19, Emily gives her mom a stack of index cards with riddles. She says, “You used to love riddles.” In paragraph 21 their mom tells them that she loves her presents. She says, “You know I love pink flowers” and “I’ll love reading the riddles.”

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

29

What is a central message in “Excerpt from *Just the Right Gift*”? Use **two** details from the story to support your response.

The central message in “Excerpt from *Just the Right Gift*” was *it is the thought that counts*. I know this because even though riddles and a card was not a lot there mom was still happy. Also the mom said “I’m crying because you made me so happy.” This supports the central message in the story.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what a central message is in “Excerpt from *Just the Right Gift*” (*it is the thought that counts*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*even though riddles and a card was not a lot there mom was still happy and the mom said “I’m crying because you made me so happy.”*). This response includes complete sentences where errors do not impact readability.

29

What is a central message in “Excerpt from *Just the Right Gift*”? Use **two** details from the story to support your response.

The central message of in " Excerpt from Just the righ gift" is even in the darkest moments there is some light because she made a present even when the presen was destroyd and she cheered Aiden when the present was damolished.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what a central message is in “Excerpt from *Just the Right Gift*” (*even in the darkest moments there is some light*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*she made a present even when the presen was destroyd and she cheered Aiden when the present was damolished*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

29

What is a central message in “Excerpt from *Just the Right Gift*”? Use **two** details from the story to support your response.

The central message is always think about other people. one reason is because Emily and Aiden made a present for their mom. Another reason is because they used all their money to buy their mom a present.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what a central message is in “Excerpt from *Just the Right Gift*” (*always think about other people*). The response provides a sufficient number of relevant details from the text for support as required by the prompt (*Emily and Aiden made a present for their mom and they used all their money to buy their mom a present*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

29

What is a central message in “Excerpt from *Just the Right Gift*”? Use **two** details from the story to support your response.

The central messag is to be a kind poreson because in the story Emily and Aiden make ther mom a nother gift. Also Aiden started to cry when his mom cri'd that provs he is a good porsen.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what a central message is in “Excerpt from *Just the Right Gift*” (*be a kind poreson*); however, the response only provides one relevant detail from the text for support (*Emily and Aiden make ther mom a nother gift*). This response includes complete sentences where errors do not impact readability.

29

What is a central message in “Excerpt from *Just the Right Gift*”? Use **two** details from the story to support your response.

I NO matter how bad things
get they can get better.

and to be hopeful and
positive.

Score Point 1 (out of 2 points)

This response provides valid inferences from the text to explain what a central message is in “Excerpt from *Just the Right Gift*” (*No matter how bad things get they can get better and to be [...] positive*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

29

What is a central message in “Excerpt from *Just the Right Gift*”? Use **two** details from the story to support your response.

the care about there mother. they made hera new presint wen her old one broke. they made her breackfist.

Score Point 1 (out of 2 points)

This response provides a sufficient number of relevant details from the text for support as required by the prompt (*they made hera new presint wen her old one broke* and *they made her breackfist*); however, the response does not provide a valid inference from the text to explain what a central message is in “Excerpt from *Just the Right Gift*.” This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

29

What is a central message in “Excerpt from *Just the Right Gift*”? Use **two** details from the story to support your response.

The whole story is about kids/friends making nice gifts like Aiden bought nice cups for his mom and 2 they are treating them with respect.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The whole story is about kids/friends making nice gifts like Aiden bought nice cups for his mom and 2 they are treating them with respect*).

29

What is a central message in “Excerpt from *Just the Right Gift*”? Use **two** details from the story to support your response.

The central of this story is that it was mothers day and Aiden was happy then when he went to school he was happy.

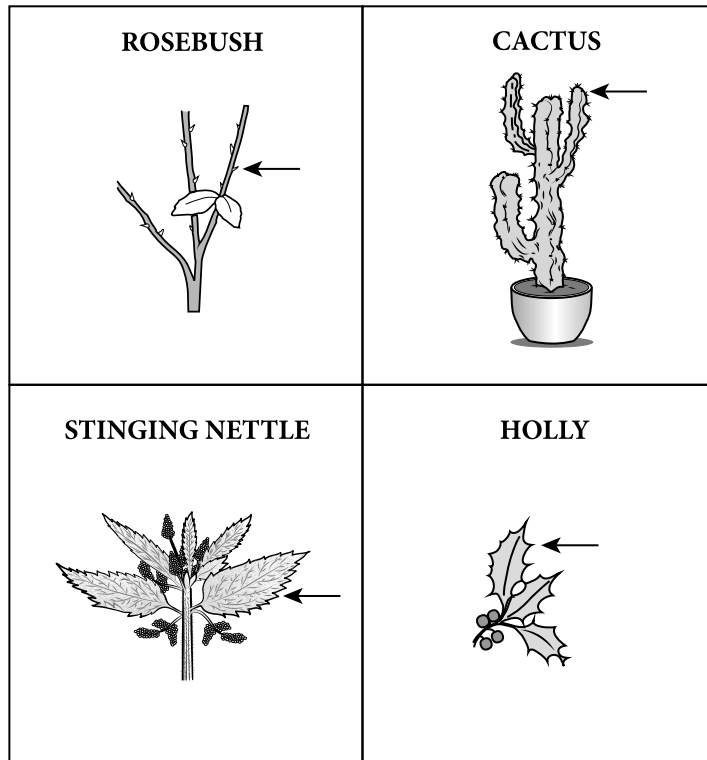
Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt and is totally inaccurate (*The central of this story is that it was mothers day and Aiden was happy then when he went to school he was happy*).

Don't Touch Me!

by Elizabeth Preston

- 1 Plants can't run away from hungry animals. So some of them fight back. They have defenses to keep creatures from eating them. These plants can scratch you or stab you. Some of them can make you sick. Others make you itch like crazy. Don't get too close, or you'll be sorry!



Ow

- 2 Do you have a rose bush in your yard? Then you know these pretty flowers are better for sniffing than touching. Roses have sharp prickles on their stems. Some other plants, like the hawthorn, have woody thorns.
- 3 And beautiful holly leaves have very sharp points. (Holly leaves and berries have extra protection. They're poisonous!)

Ow Ow Ow

- 4 Cactus plants keep animals away with spines. Some cacti have arms, but hugging them is a bad idea.

Yowch!

- 5 A stinging nettle doesn't look as dangerous as a spiny cactus. But it's covered with sharp hairs called trichomes. The hairs are like tiny needles. If you touch them, they poke your skin with chemicals that sting and itch. You might get a nasty rash.

Itch

- 6 Poison ivy leaves have oils that can make you itchy. If your soccer ball rolls into a patch of poison ivy during a game, you might be scratching later. Poison oak and poison sumac are related plants that make the same oils. You can watch out for poison ivy by remembering the rhyme, "Leaves of three, let it be!"

Shy Plants

- 7 The sensitive or touch-me-not plant doesn't stab you, poison you, or make you itch. If you touch it, the plant quickly folds up its leaves.

Plants with Ants

- 8 Acacia trees have big, scary thorns. But for extra protection, they use ants. The ants have a special friendship with the tree. They live inside hollow thorns and eat food the tree makes for them. If a bug or a bigger animal comes too close, the ants attack and sting it.

EXEMPLARY RESPONSE

30

What does the sentence “Don’t get too close, or you’ll be sorry!” mean as it is used in paragraph 1 of the passage? Use **two** details from the passage to support your response.

Possible Exemplary Response:

The sentence “Don’t get too close, or you’ll be sorry” means that if you touch certain types of plants, you could get hurt. This would make you wish you had not touched that plant. Paragraph 1 states, some plants “can scratch or stab you” and some of these plants “can make you sick.”

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.

GUIDE PAPER 1

30

What does the sentence “Don’t get too close, or you’ll be sorry!” mean as it is used in paragraph 1 of the passage? Use **two** details from the passage to support your response.

The sentence dont get to close or you will be sorry means don't touch the plant or something bad will happen. According to the text a stinging nettle dose not look dangers but it is coverd in sharp hairs. This means that things that look harmless can achally be dangers. The text stated acacia trees have big scarry thorns but for more protection they also have ants that will sting what ever comes near. Now I understand that I have to stay away from sertin trees.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the sentence “Don’t get too close, or you’ll be sorry!” means as it is used in paragraph 1 of the passage (*don't touch the plant or something bad will happen*). The response provides evidence of analysis (*things that look harmless can achally be dangers* and *Now I understand that I have to stay away from sertin trees*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*a stinging nettle dose not look dangers but it is coverd in sharp hairs* and *acacia trees have big scarry thorns but for more protection they also have ants that will sting what ever comes near*). This response includes complete sentences where errors do not impact readability.

What does the sentence “Don’t get too close, or you’ll be sorry!” mean as it is used in paragraph 1 of the passage? Use **two** details from the passage to support your response.

The sentence "Don't get too close or you'll be sorry!" means that if you get too close to a plant that can defend itself you'll be sorry for touching it because cactuses have spikes that can hurt you. Also poison ivy makes you itch a lot. That's what the sentence "Don't get too close or you'll be sorry" means.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the sentence “Don’t get too close, or you’ll be sorry!” means as it is used in paragraph 1 of the passage (*if you get too close to a plant that can defend itself you’ll be sorry for touching it*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*cactuses have spikes that can hurt you and poison ivy makes you itch a lot*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

30

What does the sentence “Don’t get too close, or you’ll be sorry!” mean as it is used in paragraph 1 of the passage? Use **two** details from the passage to support your response.

The sentence "Don't get too close, or you'll be sorry!" in the passage means that you should not get close to some types of plants.

One reason is because these plants can scratch you or stab you. Another reason is because some of these plants can make you sick.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the sentence “Don’t get too close, or you’ll be sorry!” means as it is used in paragraph 1 of the passage (*you should not get close to some types of plants*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*these plants can scratch you or stab you* and *some of these plants can make you sick*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

30

What does the sentence “Don’t get too close, or you’ll be sorry!” mean as it is used in paragraph 1 of the passage? Use **two** details from the passage to support your response.

The sentence "Don't get close, or you'll be sorry" means to stay away from these plants. One detail is that the sentence is warning you not to stay close near any plants. Another detail is that it is telling that the two plants can fight back creatures from eating them.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what the sentence “Don’t get too close, or you’ll be sorry!” means as it is used in paragraph 1 of the passage (*to stay away from these plants*); however, the response only provides one relevant detail from the text for support (*two plants can fight back creatures from eating them*). This response includes complete sentences where errors do not impact readability.

30

What does the sentence “Don’t get too close, or you’ll be sorry!” mean as it is used in paragraph 1 of the passage? Use **two** details from the passage to support your response.

Don't get close or you'll be sorry mean's that if you touch it you'll be sorry beacase it hurt.For ecsample huging a catus would make you sorry.Also touching a holy would make you sorry.

So that is what you'll be sorry mean's when you say it like that means.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what the sentence “Don’t get too close, or you’ll be sorry!” means as it is used in paragraph 1 of the passage (*if you touch it you’ll be sorry beacase it hurt*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

30

What does the sentence “Don’t get too close, or you’ll be sorry!” mean as it is used in paragraph 1 of the passage? Use **two** details from the passage to support your response.

It means if you get too close something can hurt you.
I think this because in the text it says things
can hurt you.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what the sentence “Don’t get too close, or you’ll be sorry!” means as it is used in paragraph 1 of the passage (*if you get too close something can hurt you*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

30

What does the sentence “Don’t get too close, or you’ll be sorry!” mean as it is used in paragraph 1 of the passage? Use **two** details from the passage to support your response.

the words “Don't get too close, or you'll be sorry! I think they said that because on the pictures it shows a rosebush,catus,stinging nettle and holly. That is way it said “Don't get too close, or you'll be sorry!”

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*the words “Don’t get too close, or you’ll be sorry! I think they said that because on the pictures it shows a rosebush,catus,stinging nettle and holly. That is way it said “Don’t get too close, or you’ll be sorry!”*).

30

What does the sentence “Don’t get too close, or you’ll be sorry!” mean as it is used in paragraph 1 of the passage? Use **two** details from the passage to support your response.

The sentence "Don't get too close, or you'll be sorry" if your doing it on purpose for touching it.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The sentence “Don’t get too close, or you’ll be sorry” if your doing it on purpose for touching it*).

EXEMPLARY RESPONSE

31

In the passage “Don’t Touch Me!” how do most plants protect themselves from danger? What happens as a result of these plants being touched? Use details from the passage to support your response.

In your response, be sure to

- tell how most plants protect themselves from danger
- explain what happens as a result of these plants being touched
- use details from the passage to support your response

Possible Exemplary Response:

In the passage, “Don’t Touch Me!” the author explains that many plants can protect themselves from danger with sharp leaves, thorns, or poison. Of all of the plants mentioned in the passage, only one does not have some way of harming animals or people. Even though a plant may look nice, that doesn’t mean you should touch it.

Many plants look pretty, but the plants have thorns on their stems or sharp ends on their leaves. The rose bush and the hawthorn both have thorns to keep them safe. Also, “beautiful holly leaves have very sharp points” on them. The stinging nettle is another plant that has “sharp hairs called trichomes.” These sharp hairs will poke the skin, but they will also cause a rash.

Some other things that can happen from touching harmful plants are that they “can scratch you or stab you.” A rose bush or anything else that has sharp thorns or points can stab you if you touch it, while cactus can poke animals with their spines. If you touch poison ivy, the oils on the leaves will cause you to feel itchy.

To conclude, many plants have ways to defend themselves and can hurt people or animals in the process. If you’re not sure if a plant is safe, it is probably best to stay away from it altogether.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 4-point holistic rubric.

GUIDE PAPER 1a

31

In the passage "Don't Touch Me!" how do most plants protect themselves from danger? What happens as a result of these plants being touched? Use details from the passage to support your response.

In your response, be sure to

- tell how most plants protect themselves from danger
- explain what happens as a result of these plants being touched
- use details from the passage to support your response

Do you have a rosebush in your yard? Then you might know they are not for touching, just smelling. Plants can protect themselves from danger. If you don't know why, I will give you 3 reasons.

My first reason is that according to the article, it is saying "Roses have sharp prickles on their stems. Some other plants, like the hawthorn have woody thorns." This shows that it has spiky textures that can hurt you. I wouldn't want to touch that!

My second reason is in the text, it says "Acacia trees have big, scary thorns. But for extra protection, they use ants. The ants have a special

GUIDE PAPER 1b

friendship with the tree. They live inside the hollow thorns and eat food the tree makes for them. If a bug or a bigger animal comes too close, the ants attack and sting it. I wouldn't want to mess around with them! If you mess around with the Acacia tree, you mess up with the ants. As a result so far, these plants are getting untouched. So it's like a bond between them!

Now that you know that some plants defend itself, like the stinging nettle, go outside and play without stepping on ↓ the poisoning! All of them defend themselves. This has a result as them being safe and sound. Meet you on ↓ the swings!

GUIDE PAPER 1c

Score Point 4 (out of 4 points)

This response clearly introduces the topic in a manner that follows logically from the task and purpose (*Do you have a rosebush in your yard? Then you might know they are not for touching, just smelling. Plants can protect themselves from danger. If you don't know why, I will give you 3 reasons*). The response demonstrates comprehension and analysis of the text (*This shows that it has spiky textures that can hurt you. I wouldn't want to touch that!; I wouldn't want to mess around with them! If you mess around with the Acacia tree, you mess up with the ants. As a result so far, these plants are getting untouched. So it's like a bond between them!; some plants defend itself, like the stinging nettle; This has a result as them being safe and sound*). The response develops the topic with relevant details throughout the essay (*they are not for touching, just smelling; "Roses have sharp prickles on their stems. Some other plants, like the hawthorn have woody thorns."; "Acacia trees have big, scary thorns. But for extra protection, they use ants. The ants have a special friendship with the tree. They live inside the hollow thorns and eat food the tree makes for them. If a bug or a bigger animal comes too close, the ants attack and sting it."*). The response clearly and consistently groups related information together and skillfully connects ideas within categories of information using linking words and phrases (*Then; If; My first reason is; according to the article; This shows; My second reason is; in the text, it says; these; As a result so far; So; Now that you know; All of them; This*). The response provides a concluding statement that follows clearly from the topic and information presented (*Now that you know that some plants defend itself, like the stinging nettle, go outside and play without stepping on the poison ivy! All of them defend themselves. This has a result as them being safe and sound. Meet you on the swings!*). The response demonstrates grade-appropriate command of conventions, with few errors.

In the passage "Don't Touch Me!" how do most plants protect themselves from danger? What happens as a result of these plants being touched? Use details from the passage to support your response.

In your response, be sure to

- tell how most plants protect themselves from danger
- explain what happens as a result of these plants being touched
- use details from the passage to support your response

In the text "Don't touch me!" it is about to not touch dangerous plants. I will discuss how most plants protect themselves from danger and explain what happens as a result of these plants being touched.

How most plants protect themselves from danger is by pricking, poisoning and hurting other organisms. In paragraph 6 it says "poison ivy leaves have oils that can make you itchy." Also in paragraph 2 it says "Some other plants, like the hawthorn, have woody thorns." My evidence proves how most plants protect themselves from danger.

What happens when you get

pricked by a cactus, poisoned by the
 and hurt by Acacia trees. In para
 8 it says "Acacia trees have big
 scary horns." Also in Paragraph 3 it
 says "(Holly leaves and berries have extra
 protection. They're poisonous!)"

Conclusion In conclusion how plants
 protect themselves is by pricking, poisoning
 and hurting other organisms and what
 happens when you touch a cactus, you get
 pricked, what happens when you touch
 a holly, you get poisoned and what
 happens when you touch an acacia
 tree you get hurt.

Score Point 4 (out of 4 points)

This response clearly introduces the topic in a manner that follows logically from the task and purpose (*In the text “Don’t touch me!” it is about to not touch Dangerous plants. I will discuss how most plants protect themselves from danger and explain what happens as a result of these plants being touched*). The response demonstrates grade-appropriate comprehension of the text (*How most plants protect themselves from danger is by pricking, poisoning and hurting other organisms; My evidence proves how most plants protect themselves from danger; What happens [...]you get pricked by a cactus, poisoned by ho and hurt by Acacia trees*). The response develops the topic with relevant, well-chosen details throughout the essay [*“Poison ivy leaves have oils that can make you itchy.”; “Some other plants, like the hawthorn, have woody thorns.”; “Acacia trees have big scary horns.”; “(Holly leaves and berries have extra protection. They’re poisonous!)”*]. The response generally groups related information together. The response and skillfully connects ideas within categories of information using linking words and phrases (*In the text, How [...] is by, In paragraph, My evidence proves, when, Also, In conclusion*). The response provides a concluding statement that follows clearly from the topic and information presented (*In conclusion how plants protect themselves is by pricking, poisoning and hurting other organisms and what happens when you touch a cactus, you g pricked, what happens when you touch a holly, you get poisoned and wha happens when you touch an acacia tree you get hurt.*). The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 3a

31

In the passage "Don't Touch Me!" how do most plants protect themselves from danger? What happens as a result of these plants being touched? Use details from the passage to support your response.

In your response, be sure to

- tell how most plants protect themselves from danger
- explain what happens as a result of these plants being touched
- use details from the passage to support your response

We all know that a lot of plants can't fight back for animals. But some defend! Here are the 4 plants that defend!

1 plant is a Rosebush. We all know that roses have prickles. And with these prickles, the rose bush or rose may defend!

The second plant is a cactus. A cactus has up to 200 little tiny tooth pickers. When anything touches a cactus, they will get pricked!

The 3rd plant is a stinging nettle. A stinging nettle is a leaf with special hair that stings. When you touch the bumps of the leaf, you'll get stung!

The fourth and final plant is a holly leaf. A holly leaf has very sharp points. Watch out! They're also poisonous!

So in the end, with these plants and leaves, you will be poisoned, stung, and pricked! Watch out! These dangerous plants are defenders!

GUIDE PAPER 3b

Score Point 4 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (*We all know that a lot of plant's can't fight back to animal's. But some defend! Here are the 4 plant's that deffend!*). The response demonstrates grade-appropriate comprehension of the text (*with these prick's, the rose bush or rose may deffened; When anything touch's a cactus, they will get pricked; When you touch the bump's of the leaf, you'll get stinged!; Watchout!*). The response develops the topic with relevant, well-chosen details throughout the essay (*that Rose's have pricle's; A cactus has up to 200 litte tiny tooth pick's; a stinging needle is a leaf with speical hair that sting's; a holly leaf has very sharp piont; Their also poisinos!*). The response clearly and consistently groups related information together and skillfully connects ideas within categories of information using linking words and phrases (*But, 1 plant is, And with, The second, When, The fourth and finale, also, So in the end, These*). The response provides a concluding statement that follows clearly from the topic and information presented (*So in the end, with these plant's and leave's, you will be poisoned, stinged and pricke, ' watch out! These dangerous plant's are defender's!*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*deffend; 1; deffened; needle; speical; finale; piont; Their also poisinos; you will be poisoned, stinged and pricke; capitalization; punctuation*).

GUIDE PAPER 4a

31

In the passage “Don’t Touch Me!” how do most plants protect themselves from danger? What happens as a result of these plants being touched? Use details from the passage to support your response.

In your response, be sure to

- tell how most plants protect themselves from danger
- explain what happens as a result of these plants being touched
- use details from the passage to support your response

I will be telling you some reasons how most plants protect themselves from danger and what happens as a result of these plants being touched.

I think how most plants protect themselves from danger is that when some one touches it they get pricked or poisoned. One reason is that the text says "Cactus plants keep animals away with spines" so that means you can get pricked. A last reason is that the text says "And beautiful holly leaves have very sharp points. (Holly leaves and berries have extra protection. They're poisonous!)" So that means you can get poisoned. Those are some of the reasons of what I think how most plants protect themselves from danger.

I think a result of the plants being touched is that you might get hurt. One reason is that the text says "Acacia trees have big, scary thorns. But for extra protection, they use ants. The ants have a special friendship with the tree. They live inside hollow thorns and eat food the tree makes for them. If a bug or a bigger animal comes too close, the ants attack and sting it" so, that means that you can get hurt. My last reason is that the text says "Poison ivy leaves have oils that can make you itchy. If your soccer ball rolls into a patch of poison ivy during a game, you might be scratching later. Poison oak and poison sumac are related plants that make the same oils. You can watch out for poison ivy by remembering the rhyme, "Leaves of three, let it be!" So that means you can get poisoned. Those are some of the reasons of what I think a result of the plants being touched is.

Those are some of the reasons of why I think that a result of the plants being touched is and some of the reasons I think how most plants protect themselves from danger.

GUIDE PAPER 4b

Score Point 3 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (*I will be telling you some reasons how most plants protect themselves from danger and what happens as a result of these plants being touched*). The response demonstrates grade-appropriate comprehension of the text (*I think how most plants protect themselves from danger is that when some one touches it they get pricked or poisoned; so that means you can get pricked; I think a result of the plants being touched is that you might get hurt; that means you can get hurt; So that means you can get poisoned*). The response develops the topic with relevant, well-chosen details throughout the essay [*“Cactus plants keep animals away with spines”; “And beautiful holly leaves have very sharp points. (Holly leaves and berries have extra protection. They’re poisonous!)”; “Acacia trees have big, scary thorns. But for extra protection, they use ants. The ants have a special friendship with the tree. They live inside hollow thorns and eat food the tree makes for them. If a bug or a bigger animal comes too close, the ants attack and sting it”; “Poison ivy leaves have oils that can make you itchy. If your soccer ball rolls into a patch of poison ivy during a game, you might be scratching later. Poison oak and poison sumac are related plants that make the same oils. You can watch out for poison ivy by remembering the rhyme, “Leaves of three, let it be!”*]. The response clearly and consistently groups related information together. The response connects ideas within categories of information using linking words and phrases (*when, One reason, so that means, A last reason, Those, My last reason, Those are some*). The response provides a concluding statement that follows from the topic and information presented (*Those are some of the reasons of why I think that a result of the plants being touched is and some of the reasons I think how most plants protect themselves from danger*). The response demonstrates grade-appropriate command of conventions, with few errors.

In the passage “Don’t Touch Me!” how do most plants protect themselves from danger? What happens as a result of these plants being touched? Use details from the passage to support your response.

In your response, be sure to

- tell how most plants protect themselves from danger
- explain what happens as a result of these plants being touched
- use details from the passage to support your response

There are many ways how a plant can protect themselves. One way is some plants have spikes or thorns on them. Another way is some plants have oils that make you really itchy and give you a rash. The last way is some plants have insects in them to protect themselves. That is how a plant can protect themselves.

There are many things that could happen if you touch a plant. Something that could happen is you can get poked and start bleeding. Something else that could happen is you can get a bad itch. The last thing is you could get poisoned. That is what could happen if you touch a plant.

Score Point 3 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (*There are many ways how a plant can protect themselves* and *There are many things that could happen if you touch a plant*). The response demonstrates grade-appropriate comprehension of the text (*That is how a plant can protect themselves; you can get poked and start bleeding; That is what could happen if you touch a plant*). The response develops the topic with relevant details throughout the essay (*some plants have spikes or thorns on them; some plants have oils that make you really itchy and give you a rash; some plants have insects in them to protect themselves; you can get a bad itch; you could get poisoned*). The response generally groups related information together and connects ideas within categories of information using linking words and phrases (*One way, Another way, The last way, That is how, Something else, The last thing, That is what*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*a plant can protect themselves, plants have insects in them, Something that could happen is you can*).

GUIDE PAPER 6a

31

In the passage “Don’t Touch Me!” how do most plants protect themselves from danger? What happens as a result of these plants being touched? Use details from the passage to support your response.

In your response, be sure to

- tell how most plants protect themselves from danger
- explain what happens as a result of these plants being touched
- use details from the passage to support your response

In the passage "Don't Touch Me" by Elizabeth Preston is about some plants have defense mechanisms that help defend the plants from danger.

The way the Cactus plants protect themselves using spines. One detail that "Cactus plants keep animals away with spines". One Example is if you see money stuck on a spine of cactus you shouldn't risk it. Cactuses can hurt you badly. Like it say in the passage "Cactus plants keep animals away with spines".

The way Poison ivy works to defend itself is by having oil on its leaves that make you itch. That unique because it doesn't look deadly so that means you can touch it but that's false. One detail is "Poison ivy leaves have oils that can make you itchy" So the passage like the passage said "Leaves of three, let it be!"

In conclusion the way these plants defend themselves is unique.

GUIDE PAPER 6b

Score Point 3 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (*In the passage "Don't Touch Me" by Elizabeth Preston is about some plants have defense mechanisms that help defend the plants from danger*). The response demonstrates comprehension and analysis of the text (*if you see money stuck on a spine of a cactus you should't risk it. Cactuses can hurt you badly and That unique because it does't look deadly so that means you can touch it but thats false*). The response partially develops the topic of the essay with the use of some textual evidence (*"Cactus plants keep animals away with spines"; "Poison ivy leaves have oils that can make you itchy"; "Leaves of three, let it be!"*). The response generally groups related information together and connects ideas within categories of information using linking words and phrases (*In the passage, The way, One detail, One example, Like it say, That, In conclusion*). The response provides a concluding statement that follows generally from the topic and information presented (*In conclusion the way these plants defend themselves is unquie*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*should't, Like it say, So the passage like the passage, themselves, unquie, capitalization, spacing, missing words*).

GUIDE PAPER 7a

31

In the passage "Don't Touch Me!" how do most plants protect themselves from danger? What happens as a result of these plants being touched? Use details from the passage to support your response.

In your response, be sure to

- tell how most plants protect themselves from danger
- explain what happens as a result of these plants being touched
- use details from the passage to support your response

Most plants defend themselves by thorns or spines. A result of these plants being touched is getting hurt or poisoned.

Most plants defend themselves by thorns or spines. I know because the text says Roses have sharp prickles that shows me that prickles can also be thorns & most plants defend themselves by that. The text also says Cactus keep animals away with spines that also shows plants could defend themselves by spines also.

GUIDE PAPER 7b

A result of these plants being touched is getting poisoned or hurt. I know because the text says beautiful holly leaves have sharp points. Holly leaves & berries have extra protection. Their poisonous that shows you can get poisoned by a sharp point. The text also says some cacti have arms but hugging is a bad idea. That shows you can get hurt or poisoned.

Most plants defend themselves by spines or thorns. As a result of touching you can get poisoned or hurt.

GUIDE PAPER 7c

Score Point 2 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (*Most plants defend themselves by thorns or spines. A result of these plants being touched is getting hurt or poisoned*). The response demonstrates a confused comprehension of the text (*that shows me that prickles can also be thorns & most Plants defend them self by that; plants could defend themselves by spines also; that shows you can get poisoned by a sharp point; that show you can get hurt or poisoned*). The response partially develops the topic of the essay with the use of some textual evidence (*Roses have sharp prickles; cactus keep animals away with spines; Beautiful holly leaves have sharp points holly leaves & berries have extra protection. their poisoness; Some cacti have arms but hugging is a bad idea*). The response generally groups related information together. The response inconsistently connects ideas using some linking words and phrases (*I know because the text says, the text also says, that also shows, As a result*). The response provides a concluding statement that follows from the topic and information presented (*Most plants defend themself by spines or thorns As a result of touching you can get poisoned or hurt*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*poisend, &, plants defend them self, poisond, their poisoness, result, punctuation, capitalization, spacing*).

In the passage “Don’t Touch Me!” how do most plants protect themselves from danger? What happens as a result of these plants being touched? Use details from the passage to support your response.

In your response, be sure to

- tell how most plants protect themselves from danger
- explain what happens as a result of these plants being touched
- use details from the passage to support your response

Heres how plants protect themselves: They use defenses like poison and stinging. Heres what happens if u touch them: You get itchy and poisoned if u touch a Holly plant. Heres an example of Holly plants:(Holly leaves and berries have extra protection. They're poisonous!) Herees an example for poison ivy: Poison ivy leaves have oils that can make you itchy. If your soccer ball rolls into a patch of poison ivy during a game, you might be scratching later. Poison oak and poison sumac are related plants that make the same oils.

Score Point 2 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (*Heres how plants protect themselves* and *Heres what happens if u touch them*). The response demonstrates a confused comprehension of the text (*They use defenses like poison and stinging* and *you get itchy and poisoned if u touch a Holly plant*). The response partially develops the topic of the essay with the use of some textual evidence, some of which is irrelevant [*Holly leaves and berries have extra protection. They're poisonous!* and *Poison ivy leaves have oils that can make you itchy. If your soccer ball rolls into a patch of poison ivy during a game, you might be scratching later. Poison oak and poison sumac are related plants that make the same oils*]. The response exhibits some attempt to group related information together. The response lacks the use of linking words and phrases (*Heres how, Heres what happens, Heres an example*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*Heres, if u touch, Holly*).

GUIDE PAPER 9

31

In the passage “Don’t Touch Me!” how do most plants protect themselves from danger? What happens as a result of these plants being touched? Use details from the passage to support your response.

In your response, be sure to

- tell how most plants protect themselves from danger
- explain what happens as a result of these plants being touched
- use details from the passage to support your response

These plants protect themselves like a rose, stinging needle, and cactus they have sharp prickles to hurt you. Another reason how they protect themselves like poison ivy and a acacia tree could make you itch and sting. When you touch a rose, stinging needle, and a cactus could pock you. One reason what happens when you touch a acacia tree and poison ivy they could sting you and make you itch.

Score Point 2 (out of 4 points)

This response introduces the topic in a manner that follows generally from the task and purpose (*These plants protect themselves and what happens when you touch*). The response demonstrates a confused comprehension of the text (*they have sharp prickles to hurt you; poison ivy and a acacia tree could make you itch and sting; When you touch a rose, stinging needle, and a cactus could pock you*). The response demonstrates an attempt to use minimal evidence, which is generally invalid or irrelevant (*like a rose, stinging needle, and cactus they have sharp prickles and when you touch a acacia tree and poison ivy they could sting you and make you itch*). The response exhibits little attempt at organization. The response inconsistently connects ideas using some linking words and phrases (*like, and, they, Another reason, When, One reason*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*These plants protect themselves like a rose, Another reason how, needle, pock, a acacia tree, spacing*).

GUIDE PAPER 10a

31

In the passage "Don't Touch Me!" how do most plants protect themselves from danger? What happens as a result of these plants being touched? Use details from the passage to support your response.

In your response, be sure to

- tell how most plants protect themselves from danger
- explain what happens as a result of these plants being touched
- use details from the passage to support your response

Have you ever been poisoned or stabled
by a plant? Well plants can do
this stuff. they are sharp
and prickley and they have posin.

The plant's are sharp and prickly.
I know because in the text it say's
they have sharp prickells on there
thorn's. They have wooden horn's.

That show's me that those plant's
protect them self's by being sharp
and prickly.

GUIDE PAPER 10b

Score Point 1 (out of 4 points)

This response introduces the topic in a manner that follows generally from the task and purpose (*Have you ever been poisoned or stabbed by a Plant? Well plant's can do this stuff. they are sharp and prickley and they have posin*). The response demonstrates little understanding of the text (*That show's me that those plant's protect them self's by being sharp and prickly*). The response demonstrates an attempt to use minimal evidence, which is generally invalid (*they have sharp prickells on there thorn's and They have wooden horn's*). The response exhibits some attempt at organization. The response lacks the use of linking words and phrases (*this stuff, I know because in the text it say's, That show's me*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*poisned, stabbed, prickley, posin, prickells, them self's, punctuation*).

31

In the passage “Don’t Touch Me!” how do most plants protect themselves from danger? What happens as a result of these plants being touched? Use details from the passage to support your response.

In your response, be sure to

- tell how most plants protect themselves from danger
- explain what happens as a result of these plants being touched
- use details from the passage to support your response

Most plants protect themselves from danger by using thorns. If you touch the plants you can get prickled and get attacked by ants.

Score Point 1 (out of 4 points)

This response introduces the topic in a manner that follows generally from the task and purpose (*Most plants protect themselves from danger by* and *If you touch the plants*). The response demonstrates little understanding of the text (*by using thorns* and *you can get prickled*). The response demonstrates an attempt to use minimal evidence (*get attacked by ants*). The response exhibits little attempt at organization and lacks the use of linking words and phrases (*by* and *and*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions.

GUIDE PAPER 12

31

In the passage “Don’t Touch Me!” how do most plants protect themselves from danger? What happens as a result of these plants being touched? Use details from the passage to support your response.

In your response, be sure to

- tell how most plants protect themselves from danger
- explain what happens as a result of these plants being touched
- use details from the passage to support your response

plants have thorns to protect them selves.

you will be iching

In passege 6 it tells about if you toch Poison ivy it will ich.

Score Point 1 (out of 4 points)

The response demonstrates little understanding of the text (*plants have thorns to protect them selves* and *you will be iching*). The response demonstrates an attempt to use minimal evidence (*if you toch Poison ivy it will ich*). The response exhibits little attempt at organization and lacks the use of linking words and phrases (*to* and *In passege 6*). The response does not provide a concluding statement. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (*them selves, iching, passege, it tells about if you toch*, capitalization, punctuation).

GUIDE PAPER 13

31

In the passage “Don’t Touch Me!” how do most plants protect themselves from danger? What happens as a result of these plants being touched? Use details from the passage to support your response.

In your response, be sure to

- tell how most plants protect themselves from danger
- explain what happens as a result of these plants being touched
- use details from the passage to support your response

These plants can scratch you
or stab you. some of them can
make you sick. others make
you itch like crazy. Do you have
a rose bush in your yard? then you
know these pretty flowers are
better for sniffing than touching.
Roses have sharp prickles on their
stems.

DO NOT WRITE BEYOND THIS AREA

Score Point 0 (out of 4 points)

The response is totally copied from the text with no original student writing (*These plants can scratch you or stab you. some of them can make you sick. Others make you itch like crazy. Do you have a rose bush in your yard? then you know these pretty flowers are better for sniffing than touching. Roses have sharp prickles on their stems*).

31

In the passage “Don’t Touch Me!” how do most plants protect themselves from danger? What happens as a result of these plants being touched? Use details from the passage to support your response.

In your response, be sure to

- tell how most plants protect themselves from danger
- explain what happens as a result of these plants being touched
- use details from the passage to support your response

From people and
animals to be hurt.
And to protect them.
Injer them maby have
to go to the Hospitole

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the text (*From people and animals to be hurt. And to protect them. Injer them maby hav to go to the Hospitole*). The response provides no evidence. The response exhibits no evidence of organization. The response does not provide a concluding statement. The response demonstrates a lack of command of conventions, with frequent errors (*anamals, Injer, maby, Hospitole, fragments*).

