New York State Testing Program

English Language Arts

Scoring Guide for Sample Test 2005

Grade 8
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# Standard and Performance Indicator Map with Answer Key

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<th>Question</th>
<th>Type</th>
<th>Points</th>
<th>Standard</th>
<th>Performance Indicator</th>
<th>Answer Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book 1</td>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>multiple choice</td>
<td>1</td>
<td>2</td>
<td>Interpret characters, plot, setting, theme, and dialogue, using evidence from the text</td>
<td>C</td>
</tr>
<tr>
<td>2</td>
<td>multiple choice</td>
<td>1</td>
<td>2</td>
<td>Recognize how the author’s use of language creates images or feelings</td>
<td>J</td>
</tr>
<tr>
<td>3</td>
<td>multiple choice</td>
<td>1</td>
<td>2</td>
<td>Interpret characters, plot, setting, theme, and dialogue, using evidence from the text</td>
<td>B</td>
</tr>
<tr>
<td>4</td>
<td>multiple choice</td>
<td>1</td>
<td>2</td>
<td>Recognize how the author’s use of language creates images or feelings</td>
<td>G</td>
</tr>
<tr>
<td>5</td>
<td>multiple choice</td>
<td>1</td>
<td>3</td>
<td>Identify cultural and ethnic values and their impact on content</td>
<td>C</td>
</tr>
<tr>
<td>6</td>
<td>multiple choice</td>
<td>1</td>
<td>2</td>
<td>Interpret characters, plot, setting, theme, and dialogue, using evidence from the text</td>
<td>F</td>
</tr>
<tr>
<td>7</td>
<td>multiple choice</td>
<td>1</td>
<td>2</td>
<td>Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and structural analysis (i.e., looking at roots, prefixes, and suffixes of words)</td>
<td>B</td>
</tr>
<tr>
<td>8</td>
<td>multiple choice</td>
<td>1</td>
<td>1</td>
<td>Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts</td>
<td>F</td>
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<tr>
<td>9</td>
<td>multiple choice</td>
<td>1</td>
<td>1</td>
<td>Draw conclusions and make inferences on the basis of explicit and implied information</td>
<td>D</td>
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<tr>
<td>10</td>
<td>multiple choice</td>
<td>1</td>
<td>1</td>
<td>Make, confirm, or revise predictions</td>
<td>H</td>
</tr>
<tr>
<td>11</td>
<td>multiple choice</td>
<td>1</td>
<td>2</td>
<td>Recognize how the author’s use of language creates images or feelings</td>
<td>D</td>
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<tr>
<td>12</td>
<td>multiple choice</td>
<td>1</td>
<td>2</td>
<td>Interpret characters, plot, setting, theme, and dialogue, using evidence from the text</td>
<td>G</td>
</tr>
<tr>
<td>13</td>
<td>multiple choice</td>
<td>1</td>
<td>2</td>
<td>Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, illustration, personification, flashback and foreshadowing, convey the author’s message or intent</td>
<td>C</td>
</tr>
<tr>
<td>14</td>
<td>multiple choice</td>
<td>1</td>
<td>2</td>
<td>Interpret characters, plot, setting, theme, and dialogue, using evidence from the text</td>
<td>F</td>
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<tr>
<td>15</td>
<td>multiple choice</td>
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<td>2</td>
<td>Interpret characters, plot, setting, theme, and dialogue, using evidence from the text</td>
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<td>16</td>
<td>multiple choice</td>
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<td>2</td>
<td>Identify the author’s point of view, such as first-person narrator and omniscient narrator</td>
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<td>17</td>
<td>multiple choice</td>
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<td>2</td>
<td>Interpret characters, plot, setting, theme, and dialogue, using evidence from the text</td>
<td>C</td>
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<td>2</td>
<td>Interpret characters, plot, setting, theme, and dialogue, using evidence from the text</td>
<td>G</td>
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<tr>
<td>19</td>
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<td>1</td>
<td>Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas</td>
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<tr>
<td>20</td>
<td>multiple choice</td>
<td>1</td>
<td>1</td>
<td>Draw conclusions and make inferences on the basis of explicit and implied information</td>
<td>G</td>
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<tr>
<td>21</td>
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<td>1</td>
<td>1</td>
<td>Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas</td>
<td>A</td>
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<tr>
<td>22</td>
<td>multiple choice</td>
<td>1</td>
<td>3</td>
<td>Evaluate examples, details, or reasons used to support ideas</td>
<td>J</td>
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<tr>
<td>23</td>
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<td>1</td>
<td>1</td>
<td>Identify purpose for reading</td>
<td>A</td>
</tr>
<tr>
<td>24</td>
<td>multiple choice</td>
<td>1</td>
<td>3</td>
<td>Evaluate examples, details, or reasons used to support ideas</td>
<td>H</td>
</tr>
</tbody>
</table>
### Standard and Performance Indicator Map with Answer Key

<table>
<thead>
<tr>
<th>Question</th>
<th>Type</th>
<th>Points</th>
<th>Standard</th>
<th>Performance Indicator</th>
<th>Answer Key</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Book 1</strong> Reading</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>multiple choice</td>
<td>1</td>
<td>1</td>
<td>Use indexes to locate information and glossaries to define terms</td>
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<tr>
<td>26</td>
<td>multiple choice</td>
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<td>1</td>
<td>Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and structural analysis (i.e., looking at roots, prefixes, and suffixes of words)</td>
<td>H</td>
</tr>
<tr>
<td><strong>Book 2</strong> Listening/Writing</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27-30</td>
<td>short and extended response</td>
<td>5</td>
<td>1</td>
<td>Listening/Writing cluster</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Book 3</strong> Reading/Writing</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31-34</td>
<td>short and extended response</td>
<td>5</td>
<td>3</td>
<td>Reading/Writing cluster</td>
<td>n/a</td>
</tr>
</tbody>
</table>
Grade 8 English Language Arts Rubric

Listening/Writing (Questions 27, 28, 29, 30)
Reading/Writing (Questions 31, 32, 33, 34)

5 points

Taken as a whole, the responses
• fulfill the requirements of the tasks
• address the theme or key elements of the text
• show a thorough interpretation of the text
• make some connections beyond the text
• develop ideas fully with thorough elaboration
• make effective use of relevant and accurate examples from the text

In addition, the extended response
• establishes and maintains a clear focus
• shows a logical sequence of ideas through the use of appropriate transitions or other devices
• is fluent and easy to read, with a sense of engagement or voice
• uses varied sentence structure and some above-grade-level vocabulary

4 points

Taken as a whole, the responses
• fulfill some requirements of the tasks
• address some key elements of the text
• show a predominantly literal interpretation of the text
• make some connections
• may be brief, with little elaboration, but are sufficiently developed to answer the questions
• provide some examples and details from the text
• may include minor inaccuracies

In addition, the extended response
• is generally focused, though may include some irrelevant details
• shows a clear attempt at organization
• is readable, with some sense of engagement or voice
• primarily uses simple sentences and basic vocabulary
Grade 8 English Language Arts Rubric (continued)

3 points
Taken as a whole, the responses

• fulfill some requirements of the tasks
• address a few key elements of the text
• show some gaps in understanding of the text
• make some connections

• may be brief, with little elaboration or development
• provide few examples and details from the text
• may include minor inaccuracies

In addition, the extended response

• shows an attempt to maintain focus, though may include some tangents
• shows an attempt at organization

• is readable, with some sense of engagement or voice
• primarily uses simple sentences and basic vocabulary

2 points
Taken as a whole, the responses

• fulfill some requirements of the tasks
• address basic elements of the text
• show little evidence that the student understood more than parts of the text
• make few connections

• provide very few text-based examples and details
• may include some inaccurate details

In addition, the extended response

• may show an attempt to establish a focus
• may include some irrelevant information
• shows little attempt at organization

• is readable, with little sense of engagement or voice
• uses minimal vocabulary
• may indicate fragmented thoughts
Grade 8 English Language Arts Rubric (continued)

1 point

Taken as a whole, the responses

• fulfill very few requirements of the tasks
• address few elements of the text
• show little evidence that the student understood more than parts of the text
• make few to no connections

• provide almost no text-based examples and details
• may include inaccurate information

In addition, the extended response

• shows little attempt to establish a focus
• may be repetitive, focusing on minor details or irrelevant information
• shows little attempt at organization

• is difficult to read, with little or no sense of engagement or voice
• uses minimal vocabulary
• may indicate fragmented thoughts

0 points

The responses are completely incorrect, irrelevant, or incoherent.
### Grade 8 English Language Arts Rubric Chart

**Listening/Writing (Questions 27, 28, 29, 30) and Reading/Writing (Questions 31, 32, 33, 34)**

<table>
<thead>
<tr>
<th>Quality</th>
<th>5 Responses at this level:</th>
<th>4 Responses at this level:</th>
<th>3 Responses at this level:</th>
<th>2 Responses at this level:</th>
<th>1 Responses at this level:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meaning</strong></td>
<td>Taken as a whole:</td>
<td>Taken as a whole:</td>
<td>Taken as a whole:</td>
<td>Taken as a whole:</td>
<td>Taken as a whole:</td>
</tr>
<tr>
<td>The extent to which the response exhibits understanding and interpretation of the task and text(s)</td>
<td>• fulfill the requirements of the tasks • address the theme or key elements of the text • show a thorough interpretation of the text • make some connections beyond the text</td>
<td>• fulfill some requirements of the tasks • address some key elements of the text • show a predominantly literal interpretation of the text • make some connections</td>
<td>• fulfill some requirements of the tasks • address a few key elements of the text • show some gaps in understanding of the text • make some connections</td>
<td>• fulfill very few requirements of the tasks • address few elements of the text • show little evidence that the student understood more than parts of the text • make few connections</td>
<td>• fulfill very few requirements of the tasks • address few elements of the text • show little evidence that the student understood more than parts of the text • make few connections</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>Taken as a whole:</td>
<td>Taken as a whole:</td>
<td>Taken as a whole:</td>
<td>Taken as a whole:</td>
<td>Taken as a whole:</td>
</tr>
<tr>
<td>The extent to which ideas are elaborated, using specific and relevant evidence from the text(s)</td>
<td>• develop ideas fully with thorough elaboration • make effective use of relevant and accurate examples from the text</td>
<td>• may be brief, with little elaboration, but are sufficiently developed to answer the questions • provide some examples and details from the text • may include minor inaccuracies</td>
<td>• may be brief, with little elaboration or development • provide few examples and details from the text • may include minor inaccuracies</td>
<td>• provide very few text-based examples and details • may include some inaccurate details</td>
<td>• provide almost no text-based examples and details • may include inaccurate information</td>
</tr>
<tr>
<td>The extent to which the response exhibits direction, shape, and coherence</td>
<td>• establishes and maintains a clear focus • shows a logical sequence of ideas through the use of appropriate transitions or other devices</td>
<td>• is generally focused, though may include some irrelevant details • shows a clear attempt at organization</td>
<td>• shows an attempt to maintain focus, though may include some tangents • shows an attempt at organization</td>
<td>• may show an attempt to establish a focus • may include some irrelevant information • shows little attempt at organization</td>
<td>• shows little attempt to establish a focus • may be repetitive, focusing on minor details or irrelevant information • shows little attempt at organization</td>
</tr>
<tr>
<td><strong>Language Use</strong></td>
<td>The extended response:</td>
<td>The extended response:</td>
<td>The extended response:</td>
<td>The extended response:</td>
<td>The extended response:</td>
</tr>
<tr>
<td>The extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety</td>
<td>• is fluent and easy to read, with a sense of engagement or voice • uses varied sentence structure and some above-grade-level vocabulary</td>
<td>• is readable, with some sense of engagement or voice • primarily uses simple sentences and basic vocabulary</td>
<td>• is readable, with some sense of engagement or voice • primarily uses simple sentences and basic vocabulary</td>
<td>• is readable, with little sense of engagement or voice • may indicate fragmented thoughts</td>
<td>• is difficult to read, with little or no sense of engagement or voice • uses minimal vocabulary • may indicate fragmented thoughts</td>
</tr>
</tbody>
</table>

**SCORE POINT 0** = The responses are completely incorrect, irrelevant, or incoherent.
Listening/Writing Specific Rubric

Each description below represents the cluster of responses typically found at that score point level. Anchor papers (sample student responses) as well as the generic English Language Arts Rubric should be used with the specific rubrics to help you determine the appropriate score point level for each student’s cluster of responses. If you still have questions, please consult your scoring table leader.

Listening/Writing Task (Questions 27, 28, 29, 30) “Leonardo da Vinci’s Mona Lisa”

5 Points
The 5-point responses demonstrate a thorough understanding of the article and support that understanding with text-based details. The student understands the unique characteristics of the Mona Lisa and the enduring fascination people have with the painting. The graphic organizer (Question 27) is accurate, complete, and thorough, citing one of Leonardo da Vinci’s talents and tells how that talent helped him paint the Mona Lisa. The first short response (Question 28) names one possible identity of the real Mona Lisa and supports that response with text-based details. The second short response (Question 29) explains why people are still fascinated with the Mona Lisa, using text-based details. The extended response (Question 30) uses ample text-based details to describe the different places the Mona Lisa has been kept, how they are different from one another, and the conditions under which the painting was kept. The response is organized, focused, and addresses all parts of the task. The writing is fluent and has a sense of engagement or voice.

4 Points
The 4-point responses are essentially logical and accurate, but may reflect a predominantly literal understanding of the article. The responses may generalize or present facts without synthesizing them. The graphic organizer (Question 27) is essentially correct. The first short response (Question 28) may explain but not fully support the possible identity of the real Mona Lisa. The second short response (Question 29) may be somewhat general or may not include much text-based support. The extended response (Question 30) may describe the places the Mona Lisa was kept and how they were different without fully explaining the conditions under which the painting was kept. In addition, the response shows a clear attempt at organization, but may occasionally introduce extraneous information.

3 Points
The 3-point responses indicate only a partial understanding of the article. The student may draw some accurate conclusions about the painting and the fascination with the Mona Lisa, but the responses may be sketchy, or reflect some misinterpretation of the article. The graphic organizer (Question 27) may be very brief or may contain some inaccuracies. The short responses and the extended response may contain some accurate information, but they may be incomplete or may include unrelated, unsustained ideas. For example, the first short response (Question 28) may suggest a possible identity of the real Mona Lisa, with minimal support from the text. The second short response (Question 29) may generalize the explanation of why people are still fascinated with the Mona Lisa, without much detail. The extended response (Question 30) may attempt to address all parts of the task, but may be incomplete or weakly organized.
Listening/Writing Specific Rubric (continued)

2 Points
The 2-point responses are readable but indicate a limited understanding of the article. The graphic organizer (Question 27) is incomplete or contains inaccuracies. The short responses and the extended response may address only parts of the tasks, show a misinterpretation of the tasks, or display gaps in understanding of the article. The responses may contain some accurate details, but may not make meaningful connections or draw conclusions. For example, the first short response (Question 28) may describe one possible identity of the real Mona Lisa, but fail to support the theory with details from the article. The second short response (Question 29) may show difficulty in supporting why people today are still fascinated with the *Mona Lisa*. The extended response (Question 30) may only describe in general terms the places the *Mona Lisa* has been kept or its care, and may be very brief or not sustain its focus.

1 Point
The 1-point responses are often very brief or repetitive, indicating that the student has understood only sections of the article. The graphic organizer (Question 27) is incomplete or inaccurate. The short responses (Questions 28 and 29) show confusion and misunderstanding of the text. The extended response (Question 30) is unfocused, or focuses solely on minor details or extraneous information. The description of the places the *Mona Lisa* has been kept or its care may not be based on ideas contained in the article.

0 Points
The responses are completely incorrect, irrelevant, or incoherent.
### Listening/Writing Specific Rubric Chart

**Listening/Writing Task: “Leonardo da Vinci’s Mona Lisa” (Questions 27, 28, 29, 30)**

<table>
<thead>
<tr>
<th>Points</th>
<th>5 Responses at this level:</th>
<th>4 Responses at this level:</th>
<th>3 Responses at this level:</th>
<th>2 Responses at this level:</th>
<th>1 Responses at this level:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall</strong></td>
<td>demonstrate a thorough understanding of the article and support that understanding with text-based details. Responses reveal that the student understands the unique characteristics of the Mona Lisa and the enduring fascination people have with the painting.</td>
<td>are essentially logical and accurate, but may reflect a predominantly literal understanding of the article. Responses may generalize or present facts without synthesizing them.</td>
<td>indicate only a partial understanding of the article. Responses may draw some accurate conclusions about the painting and the fascination with the Mona Lisa, but may be sketchy, or reflect some misinterpretation of the article.</td>
<td>are readable but indicate a limited understanding of the article.</td>
<td>are often very brief or repetitive, indicating that the student has understood only sections of the article.</td>
</tr>
<tr>
<td><strong>Graphic Organizer</strong> (Question 27)</td>
<td>are accurate, complete, and thorough, citing one of Leonardo da Vinci’s talents and tell how that talent helped him paint the Mona Lisa.</td>
<td>are essentially correct.</td>
<td>may be very brief or may contain some inaccuracies.</td>
<td>are incomplete or contain inaccuracies.</td>
<td>are incomplete or inaccurate.</td>
</tr>
<tr>
<td><strong>Short Response</strong> (Question 28)</td>
<td>name one possible identity of the real Mona Lisa and support that response with text-based details.</td>
<td>may explain but not fully support the possible identity of the real Mona Lisa.</td>
<td>may contain some accurate information, but may be incomplete or may include unrelated, unsustained ideas (e.g., may suggest a possible identity of the real Mona Lisa, with minimal support from the text).</td>
<td>may address only parts of the task, show a misinterpretation of the task, or display gaps in understanding of the article. Responses may contain some accurate details, but may not make meaningful connections or draw conclusions (e.g., may describe one possible identity of the real Mona Lisa, but fail to support the theory with details from the text).</td>
<td>show confusion and misunderstanding of the text.</td>
</tr>
<tr>
<td><strong>Short Response</strong> (Question 29)</td>
<td>explain why people are still fascinated with the Mona Lisa using text-based details.</td>
<td>may be somewhat general or may not include much text-based support.</td>
<td>may contain some accurate information, but may be incomplete or may include unrelated, unsustained ideas (e.g., may generalize the explanation of why people are still fascinated with the Mona Lisa without much detail).</td>
<td>may address only parts of the task, show a misinterpretation of the task, or display gaps in understanding of the article. Responses may contain some accurate details, but may not make meaningful connections or draw conclusions (e.g., may show difficulty in supporting why people are still fascinated with the Mona Lisa).</td>
<td>show confusion and misunderstanding of the text.</td>
</tr>
<tr>
<td><strong>Extended Response</strong> (Question 30)</td>
<td>use ample text-based details to describe the different places the Mona Lisa has been kept, how they are different from one another, and the conditions under which the painting was kept. Responses are organized, focused, and address all parts of the task; writing is fluent and has a sense of engagement or voice.</td>
<td>may describe the places the Mona Lisa was kept and how they were different without fully explaining the conditions under which the painting was kept. Responses show a clear attempt at organization, but may occasionally introduce extraneous information.</td>
<td>may contain some accurate information, but may be incomplete or may include unrelated, unsustained ideas (e.g., may attempt to address all parts of the task, but may be incomplete or weakly organized).</td>
<td>may address only parts of the task, show a misinterpretation of the task, or display gaps in understanding of the article. Responses may contain some accurate details, but may not make meaningful connections or draw conclusions (e.g., may only describe in general terms the places the Mona Lisa has been kept or its care, and may be very brief or not sustain focus).</td>
<td>are unfocused, or focus solely on minor details or extraneous information; the description of the places the Mona Lisa has been kept or its care may not be based on ideas contained in the article.</td>
</tr>
</tbody>
</table>

**SCORE POINT 0** = The responses are completely incorrect, irrelevant, or incoherent.
Listening/Writing Rubric Key Points


Question 27
In the chart below, identify one of Leonardo da Vinci’s talents as described in the article. Then explain how he used that talent to paint the Mona Lisa.

Possible Exemplary Responses:
Talent/How it helped him paint
- He was a gifted artist. / The Mona Lisa is one of the most recognized paintings in the world.
- “ / He could paint on a piece of pine wood.
- “ / He painted the Mona Lisa’s mouth to look as if it were moving.
- “ / He studied light/shadow/how color changes as it moves away from you.
- “ / He combined the technique of an artist with the mind of a scientist.
- He was a scientist. / He painted the Mona Lisa’s mouth to look as if it were moving.
- “ / He studied light/shadow/how color changes as it moves away from you.
- “ / He studied how our eyes work.
- “ / He combined the techniques of an artist with the mind of a scientist.
- other relevant text-based response

Question 28
The article “Leonardo da Vinci’s Mona Lisa” offers several theories about who the real Mona Lisa was. Based on information in the article, name one possible identity of Mona Lisa. Use details from the article to support your answer.

Possible Exemplary Response:
The real Mona Lisa might have been a young woman from Florence, Italy, who was married to a wealthy man. The theory is that her husband had asked da Vinci to paint a portrait of his wife.

Possible Exemplary Response:
The real Mona Lisa might have been Leonardo da Vinci himself. Someone used a computer to match the Mona Lisa painting to one of da Vinci’s self-portraits and they matched perfectly.

Possible Exemplary Response:
The real Mona Lisa might have been Leonardo da Vinci’s mother. Since the woman in the painting resembles da Vinci so much, it might be his mother.

NOTE: Since the computer image by Bell Lab matched the portrait of da Vinci, it could be inferred that family resemblance would support the theory that Mona Lisa is da Vinci’s mother.
Listening/Writing Rubric Key Points (continued)

Listening/Writing Task: “Leonardo da Vinci’s *Mona Lisa*”

**Question 29**  
*Explain why people today are still fascinated with the Mona Lisa. Use details from the article to support your answer.*

**Possible Exemplary Response:**
People still have an interest in the painting because of the unusual smile that the *Mona Lisa* has. People want to know why she is smiling. Also, it is interesting that Mona Lisa’s mouth appears to be moving when you look at the painting.

**Possible details to include in answer:**
- People are curious about the identity of the real Mona Lisa.
- People are interested in why she has a strange smile.
- Mona Lisa’s mouth looks as if it is moving.
- People are curious about how da Vinci was able to create the *Mona Lisa*.
- Mona Lisa is one of the most recognized faces in the world.
- other relevant text-based detail
Listening/Writing Rubric Key Points (continued)


Question 30

The Mona Lisa has been kept in several different places since da Vinci painted it. Write an essay in which you contrast these places. Describe the conditions under which the painting was kept. Use details from the article to support your answer.

In your answer, be sure to

• describe the different places where the Mona Lisa was kept
• tell how these places were different from one another
• describe the conditions under which the painting was kept
• use details from the article to support your answer

Possible Exemplary Response:

After da Vinci finished painting the Mona Lisa, he decided to keep it for himself. He liked it so much that he took it with him wherever he went. Because da Vinci always had the painting with him, he knew where it was at all times and kept it from being damaged. Before he died, da Vinci sold the painting to the king of France. He most likely kept the painting in his home where only a few people would be able to see it.

Many years later, the painting was displayed in the famous museum, the Louvre. Art museums take care of their possessions, so the Mona Lisa would have been cared for there. A workman stole the painting in 1911 and for two years kept it hidden in the bottom of a trunk where no one would be able to see it. The painting was recovered and returned to the Louvre where it is kept today. The painting is kept in an air-conditioned room and is behind glass and a strong railing.

Possible details to include in answer:

• When da Vinci finished the painting he kept it for himself.
• He took the painting with him wherever he went.
• He sold the painting to King Francois I of France.
• Vincent Peruggia stole the painting from the Louvre.
• Peruggia wanted to take the painting back to Italy.
• Peruggia kept the painting in the bottom of a trunk for two years.
• The Mona Lisa now resides at the Louvre.
• The Mona Lisa is in an air-conditioned room behind a strong railing and bullet-proof glass.
• other relevant text-based detail
In the chart below, identify one of Leonardo da Vinci's talents as described in the article. Then explain how he used that talent to paint the *Mona Lisa*.

<table>
<thead>
<tr>
<th>Talent</th>
<th>How it helped him paint</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leonardo Da Vinci was one of the greatest artists of his time.</td>
<td>Da Vinci used his skills to paint the Mona Lisa in which people would get puzzled. He made it seem like the mouth could move and that it was half man and half woman. His artistic skills really helped.</td>
</tr>
</tbody>
</table>

This graphic organizer has accurate text details. The reference to “half man and half woman” in the second box also shows understanding of the computer overlay concept described in the article.

Score Point - 5
This response thoroughly explains one theory (i.e., that the *Mona Lisa* was based on a self-portrait of Leonardo da Vinci).

28 The article “Leonardo da Vinci’s *Mona Lisa*” offers several theories about who the real Mona Lisa was. Based on information in the article, name one possible identity of Mona Lisa. Use details from the article to support your answer.

*One of the possible identities of the Mona Lisa is Leonardo Da Vinci himself. This idea was proposed and tested on. A specialized scientist obtained a self portrait of Leonardo Da Vinci and matched it up with *Mona Lisa using a computer. They matched perfectly. Even with this proof, many other theories are still brought up today.*

29 Explain why people today are still fascinated with the *Mona Lisa*. Use details from the article to support your answer.

*Many people today are still fascinated by the Mona Lisa and the mysteries surrounding. Some questions like, “Who is the Mona Lisa?” or “Why is the smile so strange” are still fought over because of the huge amount of possibilities. The Mona Lisa went through many things though 500 years so many mysteries should have been brought up. These are the things that drive people to ponder.*

This response thoroughly explains why people are still fascinated with the *Mona Lisa* and includes text details (curiosity about the identity of Mona Lisa and interest in the enigmatic smile).

**Score Point - 5**
The Mona Lisa has been kept in several different places since da Vinci painted it. Write an essay in which you contrast these places. Describe the conditions under which the painting was kept. Use details from the article to support your answer.

In your answer, be sure to
• describe the different places where the Mona Lisa was kept
• tell how these places were different from one another
• describe the conditions under which the painting was kept
• use details from the article to support your answer

Leonardo Da Vinci’s famous Mona Lisa painting is still intact after 500 years of wear and tear. Throughout the 500 years, it was moved from place to place to place. Two of those places happen to be known— the grand Louvre museum in Paris and the trunk of a thief.

The Mona Lisa was a very durable painting as it had been painted on wood, not on the traditional paper or canvas. Luckily, the durability let it last through some confortable situations and some harsh ones.

Leonardo Da Vinci’s Mona Lisa was a very great painting. The famous Mona Lisa had been through many, many very harsh conditions. One of these was in a evil thief’s trunk. The story goes that the thief was a workman at the Louvre Art Museum where it was being held at the time. On August 21, 1911, this workman split open the case of the Mona Lisa and took it with him (stole it). He wanted to take
It back to Italy and kept it in his rancid trunk for 2 years! The conditions were hot, sweaty and very dirty. There was no care for the painting and it could have simply rotted. It was very horrible.

Now, the Mona Lisa is kept in a very clean, and moistureful setting. It is back at its grand station- the Louvre Art Museum in Paris, France. Here it is placed in its own special room complete with bulletproof glass casing and a perfect temperature with air conditioning. It is the opposite of the thief’s trunk- clean and safe versus dirty and easily stolen. The Mona Lisa is receiving very grand treatment right now.

The Mona Lisa has been through many struggles including thieves and horrendous conditions. It survived both of those situations and is now safely displayed in the Louvre. The pinewood piece is in perfect condition and does not seem like it was in a trunk. What a change!

Cluster Score = 5
Taken as a whole, the responses demonstrate a thorough understanding of the article, and they support that understanding with ample text-based details.

Score Point - 5
In the chart below, identify one of Leonardo da Vinci’s talents as described in the article. Then explain how he used that talent to paint the *Mona Lisa*.

<table>
<thead>
<tr>
<th>Talent</th>
<th>How it helped him paint</th>
</tr>
</thead>
<tbody>
<tr>
<td>mind of a scientist</td>
<td>to capture the shadows and the way the eyes look and the mouth the way it looking as if it's moving.</td>
</tr>
</tbody>
</table>

This graphic organizer is accurate and complete, citing scientist as the talent and providing corresponding information in the second box.

Score Point - 4
The article “Leonardo da Vinci’s Mona Lisa” offers several theories about who the real Mona Lisa was. Based on information in the article, name one possible identity of Mona Lisa. Use details from the article to support your answer.

One person the pic of Mona Lisa could be Leonardo da Vinci himself. In the story that was read to us, it stated that a doc took ported of Leonardo and compared it to a pic of Mona Lisa on a computer and found out that the two parttes were exactly identical.

Many people today are still fascinated with the Mona Lisa. People today are still fascinated with the Mona Lisa because in the story it stated that they are curious about who Mona Lisa really is and why her smile is so weird.

This response contains two generalized text details of why people are still fascinated: “curious about who” and “why her smile is so weird.”

Score Point - 4
The Mona Lisa has been kept in several different places since da Vinci painted it. Write an essay in which you contrast these places. Describe the conditions under which the painting was kept. Use details from the article to support your answer.

In your answer, be sure to
- describe the different places where the Mona Lisa was kept
- tell how these places were different from one another
- describe the conditions under which the painting was kept
- use details from the article to support your answer

The Mona Lisa was kept in many different places in its time. The Mona Lisa has gone to many different places in the world.

The Mona Lisa has been kept in many different places. One of the places the Mona Lisa was kept was on the wall of King Francesco the first. Another place the Mona Lisa was kept was in the bottom of a trunk for two years. The last place the Mona Lisa is today is back in its hometown in a bullet proof case.

Some of the differences between the places the Mona Lisa was kept:

When the Mona Lisa was with King Fransisco the first the portrait was kept on a wall and was probably well taken care of. That was until it was stolen and put into the bottom of a trunk for 2 years. Now today the Mona Lisa is kept in an air conditioned case.

Score Point - 4
Some of the conditions the Mona Lisa were in were very different. When the king had the Mona Lisa it was very well maintained and kept safe until it was stolen. After it was stolen it was put in the bottom of a trunk and had two years worth of dust collected on it. Now today it is very well maintained and kept safe so it is not destroyed.

The Mona Lisa was kept in many different places in its time. The Mona Lisa has also been to many places in the world.

This extended response addresses the key elements of the task, but in a general and literal fashion. Several text-based details are included, but some are repetitive. The response is clearly organized, but the introduction and conclusion are identical.

Cluster Score = 4

Taken as a whole, the responses are essentially logical and accurate, although they do reflect a predominantly literal understanding of the article.

Score Point - 4
In the chart below, identify one of Leonardo da Vinci’s talents as described in the article. Then explain how he used that talent to paint the *Mona Lisa*.

<table>
<thead>
<tr>
<th>Talent</th>
<th>How it helped him paint</th>
</tr>
</thead>
<tbody>
<tr>
<td>Painting</td>
<td>Scientists, study on eyes, mouth, and the way you see different colors.</td>
</tr>
</tbody>
</table>

This graphic organizer is essentially correct.

**Score Point - 3**
The article “Leonardo da Vinci’s Mona Lisa” offers several theories about who the real Mona Lisa was. Based on information in the article, name one possible identity of Mona Lisa. Use details from the article to support your answer.

Based on the information in the article one of the possible identity of Mona Lisa was Leonardo da Vinci's mom.

People today are still fascinated with the Mona Lisa because it took more than 3 years to make it and it is 500 years old.

This response correctly identifies da Vinci’s mother as the possible identity of Mona Lisa. However, no elaboration or support is provided, making this response incomplete.

This response gives two details from the text but does not elaborate. The response is therefore incomplete.

Score Point - 3
The *Mona Lisa* has been kept in several different places since da Vinci painted it. Write an essay in which you contrast these places. Describe the conditions under which the painting was kept. Use details from the article to support your answer.

In your answer, be sure to

- describe the different places where the *Mona Lisa* was kept
- tell how these places were different from one another
- describe the conditions under which the painting was kept
- use details from the article to support your answer

Check your writing for correct spelling, grammar, and punctuation.

---

*Mona Lisa* was and still a famous painting. It was mad by Leonardo da Vinci. It took over 3 years to make it. Now it 500 years old. Nobody knew who was Mona Lisa but scientists say it identity is like Leon and his mother. When Leon made his painting he like it so much that he took it everywhere he went.

Just before Leon was about to die he sold it to the king of France. His name was king prince Waugh the first. He sold it to him for $105,000.

When king prince Waugh the first had it he put it in a museum. Then got stolen by Francisco when he hid it under his house painter smok. Then they found prougy trying to sell it to a Italian guy. Prougy had it for 2 years in a box.

The painting of Mona Lisa was that good of tooken of. It been stolen and moved around a lot of places. That why now it in a good

---

Score Point - 3
This extended response generalizes many of the facts and uses basic vocabulary to provide some accurate information. However, it does not elaborate on the conditions, nor does it explain how any of the places were different from one another. (Note: The student refers to Leonardo da Vinci as Leon in the essay, but correctly identifies him earlier; this is not, however, a serious flaw.)

Text detail: musam with AC, bullet proof class and a heavy bar around it. It's under safety like that because it when though a lot of stuff. So now it taken good care off.

Cluster Score = 3
Taken as a whole, the responses fulfill some requirements of the tasks but show some gaps in the understanding of the article.
In the chart below, identify one of Leonardo da Vinci’s talents as described in the article. Then explain how he used that talent to paint the *Mona Lisa*.

<table>
<thead>
<tr>
<th>Talent</th>
<th>How it helped him paint</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientist</td>
<td>he used light, shadow and the way color looks when it moves away from you</td>
</tr>
</tbody>
</table>

This graphic organizer is accurate and complete.

**Score Point - 2**
The article "Leonardo da Vinci's Mona Lisa" offers several theories about who the real Mona Lisa was. Based on information in the article, name one possible identity of Mona Lisa. Use details from the article to support your answer.

One of the theories of who the real Mona Lisa was is the painting could of been of himself.

Explain why people today are still fascinated with the Mona Lisa. Use details from the article to support your answer.

People are still fascinated with the Mona Lisa today because it is pretty.

This response names Leonardo himself as a possible identity of Mona Lisa; however, the student does not support the theory with details from the article.

This response is irrelevant.

Score Point - 2
The Mona Lisa has been kept in several different places since da Vinci painted it. Write an essay in which you contrast these places. Describe the conditions under which the painting was kept. Use details from the article to support your answer.

In your answer, be sure to
• describe the different places where the Mona Lisa was kept
• tell how these places were different from one another
• describe the conditions under which the painting was kept
• use details from the article to support your answer

Check your writing for correct spelling, grammar, and punctuation.

The Mona Lisa was kept in many places. It has been in the bottom of a trunk and was at King Francwa the 1st home. It was in a trunk because it was stolen by Frenchengo Purusie on August 21st 1911 because he thought Nopolian stole it and wanted to return it to Italy. It was in the king’s home because da Vinci soled it to him.
In the chart below, identify one of Leonardo da Vinci’s talents as described in the article. Then explain how he used that talent to paint the *Mona Lisa*.

<table>
<thead>
<tr>
<th>Talent</th>
<th>How it helped him paint</th>
</tr>
</thead>
<tbody>
<tr>
<td>he thinks he was a gifted artist</td>
<td>it helped him paint by he was very good artist</td>
</tr>
</tbody>
</table>

The information in the first box is acceptable; however, the information in the second box is incorrect.

**Score Point - 1**
The article “Leonardo da Vinci’s Mona Lisa” offers several theories about who the real Mona Lisa was. Based on information in the article, name one possible identity of Mona Lisa. Use details from the article to support your answer.

Mona Lisa was very nice and a happily married wife. She was famous because of the painting that Leonardo da Vinci did.

Explain why people today are still fascinated with the Mona Lisa. Use details from the article to support your answer.

People today are still fascinated with the Mona Lisa because one guy died and he sold it for a lot. It is a very popular painting that Leonardo painted.

This response is incorrect and provides irrelevant details. It demonstrates confusion and a misunderstanding of da Vinci as the painter who sold the painting.

Score Point - 1
The Mona Lisa has been kept in several different places since da Vinci painted it. Write an essay in which you contrast these places. Describe the conditions under which the painting was kept. Use details from the article to support your answer.

In your answer, be sure to

• describe the different places where the Mona Lisa was kept
• tell how these places were different from one another
• describe the conditions under which the painting was kept
• use details from the article to support your answer

Leonardo da Vinci painted the picture of his wife. The painting took him more than 3 years to paint. He started to paint the picture in 1503.

Leonardo was a gifted artist and a great scientist. King Francois I of France bought the painting from Leonardo. The painting was very expensive. It was over 5,000 dollars. Some guy stole the painting August 21, 1911. He slipped the painting under something. He tried to hide it.

Finally the guy who stole the painting got caught. He got in big trouble.

Everyone all recognized the painting of Mona Lisa. They all think it is the most wonderful thing to look at. The painting looks like she is smiling and it looks like her mouth is moving. But it's not.
Reading/Writing Specific Rubric

Each description below represents the cluster of responses typically found at that score point level. Anchor papers (sample student responses) as well as the generic English Language Arts Rubric should be used with the specific rubrics to help you determine the appropriate score point level for each student’s cluster of responses. If you still have questions, please consult your scoring table leader.

Reading/Writing Task (Questions 31, 32, 33, 34) “The Calculating Countess” and “John Wesley Powell”

5 Points
The 5-point responses demonstrate a thorough understanding of the articles and support that understanding with text-based details. The student understands the similarities and differences between the two scientists, Ada Byron Lovelace and John Wesley Powell. The graphic organizer (Question 31) is accurate, complete, and thorough, citing two events in Lovelace’s life and how they influenced her, using text-based details. The first short response (Question 32) explains how the scientific method helped Powell and his crew survive their river voyages and supports that explanation with text-based details. The second short response (Question 33) explains why Powell was considered a daredevil explorer, using text-based details. The extended response (Question 34) uses ample text-based details to describe the training Lovelace and Powell received and how it led them to successful careers. The response is organized, focused, and addresses all parts of the task. The writing is fluent and has a sense of engagement or voice.

4 Points
The 4-point responses are essentially logical and accurate, but may reflect a predominantly literal understanding of the articles. The responses may generalize or present facts without synthesizing them. The graphic organizer (Question 31) is essentially accurate. The first short response (Question 32) may explain but not fully support how the scientific method helped Powell and his crew survive their river voyages. The second short response (Question 33) may be somewhat general or may not include much text-based support. The extended response (Question 34) may describe the training Lovelace and Powell received without fully explaining how it led to their successful careers. In addition, the response shows a clear attempt at organization, but may occasionally introduce extraneous information.

3 Points
The 3-point responses indicate only a partial understanding of the articles. The student may draw some accurate conclusions about the lives of Lovelace and Powell, but the responses may be sketchy, or reflect some misinterpretation of the texts. The graphic organizer (Question 31) may be very brief or may contain some inaccuracies. The short responses and the extended response may contain some accurate information, but they may be incomplete or may include unrelated, unsustained ideas. For example, the first short response (Question 32) may only briefly describe how the scientific method helped Powell and his crew. The second short response (Question 33) may generalize the reference to Powell as a daredevil explorer, without much detail. The extended response (Question 34) may attempt to address all parts of the task, but may be incomplete or weakly organized.
Reading/Writing Specific Rubric (continued)

2 Points
The 2-point responses are readable but indicate a limited understanding of the articles. The graphic organizer (Question 31) is incomplete or contains inaccuracies. The short responses and the extended response may address only parts of the tasks, show a misinterpretation of the tasks, or display gaps in understanding of the articles. The responses may contain some accurate details, but may not make meaningful connections or draw conclusions. For example, the first short response (Question 32) may describe the scientific method but fail to make the connection to how it helped Powell and his crew in their voyages. The second short response (Question 33) may show difficulty in supporting why Powell was referred to as a daredevil explorer. The extended response (Question 34) may only explain in general terms the training Lovelace and Powell received, and may be very brief or not sustain its focus.

1 Point
The 1-point responses are often very brief or repetitive, indicating that the student has understood only sections of the articles. The graphic organizer (Question 31) is incomplete or inaccurate. The short responses (Questions 32 and 33) show confusion and misunderstanding of the texts. The extended response (Question 34) is unfocused, or focuses solely on minor details or extraneous information. The explanation of the training Lovelace and Powell received leading to their careers may not be based on details contained in the articles.

0 Points
The responses are completely incorrect, irrelevant, or incoherent.
# Reading/Writing Specific Rubric Chart

## Reading/Writing Task: “The Calculating Countess” and “John Wesley Powell” (Questions 31, 32, 33, 34)

<table>
<thead>
<tr>
<th>Points</th>
<th>Responses at this level:</th>
<th>Responses at this level:</th>
<th>Responses at this level:</th>
<th>Responses at this level:</th>
<th>Responses at this level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>demonstrate a thorough understanding of the articles and support that understanding with text-based details. Responses reveal that the student understands the similarities and differences between the two scientists, Ada Byron Lovelace and John Wesley Powell.</td>
<td>are essentially logical and accurate, but may reflect a predominantly literal understanding of the articles. Responses may generalize or present facts without synthesizing them.</td>
<td>indicate only a partial understanding of the articles. Responses may draw some accurate conclusions about the lives of Lovelace and Powell, but may be sketchy, or reflect some misinterpretation of the texts.</td>
<td>are readable but indicate a limited understanding of the articles.</td>
<td>are often very brief or repetitive, indicating that the student has understood only sections of the articles.</td>
</tr>
<tr>
<td>Graphic Organizer (Question 31)</td>
<td>are accurate, complete, and thorough, citing two events in Lovelace’s life and how they influenced her, using text-based details.</td>
<td>are essentially accurate.</td>
<td>may be very brief or may contain some inaccuracies.</td>
<td>are incomplete or contain inaccuracies.</td>
<td>are incomplete or inaccurate.</td>
</tr>
<tr>
<td>Short Response (Question 32)</td>
<td>explain how the scientific method helped Powell and his crew survive their river voyages and support that explanation with text-based details.</td>
<td>may explain but not fully support how the scientific method helped Powell and his crew survive their river voyages.</td>
<td>may contain some accurate information, but may be incomplete or may include unrelated, unsustained ideas (e.g., may only briefly describe how the scientific method helped Powell and his crew).</td>
<td>may address only parts of the task, show a misinterpretation of the task, or display gaps in understanding of the articles. Responses may contain some accurate details, but may not make meaningful connections or draw conclusions (e.g., may describe the scientific method but fail to make the connection to how it helped Powell and his crew in their voyages).</td>
<td>show confusion and misunderstanding of the texts.</td>
</tr>
<tr>
<td>Short Response (Question 33)</td>
<td>explain why Powell was considered a daredevil explorer, using text-based details.</td>
<td>may be somewhat general or may not include much text-based support.</td>
<td>may contain some accurate information, but may be incomplete or may include unrelated, unsustained ideas (e.g., may generalize the reference to Powell as a daredevil explorer, without much detail).</td>
<td>may address only parts of the task, show a misinterpretation of the task, or display gaps in understanding of the articles. Responses may contain some accurate details, but may not make meaningful connections or draw conclusions (e.g., may show difficulty in supporting why Powell was referred to as a daredevil explorer).</td>
<td>show confusion and misunderstanding of the texts.</td>
</tr>
<tr>
<td>Extended Response (Question 34)</td>
<td>uses ample text-based details to describe the training Lovelace and Powell received and how it led them to successful careers. Responses are organized, focused, and address all parts of the task; writing is fluent and has a sense of engagement or voice.</td>
<td>may describe the training Lovelace and Powell received without fully explaining how it led to their successful careers. Responses show a clear attempt at organization, but may occasionally introduce extraneous information.</td>
<td>may contain some accurate information, but may be incomplete or may include unrelated, unsustained ideas (e.g., may attempt to address all parts of the task, but may be incomplete or weakly organized).</td>
<td>may address only parts of the task, show a misinterpretation of the task, or display gaps in understanding of the articles. Responses may contain some accurate details, but may not make meaningful connections or draw conclusions (e.g., may only explain in general terms the training Lovelace and Powell received, and may be very brief or not sustain focus).</td>
<td>are unfocused, or focus solely on minor details or extraneous information; the explanation of the training Lovelace and Powell received leading to their careers may not be based on details contained in the articles.</td>
</tr>
</tbody>
</table>

**SCORE POINT 0** = The responses are completely incorrect, irrelevant, or incoherent.
Reading/Writing Rubric Key Points

Reading/Writing Task: “The Calculating Countess” and “John Wesley Powell”

Question 31
Several events in Ada Byron Lovelace’s life had a strong influence on her career. Use the graphic organizer below to list two of these events, and explain how each one influenced her life. Use details from “The Calculating Countess” to support your answer.

Possible Exemplary Responses:
Event/How the event influenced Lovelace’s life
• became ill as a teenager / studied more to keep from being bored
• studied under mathematicians / fell in love with mathematics and science
• married Lord William King / received support to continue her career
• learned about Charles Babbage / wrote her first computer program
• learned about the Analytical Engine / wrote her first computer program
• other relevant text-based response

Question 32
Explain how the “scientific method” described in the article “John Wesley Powell” helped Powell and his crew survive their river voyages. Use details from the article to support your answer.

Possible Exemplary Response:
Using the scientific method meant observing, measuring, and thinking things through carefully before taking action. This meant that Powell and his crew were well prepared for their voyages and knew how to use the environment to help them get around.

Possible details to include in answer:
• The crew lowered boats with ropes over waterfalls.
• Powell climbed the canyon walls using stars and the shadows of the walls.
• Powell observed, measured, and thought things out carefully before taking action.
• other relevant text-based detail
Reading/Writing Rubric Key Points (continued)

Reading/Writing Task: “The Calculating Countess” and “John Wesley Powell”

Question 33
The article refers to John Wesley Powell as a “daredevil explorer.” Explain why this is an appropriate description. Use details from the article to support your answer.

Possible Exemplary Response:
John Wesley Powell was a daredevil explorer because of the risks he took exploring the West. He traveled the dangerous Colorado River and climbed tall canyon walls. He did these things even though he had only one arm.

Possible details to include in answer:
- Powell and his crew traveled and explored the dangerous Colorado River.
- Powell and his crew lowered their boats over pounding waterfalls.
- Powell and his crew plunged in heart-stopping rushes through the narrow canyon.
- Powell and his crew survived on little food.
- Powell and his crew slept on narrow canyon wall ledges.
- Powell was rescued after dangling along the side of a canyon wall.
- other relevant text-based detail

Question 34
Ada Byron Lovelace and John Wesley Powell had very different training for their careers in science. Write an essay in which you explain how their professional preparation differed and how both approaches led to successful careers. Use details from both articles to support your answer.

In your response, be sure to
- describe the training each person received
- explain how each approach led to successful careers
- use details from both articles to support your answer

Possible Exemplary Response:
When Ada Byron Lovelace was growing up she was mostly interested in typical activities for girls at that time. It wasn’t until she became bedridden as a teenager that she became interested in math. Her mother hired mathematicians and scientists to teach her so she wouldn’t be bored. Lovelace’s special instruction in math and science and her training to become a mathematician helped to make her successful in creating a computer language.

John Wesley Powell grew up in the Midwest and worked long days on his farm. He went to crude frontier schools so he most likely only had one teacher for all subjects. There weren’t any science classes at his school. He read every book he could find on his own. The article said he had a “homemade education” so he probably taught himself what he knew about science. Powell became a successful scientist by learning from his own explorations and observations.
Reading/Writing Rubric Key Points (continued)

Reading/Writing Task: “The Calculating Countess” and “John Wesley Powell”

Possible details to include in answer:

- Lovelace was fascinated by machines.
- While bedridden, Lovelace was tutored by mathematicians and scientists.
- Lovelace never gave up her love of math.
- Lovelace became a mathematician; a career frowned upon by nineteenth-century society.
- Lovelace wrote a plan describing how the Analytical Engine might calculate Bernoulli numbers.
- Lovelace’s plan is thought of as the first “computer program.”
- Lovelace predicted the computer’s future uses.
- The U.S. Department of Defense created a new software language in her honor.
- Powell worked long days on a farm as a youngster.
- Powell attended crude frontier schools.
- Powell read any books he could find.
- Powell’s education was defined as “homemade.”
- The schools Powell attended did not offer science classes.
- Powell lost his right arm in the Civil War.
- Powell refused to think of having one arm as a handicap.
- Powell taught geology but preferred to explore the West.
- Powell led a series of explorations in the West.
- Powell did his work in spite of the dangerous conditions.
- Powell used the scientific method in his explorations.
- Powell was a leader in the study of science.
- Powell learned Native American languages.
- Powell’s studies led to a science called ethnology.
- Powell was able to obtain help and funding for scientific research.
- other relevant text-based detail
Several events in Ada Byron Lovelace's life had a strong influence on her career. Use the graphic organizer below to list two of these events, and explain how each one influenced her life. Use details from “The Calculating Countess” to support your answer.

<table>
<thead>
<tr>
<th>Event</th>
<th>How the event influenced Lovelace's life</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ada became very sick and had to stay in bed for 3 years. Her parents hired tutors to teach her while she was in bed.</td>
<td>She became fascinated with math + Science. After she got married she became a mathematician.</td>
</tr>
<tr>
<td>2. An inventor, Charles Babbage proposed the making of a computer-like machine.</td>
<td>Although the machine was never built, Lady Lovelace made up a “language” that would help program such machine.</td>
</tr>
</tbody>
</table>

This graphic organizer is accurate, complete, and thorough. The response features specific text details (became ill/bedridden for 3 years; Charles Babbage and Analytic Engine).

Score Point - 5
This response explains how the scientific method helped Powell and his crew survive their river voyages and supports that explanation with text-based details.

32 Explain how the “scientific method” described in the article “John Wesley Powell” helped Powell and his crew survive their river voyages. Use details from the article to support your answer.

Powell was observing everything around him. He observed the stars, how the sun lit the canyon, rocks and plants. Powell knew where he was leading his crew. I don’t think that at any time during the exploration the crew thought that they were lost. In my opinion they call their journey a scientific method because Powell made predictions and observations just like you do in a scientific method.

This accurate response uses text-based details to explain why “daredevil explorer” is an appropriate description of Powell.

Score Point - 5
Ada Byron Lovelace and John Wesley Powell had very different training for their careers in science. Write an essay in which you explain how their professional preparation differed and how both approaches led to successful careers. Use details from both articles to support your answer.

In your response, be sure to
• describe the training each person received
• explain how each approach led to successful careers
• use details from both articles to support your answer

Check your writing for correct spelling, grammar, and punctuation.

We all sometimes do things we never thought we could accomplish. Most of don’t have the confidence to do it. Lady Ada Lovlace and Mr. John W. Powell were extraordinary people. They studied on their own at home. Their work and dedication really paid off. They had confidence in themself.

Lady Ada Byron Lovelace was a very curious person. Her biggest obsession was machines. She always wanted to know how they really work. As a teenager Ada became very sick. She had to stay in bed. That didn’t stop her though. Her parents hired

Score Point - 5
This focused, organized extended response features an excellent introduction and strong details, particularly in the section discussing Lovelace’s training and career.

Tutors to teach her math + science. She spent 3 years in bed + not a minute of that time was wasted. In her later years, her knowledge of math helped her accomplish her goal. She wrote a very futuristic computer language.

John Powell lived in small towns all his life. The schools he went to weren’t very advanced. Therefore he has only himself to thank for all his accomplishments. Everytime he went on a long trip he read books. During his journey to the unknown he knew what he was doing. He showed everyone that having one arm wouldn’t exclude him from anything he wanted to do.

Both of these scientists faced challenges and limitations + fought them all the way through. They showed people around them that if they want to accomplish something they will and nothing would stop them. They were confident in themselves + showed us that, that’s all we really need is confidence.

Cluster Score = 5
Overall, the cluster of responses provides evidence of a thorough understanding of the texts and tasks.

Score Point - 5
Several events in Ada Byron Lovelace's life had a strong influence on her career. Use the graphic organizer below to list two of these events, and explain how each one influenced her life. Use details from “The Calculating Countess” to support your answer.

<table>
<thead>
<tr>
<th>Event</th>
<th>How the event influenced Lovelace's life</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Being Bedridden for almost three years.</td>
<td>In stead of laying in bed and not do anything she studied had tutors come in, to becom better</td>
</tr>
<tr>
<td>2. Got married</td>
<td>family supported her showed her that she could do whatever she wanted</td>
</tr>
</tbody>
</table>

This graphic organizer features text-based details. Although sufficient, they lack the detail typically found in higher score-point responses.

Score Point - 4
This response explains how the scientific method helped Powell survive his journeys, but does not fully support this explanation. There are text details, but they are not fully elaborated.

32 Explain how the “scientific method” described in the article “John Wesley Powell” helped Powell and his crew survive their river voyages. Use details from the article to support your answer.

How Powell observed, and measured things out; is what

saved his crew from life and death. Powell was always analyzing

out what his crew and him were going to do next.

The article refers Powell as a “daredevil explorer” because

he took his crew and him down the Colorado River and

scaled the Grand Canyon walls.

This response explains why “daredevil explorer” is an appropriate description for Powell by using relevant text-based details.

Score Point - 4
Ada Byron Lovelace and John Wesley Powell had very different training for their careers in science. Write an essay in which you explain how their professional preparation differed and how both approaches led to successful careers. Use details from both articles to support your answer.

In your response, be sure to
• describe the training each person received
• explain how each approach led to successful careers
• use details from both articles to support your answer

Both Lovelace and Powell took very different paths to reach their goals. Both of these paths reached their goals and that’s all they wanted. They both had successful careers because they did not give up on their goal.

They both had different lives growing up Lovelace had tutors to help her and Powell home schooled himself.

There lives were very different but still they both had

Score Point - 4
While this extended response is occasionally repetitious and mostly very literal, the student does attempt to make a basic connection beyond the text at the very end of the paper. Details are sufficient for a four-point paper, but more limited than those typically seen in a higher score-point response.

successful careers. Powell served in the army after that became a teacher and then went on a gave all the rivers, and lakes etc. names. Lovelace was bedridden for almost three years and then discovered the very first computer language. Their lives went in all different directions but still had goals in their lives. You can reach your goals, it does not matter who you are or where you come from.

Cluster Score = 4
Taken as a whole, the responses cover some key elements of the text and make some connections. The responses are sufficiently developed to answer the questions.

Score Point - 4
Several events in Ada Byron Lovelace's life had a strong influence on her career. Use the graphic organizer below to list two of these events, and explain how each one influenced her life. Use details from "The Calculating Countess" to support your answer.

<table>
<thead>
<tr>
<th>Event</th>
<th>How the event influenced Lovelace's life</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Became very ill</td>
<td>Learned Mathematics and Science</td>
</tr>
<tr>
<td>2. Learned about mathematics</td>
<td>Became a mathematician</td>
</tr>
</tbody>
</table>

While the first half of this graphic organizer is correct, the second half is not, since “Learned about mathematics” is not an event.

Score Point - 3
32 Explain how the “scientific method” described in the article “John Wesley Powell” helped Powell and his crew survive their river voyages. Use details from the article to support your answer.

The “Scientific Method” described in the article “John Wesley Powell” helped him and his crew, because he observed, measured, and did everything else he could to make sure that him and his crew were safe.

This response is correct, but does not elaborate.

33 The article refers to John Wesley Powell as a “daredevil explorer.” Explain why this is an appropriate description. Use details from the article to support your answer.

I think that the description “daredevil explorer” is appropriate, because it did lots of thing like climbing huge cliffs and he did so with out an arm.

This response features brief, non-elaborated versions of two text-based details blended together into one sentence (“climbing huge cliffs” and “with out an arm”).
Lady Ada Byron Lovelace and John Wesley Powell both loved the study of science. Both people were home schooled. Lady Ada Byron studied mathematics, and science. She seemed to like mathematic better because after she had been married she became a mathematician. John Wesley Powell though mostly was trained at home, never found one science class when he did get to go to school. He began fighting in wars and then took a group of amateurs to the Rocky Mountains. Two years later Powell began a series of explorations in the Grand Canyon and in the Rocky Mountains.

Cluster Score = 3

Taken as a whole, the responses fulfill some requirements of the tasks. The responses are brief with little elaboration.

Score Point - 3
Several events in Ada Byron Lovelace’s life had a strong influence on her career. Use the graphic organizer below to list two of these events, and explain how each one influenced her life. Use details from “The Calculating Countess” to support your answer.

<table>
<thead>
<tr>
<th>Event</th>
<th>How the event influenced Lovelace’s life</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. when she was sick</td>
<td>She was taught math she began to love it</td>
</tr>
<tr>
<td>2. when the first computer was designed</td>
<td>She made programming for it.</td>
</tr>
</tbody>
</table>

This graphic organizer is correct, but brief and somewhat vague.

Score Point - 2
32 Explain how the “scientific method” described in the article “John Wesley Powell” helped Powell and his crew survive their river voyages. Use details from the article to support your answer.

He would survey an area before he went there

This response is incorrect. It is an overly specific misinterpretation of “Powell observed, measured, and thought things out carefully before taking action.”

33 The article refers to John Wesley Powell as a “daredevil explorer.” Explain why this is an appropriate description. Use details from the article to support your answer.

He is willing to risk his life for exploration like when the

slept on tiny ledges.

This response features a brief, unelaborated text detail.

Score Point - 2
This brief extended response mentions the training received by Lovelace and the training received by Powell but does not address their respective careers (or how their training prepared them for those careers). This demonstrates a gap in the student’s understanding of the passage and/or the prompt.

Ada Byron Lovelace and John Wesley Powell had very different training for their careers in science. Write an essay in which you explain how their professional preparation differed and how both approaches led to successful careers. Use details from both articles to support your answer.

In your response, be sure to
- describe the training each person received
- explain how each approach led to successful careers
- use details from both articles to support your answer

Ada Byron Lovelace and John Wesley Powell had very different training for their careers in science.

Ada was taught by math tuturs. She was also taught by science tuturs. Her skills were taught by teachers.

John’s skills were picked up all over during the war and his travels. He never had sience classes.

Ada and John had very different training in science.

Check your writing for correct spelling, grammar, and punctuation.

Ada Byron Lovelace and John Wesley Powell had very different training for their careers in science.

Ada was taught by math tuturs. She was also taught by science tuturs. Her skills were taught by teachers.

John’s skills were picked up all over during the war and his travels. He never had sience classes.

Ada and John had very different training in science.

Cluster Score = 2
Taken as a whole, the responses address the basic elements of the tasks, but provide very few text-based examples and details. Few connections are made.

Score Point - 2
Several events in Ada Byron Lovelace's life had a strong influence on her career. Use the graphic organizer below to list two of these events, and explain how each one influenced her life. Use details from “The Calculating Countess” to support your answer.

<table>
<thead>
<tr>
<th>Event</th>
<th>How the event influenced Lovelace's life</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. invent new computer</td>
<td>Made easier</td>
</tr>
<tr>
<td>2. invent first computer language</td>
<td>first to make something for computers</td>
</tr>
</tbody>
</table>

This graphic organizer demonstrates confusion. The first “event” (i.e., “invent new computer”) is incorrect. And while the box on the bottom left (“invent first computer language”) does indeed qualify as an event in Ada’s life, the box on the bottom right (“first to make something for computers”) does not explain how this event influenced her life.

Score Point - 1
32 Explain how the “scientific method” described in the article “John Wesley Powell” helped Powell and his crew survive their river voyages. Use details from the article to support your answer.

The scientific method helped by thinking through what they had to do, they took measurements and they observed closely.

This response features a general, unelaborated version of the scientific method text detail.

33 The article refers to John Wesley Powell as a “daredevil explorer.” Explain why this is an appropriate description. Use details from the article to support your answer.

It is appropriate because he was very daring.

This response addresses the question but does not elaborate on how Powell was daring.

Score Point - 1
Ada Byron Lovelace and John Wesley Powell had very different training for their careers in science. Write an essay in which you explain how their professional preparation differed and how both approaches led to successful careers. Use details from both articles to support your answer.

In your response, be sure to
• describe the training each person received
• explain how each approach led to successful careers
• use details from both articles to support your answer

Check your writing for correct spelling, grammar, and punctuation.

Ada got tuterred by a mathmation and a scientist

and John Powell had a homade education. They both ended

up studying for what they wanted to do. Ada studied

math and she loved math. John studied most class but

he could not get into a science class.

Cluster Score = 1

Taken as a whole, the responses are brief and often either inaccurate or irrelevant. They focus mainly on minor details, indicating that the student has understood only sections of the articles.
Several events in Ada Byron Lovelace’s life had a strong influence on her career. Use the graphic organizer below to list two of these events, and explain how each one influenced her life. Use details from “The Calculating Countess” to support your answer.

<table>
<thead>
<tr>
<th>Event</th>
<th>How the event influenced Lovelace’s life</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>the teenager Ada became the was bedridden for almost three years. The Lord William King she became Lady Ada Lovelace.</td>
</tr>
<tr>
<td>2.</td>
<td>she was greatly influenced by Charles Babbage on the inventor</td>
</tr>
</tbody>
</table>

Although both of the events in this graphic organizer are correct, neither event is supported with an accurate explanation of how the event in question influenced Ada’s life.

Score Point - 0
32 Explain how the “scientific method” described in the article “John Wesley Powell” helped Powell and his crew survive their river voyages. Use details from the article to support your answer.

John go in school and he go the class and the offered not one science class. And he read the Book he could find, was a homemade education

This response is irrelevant and mostly incoherent.

33 The article refers to John Wesley Powell as a “daredevil explorer.” Explain why this is an appropriate description. Use details from the article to support your answer.

John Wesley Powell is forever linked to the daring of the and he Rocky Mountains.

This response is incoherent.

Score Point - 0
This brief extended response does not mention Ada Lovelace at all, and the references to John Powell are too incoherent to receive credit.

Ada Byron Lovelace and John Wesley Powell had very different training for their careers in science. Write an essay in which you explain how their professional preparation differed and how both approaches led to successful careers. Use details from both articles to support your answer.

In your response, be sure to
• describe the training each person received
• explain how each approach led to successful careers
• use details from both articles to support your answer

Check your writing for correct spelling, grammar, and punctuation.

John was go to science class and he was do
both was a wooden office chair to the deck and the
awkward boat and was called and the Emma Dean II.

Cluster Score = 0
Taken as a whole, the responses are either incoherent, incorrect, or irrelevant.

Score Point - 0
Writing Mechanics Rubric  
(Questions 30 and 34)

3 points
The writing demonstrates control of the conventions of written English. There are few, if any, errors and none that interfere with comprehension. Grammar, syntax, capitalization, punctuation, and paragraphing are essentially correct. Any misspellings are minor or repetitive; they occur primarily when a student takes risks with sophisticated vocabulary.

2 points
The writing demonstrates partial control of the conventions of written English. It contains errors that may interfere somewhat with readability but do not substantially interfere with comprehension. There may be some errors of grammar, syntax, capitalization, punctuation, or spelling.

1 point
The writing demonstrates minimal control of the conventions of written English. There may be many errors of grammar, syntax, capitalization, punctuation, and spelling that interfere with readability and comprehension.

0 points
The writing demonstrates a lack of control of the conventions of written English. The errors make the writing incomprehensible.
# Writing Mechanics Rubric Chart
(Questions 30 and 34)

<table>
<thead>
<tr>
<th>Quality</th>
<th>3 Points</th>
<th>2 Points</th>
<th>1 Point</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conventions:</strong> The extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage</td>
<td>The writing demonstrates control of the conventions of written English. There are few, if any, errors and none that interfere with comprehension. Grammar, syntax, capitalization, punctuation, and paragraphing are essentially correct. Any misspellings are minor or repetitive; they occur primarily when a student takes risks with sophisticated vocabulary.</td>
<td>The writing demonstrates partial control of the conventions of written English. It contains errors that may interfere somewhat with readability but do not substantially interfere with comprehension. There may be some errors of grammar, syntax, capitalization, punctuation, or spelling.</td>
<td>The writing demonstrates minimal control of the conventions of written English. There may be many errors of grammar, syntax, capitalization, punctuation, and spelling that interfere with readability and comprehension.</td>
</tr>
</tbody>
</table>

**SCORE POINT 0** = The writing demonstrates a lack of control of the conventions of written English. The errors make the writing incomprehensible.
Annotation Key

<table>
<thead>
<tr>
<th>Abbreviations</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>cap</td>
<td>faulty capitalization</td>
</tr>
<tr>
<td>lc</td>
<td>lowercase</td>
</tr>
<tr>
<td>lu</td>
<td>language usage</td>
</tr>
<tr>
<td>ow</td>
<td>omitted word</td>
</tr>
<tr>
<td>p</td>
<td>faulty punctuation</td>
</tr>
<tr>
<td>r-o</td>
<td>run-on sentence</td>
</tr>
<tr>
<td>sf</td>
<td>sentence fragment</td>
</tr>
<tr>
<td>sp</td>
<td>error in spelling</td>
</tr>
</tbody>
</table>
The Mona Lisa has been kept in several different places since da Vinci painted it. Write an essay in which you contrast these places. Describe the conditions under which the painting was kept. Use details from the article to support your answer.

In your answer, be sure to
- describe the different places where the Mona Lisa was kept
- tell how these places were different from one another
- describe the conditions under which the painting was kept
- use details from the article to support your answer

Check your writing for correct spelling, grammar, and punctuation.

After 3 years of hard work and determination, Leonardo da Vinci finally finished painting the Mona Lisa. It was well worth it.

Da Vinci kept the painting for himself but before he died he sold it to King Frances for $105,000. The painting was then put in the Louvre, a famous art museum in Paris, France. The Mona Lisa stayed there until a greedy worker stole the painting with the intention of returning it to Italy. They never made it, though. The painting was hidden for 2 years. He then tried to sell it to a
Art dealer but was caught. The Mona Lisa is now safe back where she started, in the Louvre behind strong bars and bullet proof glass.

The Mona Lisa traveled far and wide but is now back home. She wasn’t very safe while she was stolen, but as soon as she was back in the Louvre every effort was taken to make sure that’s where she stayed.

Score Point - 3
Ada Byron Lovelace and John Wesley Powell had very different training for their careers in science. Write an essay in which you explain how their professional preparation differed and how both approaches led to successful careers. Use details from both articles to support your answer.

In your response, be sure to
• describe the training each person received
• explain how each approach led to successful careers
• use details from both articles to support your answer

Imagine being a mathematician with a whole society frowning down on you, or imagine rock climbing with only one arm. These obstacles didn’t stop Ada Byron Lovelace or John Wesley Powell.

Ada became very ill and was bedridden for almost 3 years. Her mother hired tutors for her. Ada’s love for math and science grew with her while she was sick. When she became well, she became a mathematician. Later, she invented a computer program.

John Wesley Powell lost his arm in the Civil War, but that didn’t stop him. John loved science and...
exploring. He became a pioneer scientist and explored the Grand Canyon with only one arm! He explored the Colorado River and everything above it. His training came from being a soldier during the Civil War. John also explored the Rocky Mountains.

As you can see, Ada and John both received different training and had many obstacles. After overcoming many obstacles, Ada and John both found careers in science that they really enjoyed.

Cluster Score = 3
Taken as a whole, the responses demonstrate control of the conventions of written English. The first paper has a few punctuation errors, and the second paper has a minor spelling error. None of the errors interfere with readability.

Score Point - 3
The Mona Lisa has been kept in several different places since da Vinci painted it. Write an essay in which you contrast these places. Describe the conditions under which the painting was kept. Use details from the article to support your answer.

In your answer, be sure to

• describe the different places where the Mona Lisa was kept
• tell how these places were different from one another
• describe the conditions under which the painting was kept
• use details from the article to support your answer

Check your writing for correct spelling, grammar, and punctuation.

The Mona Lisa has been kept in many different places since da Vinci painted it. All of them have many different conditions in where the painting was stored.

The first place the Mona Lisa was kept was with da Vinci himself. He took it around wherever he went. It was always by his side. On Aug. 21, 1911 the Mona Lisa was stolen. Later people found out that it was kept in the bottom of a box for two years. Now the Mona Lisa is kept in a sealed vault with bullet-proof glass so no one can harm it.

These places are very different conditions from one another. Some of them are safe and others are not.

Score Point - 2
Something bad could have happened to the Mona Lisa is some of these places. It could have been destroyed. When the painting was with da Vinci who knows what happened. It could have been out in the rain or under a box that could damage it. When it was stolen it was in a box for two years. It could have been broken. But now it is safe and sound in a air space vault with built proof glass so nobody could damage it.

The Mona Lisa has been around for centuries. Many things could of happened to it but it stayed safe. It is know all around the world. Some theories have been made about the history or who the Mona Lisa really is but we will never be able to know for sure.

Score Point - 2
Ada Byron Lovelace and John Wesley Powell had very different training for their careers in science. Write an essay in which you explain how their professional preparation differed and how both approaches led to successful careers. Use details from both articles to support your answer.

In your response, be sure to
• describe the training each person received
• explain how each approach led to successful careers
• use details from both articles to support your answer

Check your writing for correct spelling, grammar, and punctuation.

The life of Ada Byron Lovelace and John Wesley Powell had many differences and similarities. Each person had led a successful career yet each person had gotten training.

Ada Byron Lovelace was the first computer programmer. Ever since she was young, Ada loved figuring out what made machines work. When she was in her teenage years, she was often ill and bedridden. Her mother had hired mathematicians and scientists to tutor her while bedridden thus, she fell in love with math.

Soon later, with the influence of Charles Babbage, Ada made the Bernoulli numbers.

Score Point - 2
In both papers, the errors in spelling, punctuation, language usage, and sentence construction do not substantially interfere with comprehension; therefore, taken as a whole, these responses show a partial control of the conventions of written English.
The *Mona Lisa* has been kept in several different places since da Vinci painted it. Write an essay in which you contrast these places. Describe the conditions under which the painting was kept. Use details from the article to support your answer.

In your answer, be sure to
- describe the different places where the *Mona Lisa* was kept
- tell how these places were different from one another
- describe the conditions under which the painting was kept
- use details from the article to support your answer

Check your writing for correct spelling, grammar, and punctuation.

- It was kept under good conditions until some body stole it.
- It and was caught. But now it has tight security and is behind bars and bulletproof glass and never will be touched again by human hands or on the bottom of a trunk. For two years and under a smock.

Note: There are multiple “lc” (lowercase) errors on this page.
Ada Byron Lovelace and John Wesley Powell had very different training for their careers in science. Write an essay in which you explain how their professional preparation differed and how both approaches led to successful careers. Use details from both articles to support your answer.

In your response, be sure to
• describe the training each person received
• explain how each approach led to successful careers
• use details from both articles to support your answer

Check your writing for correct spelling, grammar, and punctuation.

The training for each person was different. Ada Byron Lovelace was into mathematics and science. John Wesley Powell was an explorer. They both had achieved something in their life. Ada Byron Lovelace wrote the first computer program.

Cluster Score = 1
Both papers contain spelling, capitalization, and language usage errors, and the first paper is composed of one long run-on sentence. Taken as a whole, the responses demonstrate minimal control of the conventions of written English.

Score Point - 1
English Language Arts Grade 8 Scoring Considerations

Reading/Multiple Choice (Questions 1–26)
• In the multiple-choice segment of the test, a student receives credit only for those questions that are answered correctly. An answer left blank receives no credit. There is no additional penalty for not answering questions.

For the Listening/Writing and Reading/Writing sections of the test, first apply the English Language Arts scoring rubric. Then apply the following rules as appropriate. The lowest score a student can receive is zero.

Listening/Writing (Questions 27, 28, 29, 30)
• Deduct one point if any two short-response questions (27 and 28 or 28 and 29 or 27 and 29) are not answered.
• If none of the short-response questions (27, 28, 29) are answered, the total maximum Listening/Writing score possible is 2.
• If Question 30 (the extended-response question) is not answered or is not responsive to the task, the total maximum Listening/Writing score possible is 2.
• If the student answers only one question, and that question is not the extended response (Question 30), the score is zero.
• If none of the questions are answered, condition code A (blank) should be applied.

Reading/Writing (Questions 31, 32, 33, 34)
• Deduct one point if any two short-response questions (31 and 32 or 32 and 33 or 31 and 33) are not answered.
• If none of the short-response questions (31, 32, 33) are answered, the total maximum Reading/Writing score possible is 2.
• If Question 34 (the extended-response question) is not answered or is not responsive to the task, the total maximum Reading/Writing score possible is 2.
• If the student answers only one question, and that question is not the extended response (Question 34), the score is zero.
• If none of the questions are answered, condition code A (blank) should be applied.

For Writing Mechanics score, check for sufficient response before applying the appropriate rubric.

Writing Mechanics (Questions 30 and 34)
• Students must answer both extended-response questions for the responses to be scored for Writing Mechanics. If the student answers only one extended-response question, the score is zero.
New York State Testing Program
English Language Arts Condition Codes

Score of Zero
Responses to the Listening/Writing cluster, Reading/Writing cluster, or Writing Mechanics cluster are scored a zero if the entire response:

- is illegible or may be only scribbling, or
- consists of an indication of the student’s refusal to respond, or
- is written in a language other than English, or
- corresponds to a description of a score of zero in the English Language Arts Scoring Considerations, or
- corresponds to a description of a score of zero in the English Language Arts scoring rubrics.

Condition Code A
Condition Code A is applied to the Listening/Writing cluster, Reading/Writing cluster, or the Writing Mechanics cluster when a student who is present for a test session leaves all of the questions in that section blank.