



University of the State of New York
State Education Department

New York State Testing Program ELA Test

2013 Turnkey Training

**Grade 4 Short-response (2-point)
Sample Question**

Guide Set

2-Point Rubric—Short Response

Score	Response Features
2 Point	<p>The features of a 2-point response are</p> <ul style="list-style-type: none"> • Valid inferences and/or claims from the text where required by the prompt • Evidence of analysis of the text where required by the prompt • Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt • Complete sentences where errors do not impact readability
1 Point	<p>The features of a 1-point response are</p> <ul style="list-style-type: none"> • A mostly literal recounting of events or details from the text as required by the prompt • Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Incomplete sentences or bullets
0 Point	<p>The features of a 0-point response are</p> <ul style="list-style-type: none"> • A response that does not address any of the requirements of the prompt or is totally inaccurate • No response (blank answer) • A response that is not written in English • A response that is unintelligible or indecipherable

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

Passage 1: Myth

Why the Evergreen Trees Never Lose Their Leaves

by Florence Holbrook

1 Winter was coming, and the birds had flown far to the south, where the air was warm and they could find berries to eat. One little bird had broken its wing and could not fly with the others. It was alone in the cold world of frost and snow. The forest looked warm, and it made its way to the trees as well as it could, to ask for help.

2 First it came to a birch-tree. "Beautiful birch-tree," it said, "my wing is broken, and my friends have flown away. May I live among your branches till they come back to me?"

3 "No, indeed," answered the birch-tree, drawing her fair green leaves away. "We of the great forest have our own birds to help. I can do nothing for you."

4 "The birch is not very strong," said the little bird to itself, "and it might be that she could not hold me easily. I will ask the oak." So the bird said, "Great oak-tree, you are so strong, will you not let me live on your boughs till my friends come back in the springtime?"

5 "In the springtime!" cried the oak. "That is a long way off. How do I know what you might do in all that time? Birds are always looking for something to eat, and you might even eat up some of my acorns."

6 "It may be that the willow will be kind to me," thought the bird, and it said, "Gentle willow, my wing is broken, and I could not fly to the south with the other birds. May I live on your branches till the springtime?"

7 The willow did not look gentle then, for she drew herself up proudly and said, "Indeed, I do not know you, and we willows never talk to people whom we do not know. Very likely there are trees somewhere that will take in strange birds. Leave me at once."

8 The poor little bird did not know what to do. Its wing was not yet strong, but it began to fly away as well as it could. Before it had gone far, a voice was heard. "Little bird," it said, "where are you going?"

9 "Indeed, I do not know," answered the bird sadly. "I am very cold."

10 “Come right here, then,” said the friendly spruce-tree, for it was her voice that had called. “You shall live on my warmest branch all winter if you choose.”

11 “Will you really let me?” asked the little bird eagerly.

12 “Indeed, I will,” answered the kind-hearted spruce-tree. “If your friends have flown away, it is time for the trees to help you. Here is the branch where my leaves are thickest and softest.”

13 “My branches are not very thick,” said the friendly pine-tree, “but I am big and strong, and I can keep the north wind from you and the spruce.”

14 “I can help too,” said a little juniper-tree. “I can give you berries all winter long, and every bird knows that juniper berries are good.”

15 So the spruce gave the lonely little bird a home, the pine kept the cold north wind away from it, and the juniper gave it berries to eat.

16 The other trees looked on and talked together scornfully.

17 “I would not have strange birds on my boughs,” said the birch.

18 “I shall not give my acorns away for any one,” said the oak.

19 “I never have anything to do with strangers,” said the willow, and the three trees drew their leaves closely about them.

20 In the morning all those shining green leaves lay on the ground, for the cold north wind had come in the night, and every leaf that it touched fell from the tree.

21 “May I touch every leaf in the forest?” asked the wind in its frolic.

22 “No,” said the forest king. “The trees that have been kind to the little bird with the broken wing may keep their leaves.”

23 This is why the leaves of the spruce, the pine, and the juniper are always green.

Short Answer Constructed Response for "Why the Evergreen Trees Never..."

1

What is a theme of the myth "Why the Evergreen Trees Never Lose Their Leaves"? Use **two** details from the myth to support your answer.

Write your answer in complete sentences.

Short Answer Constructed Response for "Why the Evergreen Trees Never..."

1

What is a theme of the myth "Why the Evergreen Trees Never Lose Their Leaves"? Use two details from the myth to support your answer.

Write your answer in complete sentences.

The theme of that myth is if you are kind hearted and nice you will be rewarded. If you are not nice you will get a punishment or no reward. The wind asked if it could touch every leaf in the world but the forest king said no only the trees that have been nice don't lose their leaves. In the text it says the kind spruce tree so that tells you that that tree is kind hearted.

2

Paper	RF Number	Score	Notes
G01	N/A	2	<p>Guide Paper 1 Score Point 2</p> <p>This response makes a valid inference from the text to identify the theme of the myth (<i>The theme of that myth is if your kind hearted and nice you will be rewarded. If your not nice you will get a punishment or not reward</i>). The response provides a sufficient number of concrete details from the text for support as required by the prompt (<i>The wind asked if it could touch every leaf in the world and In the text it says the kind spruce tree so that tells you that the tree is kind hearted</i>). This response includes complete sentences where errors do not impact readability.</p>

*Short Answer Constructed Response for "Why the Evergreen Trees Never..."***1**

What is a theme of the myth "Why the Evergreen Trees Never Lose Their Leaves"? Use **two** details from the myth to support your answer.

Write your answer in complete sentences.

The theme of the myth is that if you keep trying, something good will help you, because when the little bird broke it's wing and ask three trees to help them, they rejected the little bird. Also when the the little bird ask three other trees, they help the little bird.

2

Paper	RF Number	Score	Notes
G02	N/A	2	<p>Guide Paper 2 Score Point 2</p> <p>This response makes a valid inference from the text to identify the theme of the myth (<i>The theme of the myth is that if you keep trying, something good will help you</i>). The response provides a sufficient number of concrete details from the text for support as required by the prompt (<i>when the little bird broke it's wing and ask three trees to help them, they rejected the little bird. Also when the little bird ask three other trees, they help the little bird</i>). This response includes complete sentences where errors do not impact readability.</p>

Short Answer Constructed Response for "Why the Evergreen Trees Never..."

1

What is a theme of the myth "Why the Evergreen Trees Never Lose Their Leaves"? Use **two** details from the myth to support your answer.

Write your answer in complete sentences.

The theme of the myth is about a tree and how it helps the bird. The spruce tree let the bird stay on her branches and other trees began to help the bird and those trees got to keep their leaves.

1

Paper	RF Number	Score	Notes
G03	N/A	1	<p>Guide Paper 3 Score Point 1</p> <p>This response is a mostly literal recounting of events from the text (<i>The theme of the myth is about a tree and how it helps the bird</i>). While the response provides two details from the text (<i>The spruce tree let the bird stay on her branches and other trees began to help the bird and those trees got to keep their leaves</i>), no valid inference and/or claim is present. This response includes complete sentences where errors do not impact readability. Holistically, this response achieves a score point one by giving only some relevant information and no valid claim according to the requirements of the prompt.</p>

*Short Answer Constructed Response for "Why the Evergreen Trees Never..."***1**

What is a theme of the myth "Why the Evergreen Trees Never Lose Their Leaves"? Use **two** details from the myth to support your answer.

Write your answer in complete sentences.

The theme of the myth is that if you help someone good things will come to you and that you will feel good inside.

1

Paper	RF Number	Score	Notes
G04	N/A	1	<p>Guide Paper 4 Score Point 1</p> <p>This response makes a valid inference from the text to identify the theme of the myth (<i>The theme of the myth is that if you help someone good things will come to you and that you will feel good inside</i>); however, the response does not provide two details from the text for support as required by the prompt.</p>

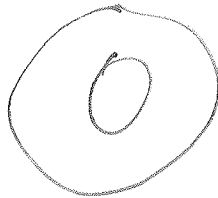
Short Answer Constructed Response for "Why the Evergreen Trees Never..."

1

What is a theme of the myth "Why the Evergreen Trees Never Lose Their Leaves"? Use **two** details from the myth to support your answer.

Write your answer in complete sentences.

The evergreen trees leafs are always green in the spring, summer, fall and winter that's why it's name is evergreen. The evergreentree do lose thir leafs but not at the same time.



Paper	RF Number	Score	Notes
G05	N/A	0	<p>Guide Paper 5 Score Point 0</p> <p>This response does not address any of the requirements of the prompt (<i>The evergreen trees leafs are always green in the spring, summer, fall and, winter thats why it's name is evergreen</i>).</p>

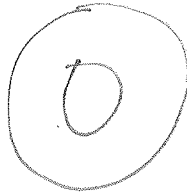
Short Answer Constructed Response for "Why the Evergreen Trees Never..."

1

What is a theme of the myth "Why the Evergreen Trees Never Lose Their Leaves"? Use **two** details from the myth to support your answer.

Write your answer in complete sentences.

The wind blows the leaves
off the trees with cold breeze
but if you have wax on your
leaves and leaves like needles then
your tree can live all winter.



Paper	RF Number	Score	Notes
G06	N/A	0	<p>Guide Paper 6 Score Point 0</p> <p>This response does not address any of the requirements of the prompt.</p>



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**Grade 4 Short-response (2-point)
Sample Question**

Practice Set

Practice Set
2013 NY Turnkey Training
Grade 4 Sample 2-point Question

Paper	RF Number	Score	Notes
P1	N/A		
P2	N/A		
P3	N/A		
P4	N/A		
P5	N/A		

Short Answer Constructed Response for "Why the Evergreen Trees Never..."

1

What is a theme of the myth "Why the Evergreen Trees Never Lose Their Leaves"? Use two details from the myth to support your answer.

Write your answer in complete sentences.

The theme to "Why the Evergreen Trees Never Lose Their Leaves" is helping because when the little bird broke its wing, the evergreens helped it. The other theme to "Why the Evergreen Trees Never Lose Their Leaves" is if you don't help someone, you're gonna regret it.

Short Answer Constructed Response for "Why the Evergreen Trees Never..."

1

What is a theme of the myth "Why the Evergreen Trees Never Lose Their Leaves"? Use **two** details from the myth to support your answer.

Write your answer in complete sentences.

The idea of the myth is if you're nice, good things happen. The evergreens protected the bird and got to keep their leaves. The Oak, the Birch, and the willow were mean to the bird so their leaves fell off.

Short Answer Constructed Response for "Why the Evergreen Trees Never..."

1

What is a theme of the myth "Why the Evergreen Trees Never Lose Their Leaves"? Use two details from the myth to support your answer.

Write your answer in complete sentences.

The theme of the book is to tell you a little bit about trees in the forest and differences of trees. Evergreen trees never lose their leaves because they have wax on their leaves and have cone shaped things to keep seeds.

Short Answer Constructed Response for "Why the Evergreen Trees Never..."

1

What is a theme of the myth "Why the Evergreen Trees Never Lose Their Leaves"? Use **two** details from the myth to support your answer.

Write your answer in complete sentences.

The theme of the myth is kindness. The spruce-tree let the little bird with a broken wing live on its thick leaves all winter long. The pine-tree said it would help it keep warm by blocking the cold wind from the bird freez. And the juniper-tree let it eat its yummy berries all cold winter long.

Short Answer Constructed Response for "Why the Evergreen Trees Never..."

1

What is a theme of the myth "Why the Evergreen Trees Never Lose Their Leaves"? Use **two** details from the myth to support your answer.

Write your answer in complete sentences.

The theme of the story is a little bird that broke its wing and can't fly with his friends so it has to find a tree that will let him live in it till spring.



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**Grade 3 Extended-response (4-point)
Sample Question**

Guide Set

New York State Grade 3 Expository Writing Evaluation Rubric

CRITERIA	CCLS	SCORE			
		4	3	2	1
CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text	W.2, R.1–9	Essays at this level: —clearly introduce a topic in a manner that follows logically from the task and purpose —demonstrate comprehension and analysis of the text	Essays at this level: —clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate comprehension of the text	Essays at this level: —introduce a topic in a manner that follows generally from the task and purpose —demonstrate a confused comprehension of the text	Essays at this level: —introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text
	W.2 R.1–8	—develop the topic with relevant, well-chosen facts, definitions, and details throughout the essay	—develop the topic with relevant facts, definitions, and details throughout the essay	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	—clearly and consistently group related information together —skillfully connects ideas within categories of information using linking words and phrases —provide a concluding statement that follows clearly from the topic and information presented	—generally group related information together —connect ideas within categories of information using linking words and phrases —provide a concluding statement that follows from the topic and information presented	—exhibit some attempt to group related information together —inconsistently connect ideas using some linking words and phrases —provide a concluding statement that follows generally from the topic and information presented	—exhibit little attempt at organization —lack the use of linking words and phrases —provide a concluding statement that is illogical or unrelated to the topic and information presented
	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—are minimal, making assessment of conventions unreliable

- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

The Poplar Tree

by Flora J. Cooke

1 Long ago the poplar used to hold out its branches like other trees. It tried to see how far it could spread them.

2 Once at sunset an old man came through the forest where the poplar trees lived. The trees were going to sleep, and it was growing dark.

3 The man held something under his cloak. It was a pot of gold—the very pot of gold that lies at the foot of the rainbow. He had stolen it and was looking for some place to hide it. A poplar tree stood by the path.

4 “This is the very place to hide my treasure,” the man said. “The branches spread out straight, and the leaves are large and thick. How lucky that the trees are all asleep!”

5 He placed the pot of gold in the thick branches, and then ran quickly away.

6 The gold belonged to Iris, the beautiful maiden who had a rainbow bridge to the earth. The next morning she missed her precious pot. It always lay at the foot of the rainbow, but it was not there now.

7 Iris hurried away to tell her father, the great Zeus, of her loss. He said that he would find the pot of gold for her.

8 He called a messenger, the swift-footed Mercury, and said, “Go quickly, and do not return until you have found the treasure.”

9 Mercury went as fast as the wind down to the earth. He soon came to the forest and awakened the trees.

10 “Iris has lost her precious pot of gold that lies at the foot of the rainbow. Have any of you seen it?” he asked.

11 The trees were very sleepy, but all shook their heads.

12 “We have not seen it,” they said.

13 “Hold up your branches,” said Mercury. “I must see that the pot of gold is not hidden among them.”

14 All of the trees held up their branches. The poplar that stood by the path was the first to hold up his. He was an honest tree and knew he had nothing to hide.

15 Down fell the pot of gold. How surprised the poplar tree was! He dropped his branches in shame. Then he held them high in the air.

16 “Forgive me,” he said. “I do not know how it came to be there; but, hereafter, I shall
always hold my branches up. Then every one can see that I have nothing hidden.”

17 Since then the branches have always grown straight up; and every one knows that the
poplar is an honest and upright tree.

Extended Constructed Response for "The Poplar Tree"

2

Why do the poplar branches grow the way they do? Explain why the tree decides to grow them this way. How do the actions of the Old Man, Iris, Zeus, and Mercury lead to his decision? Use details from the story to support your answer.

In your response, be sure to include the following:

- ☐ explain the direction in which the poplar tree's branches grow
- ☐ explain the events that made the tree's branches grow this way
- ☐ explain how the actions of the Old Man, Iris, Zeus, and Mercury lead to his decision
- ☐ details from the story to support your answer

Write your answer in complete sentences.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Extended Constructed Response for "The Poplar Tree"

2

Why do the poplar branches grow the way they do? Explain why the tree decides to grow them this way. How do the actions of the Old Man, Iris, Zeus, and Mercury lead to his decision? Use details from the story to support your answer.

In your response, be sure to include the following:

- ☐ explain the direction in which the poplar tree's branches grow
- ☐ explain the events that made the tree's branches grow this way
- ☐ explain how the actions of the Old Man, Iris, Zeus, and Mercury lead to his decision
- ☐ details from the story to support your answer

Write your answer in complete sentences.

Poplar trees grow their branches straight up in the air. The poplar trees did not always grow this way, they used to spread their branches out like all the other trees. But after what happened to the poplar tree a long time ago, they grow with their branches straight up to prove that they are honest and have nothing to hide.

A long time ago, an old man stole a pot of gold from the maiden Iris. It was the pot of gold she always kept at the end of her rainbow bridge to earth. The man was walking in a forest and needed a place to hide the gold. He saw a poplar tree and hid the gold in its branches. He thought it would be a good place because the branches were straight out and the leaves were big. He didn't think anybody would find the gold there. Iris was

sad when her gold was gone and she told her father, Zeus about it. Zeus sent Mercury, who is very fast, to go find the gold. Mercury asked all the trees in the forest to hold up their branches so he could see if they had the gold. When the gold fell out of the poplar tree, the tree was surprised and decided to always hold its branches up to prove it is honest.

The poplar tree never would have changed how it grows its branches if the other characters had not done what they did. If the old man had not taken the gold and put it in the poplar branches Iris would not have been sad. Zeus would not have sent Mercury to the forest to look for the gold. The honest poplar tree would have kept its branches growing out like all the other trees and not up to prove that it is honest.

Paper	RF Number	Score	Notes
G01	N/A	4	<p>Guide Paper 1 Score Point 4</p> <p>This response clearly introduces a topic in a manner that follows logically from the task and purpose (<i>But after what happened...prove that they are honest</i>). The response demonstrates comprehension and analysis of the text (<i>The poplar tree never would have changed how it grows its branches if the other characters had not done what they did</i>). The topic is developed with relevant, well-chosen details throughout the essay (<i>the branches were strait out and the leaves were big and Iris was sad when her gold was gone and she told her father, Zeus about it.</i>). Related information is consistently grouped together (<i>Mercury asked all the trees in the forest to hold up their branches so he could see if they had the gold. When the gold fell out of the poplar tree, the tree was surprised and decided to always hold its branches up to prove it is honest.</i>). Ideas are skillfully connected using linking words (<i>But after, A long time ago, When, If</i>). The response provides a concluding statement that follows clearly from the topic (<i>to prove that it is honest</i>).The response demonstrates grade-appropriate command of conventions, with few errors.</p>

Extended Constructed Response for "The Poplar Tree"

2

Why do the poplar branches grow the way they do? Explain why the tree decides to grow them this way. How do the actions of the Old Man, Iris, Zeus, and Mercury lead to his decision? Use details from the story to support your answer.

In your response, be sure to include the following:

- ☒ explain the direction in which the poplar tree's branches grow
- ☒ explain the events that made the tree's branches grow this way
- ☒ explain how the actions of the Old Man, Iris, Zeus, and Mercury lead to his decision
- ☒ details from the story to support your answer

Write your answer in complete sentences.

The Poplar branches grow the way they do because one day an old man came to the Poplar tree forest because he had stole the pot of gold that sits at the end of a rainbow from a girl named Iris. The old man wanted to hide the pot of gold somewhere nobody could find it. He hid it when it was dark. He went to the Poplar tree and while they were sleeping he hid it in their branches but they never knew. So Iris told her father it was gone and he sent a messenger to find it.

The messenger was swift and he went to the Poplar tree forest to find the pot of gold for Iris. He asked the trees to put their branches up and they did. The most honest tree was the one that had the pot of gold. The tree apologized and said "For know on I will grow my branches up instead of down". That's why they grow their branches up instead of down.

4

Paper	RF Number	Score	Notes
G02	N/A	4	<p>Guide Paper 2 Score Point 4</p> <p>This response clearly introduces a topic in a manner that follows logically from the task and purpose (<i>The Poplar branches grow the way they do because one day an old man came to the Poplar tree forest because he had stole the pot of gold</i>). The response demonstrates comprehension and analysis of the text (<i>The most honest tree was the one that had the pot of gold</i>). The topic is developed with relevant, well-chosen details throughout the essay (<i>He hid it when it was dark. He went to the Poplar tree and while they were sleeping he hid it in their branches</i>). Related information is consistently grouped together (<i>Iris told her father it was gone and he sent a messenger to find it. The messenger was swift and he went to the Poplar tree forest to find the pot of gold</i>). Ideas are skillfully connected using linking words (<i>So, and he went, That is why</i>). The response provides a concluding statement that follows clearly from the topic (<i>That is why they grow their branches up instead of down</i>). The response demonstrates grade-appropriate command of conventions, with occasional errors (<i>Poplar, had stole, went to the Poplar tree and while they were, messenger</i>) that do not hinder comprehension.</p>

Extended Constructed Response for "The Poplar Tree"

2

Why do the poplar branches grow the way they do? Explain why the tree decides to grow them this way. How do the actions of the Old Man, Iris, Zeus, and Mercury lead to his decision? Use details from the story to support your answer.

In your response, be sure to include the following:

- ☒ explain the direction in which the poplar tree's branches grow
- ☒ explain the events that made the tree's branches grow this way
- ☒ explain how the actions of the Old Man, Iris, Zeus, and Mercury lead to his decision
- ☒ details from the story to support your answer

Write your answer in complete sentences.

The poplar branches grow the way they do because long ago, the poplar tree wanted to spread out its branches like the other trees. The old man pulled out the pot of gold and the poplar tree's branches spread out straight. The pot of gold belonged to Iris and Mercury set out to find the lost treasure. Mercury asked all the trees if they had the pot of gold and the trees said no. They held out their branches to show Mercury they didn't have the pot of gold. The honest tree, (the poplar), had the pot and didn't know about it because when the old man put the pot in the poplar tree, the tree was asleep. The poplar tree always holds its branches straight up so people can see nothing is hidden. Since the branches grow straight up, everyone knows that poplar trees are always honest.

Paper	RF Number	Score	Notes
G03	N/A	3	<p>Guide Paper 3 Score Point 3</p> <p>This response clearly introduces a topic in a manner that follows from the task and purpose (<i>The poplar branches grow the way they do because long ago</i>). The response demonstrates grade-appropriate comprehension of the text (<i>The poplar tree always holds its branches straight up so people can see nothing is hidden</i>). The topic is developed with relevant facts throughout the essay (<i>The pot of gold belonged to Iris and Mercury set out to find the lost treasure. Mercury asked all the trees if they had the pot of gold and the trees said no</i>). Related information is generally grouped together and connected using linking words and phrases (<i>and Mercury set out, and didn't know, Since the branches</i>). The response provides a concluding statement that follows clearly from the topic (<i>everyone knows that poplar trees are always honest</i>). The response demonstrates grade-appropriate command of conventions, with occasional errors (<i>it's</i> and <i>tresure</i>) that do not hinder comprehension.</p>

Extended Constructed Response for "The Poplar Tree"

2

Why do the poplar branches grow the way they do? Explain why the tree decides to grow them this way. How do the actions of the Old Man, Iris, Zeus, and Mercury lead to his decision? Use details from the story to support your answer.

In your response, be sure to include the following:

- ☒ explain the direction in which the poplar tree's branches grow
- ☒ explain the events that made the tree's branches grow this way
- ☒ explain how the actions of the Old Man, Iris, Zeus, and Mercury lead to his decision
- ☒ details from the story to support your answer

Write your answer in complete sentences.

The branches grow that way because the poplar tree didn't want to hide anything. The actions of the old man, Iris, Zeus, and Mercury lead to his decision from the poplar tree.

The poplar tree's branches also grow like that because the old man put the gold in the tree and then Mercury told the tree to put their branches up. The poplar tree put its branches up and Mercury saw the gold. So the tree decided to leave the branches up so people can see that it's not hiding something.



The actions of the old man, Iris, Zeus, and Mercury also led to his decision from how most of them all worked together to find the pot of gold for Iris, because Iris is the owner of the pot of gold.

3

Paper	RF Number	Score	Notes
G04	N/A	3	<p>Guide Paper 4 Score Point 3</p> <p>This response clearly introduces a topic in a manner that follows from the task and purpose (<i>The branches grow that way because the poplar tree didn't want to hied anything</i>). The response demonstrates grade-appropriate comprehension of the text (<i>The old man, Iris, Zeus, and Mercury also lead to his decision from how most of them all worked together to find the pot of gold for Iris</i>). The topic is developed with relevant facts throughout the essay (<i>the old man put the gold in the tree and then mercury told the tree's to put their branches up. The poplar tree put it's branches up and Mercury saw the gold</i>). Related information is generally grouped together and connected using linking words and phrases (<i>and then, So the tree, because</i>). The response demonstrates emerging command of conventions, with some errors (<i>didn't, hied, mercury, tree's, it's</i> for its, <i>actions of The old</i>) that may hinder comprehension.</p>

Extended Constructed Response for "The Poplar Tree"

2

Why do the poplar branches grow the way they do? Explain why the tree decides to grow them this way. How do the actions of the Old Man, Iris, Zeus, and Mercury lead to his decision? Use details from the story to support your answer.

In your response, be sure to include the following:

- ☒ explain the direction in which the poplar tree's branches grow
- ☒ explain the events that made the tree's branches grow this way
- ☒ explain how the actions of the Old Man, Iris, Zeus, and Mercury lead to his decision
- ☒ details from the story to support your answer

Write your answer in complete sentences.

The poplar tree branches grow straight up because it was an honest tree. The events were that the trees were all honest and were nice. The actions for the old man were anxious to hide the pot of gold, and sneaky. For Iris were sad, and missed her pot of gold. For Zeus was wanted to get the pot of gold back. For Mercury were trying to get the gold back, and helping Iris.

Paper	RF Number	Score	Notes
G05	N/A	2	<p>Guide Paper 5 Score Point 2</p> <p>This response introduces a topic in a manner that follows generally from the task and purpose (<i>The poplar tree branches grow straight up because it was an honest tree</i>). The topic is partially developed with some textual evidence (<i>The actions for the old man were anxious to hide the pot of gold, and sneaky. For Iris were sad, and missed her pot of gold and For mercury were trying to get the gold back</i>). Some attempt to group related information is demonstrated through inconsistent use of linking words to connect ideas (<i>For Iris, For Zeus, For Mercury</i>). The response demonstrates grade-appropriate command of conventions, with occasional errors (<i>poplar tree branches, was wanted, Mercury were</i>) that do not hinder comprehension.</p>

Extended Constructed Response for "The Poplar Tree"

2

Why do the poplar branches grow the way they do? Explain why the tree decides to grow them this way. How do the actions of the Old Man, Iris, Zeus, and Mercury lead to his decision? Use details from the story to support your answer.

In your response, be sure to include the following:

- ☒ explain the direction in which the poplar tree's branches grow
- ☒ explain the events that made the tree's branches grow this way
- ☒ explain how the actions of the Old Man, Iris, Zeus, and Mercury lead to his decision
- ☒ details from the story to support your answer

Write your answer in complete sentences.

The branches grew a thisent way because the popular tree trys to bend and stretch them to see how far the brances can go. The events that made the brinches grow this way was that the tree kept his branches down. The actions of the Old man, Iris, zeuse, and Mercury lead to his decison of being honest, and upright. That is how the branches grew, how the events made the tree grow this way, how the actions of all the charters lead to his decison too.

Paper	RF Number	Score	Notes
G06	N/A	2	<p>Guide Paper 6 Score Point 2</p> <p>This response introduces a topic in a manner that follows generally from the task and purpose (<i>The branches grew this way because the popular tree trys to bend and strech them to see how far the brances can go</i>). The response demonstrates a confused comprehension of the text (<i>The events that made the branches grow this way was that the tree kept his branches down</i>). The topic is partially developed with some textual evidence (<i>The actions of the Old man, Iris, Zeuse, and Mercury lead to his decison of being honest, and upright</i>). The concluding statement follows generally from the information presented (<i>That is how the branches grew</i>). The response demonstrates emerging command of conventions, with some errors (<i>popular, trys, strech, brances, decison</i>) that may hinder comprehension.</p>

Extended Constructed Response for "The Poplar Tree"

2

Why do the poplar branches grow the way they do? Explain why the tree decides to grow them this way. How do the actions of the Old Man, Iris, Zeus, and Mercury lead to his decision? Use details from the story to support your answer.

In your response, be sure to include the following:

- ☐ explain the direction in which the poplar tree's branches grow
- ☐ explain the events that made the tree's branches grow this way
- ☐ explain how the actions of the Old Man, Iris, Zeus, and Mercury lead to his decision
- ☐ details from the story to support your answer

Write your answer in complete sentences.

The branches grow the way they do
because since then the branches
have always grown straight up.
and everyone knows that the
poplar is an honest and upright
tree.

Paper	RF Number	Score	Notes
G07	N/A	1	<p>Guide Paper 7 Score Point 1</p> <p>This response introduces a topic in a manner that follows generally from the task but demonstrates a little understanding of the text (<i>The branches grow the way they do beause since then the branchs have always grown straight up</i>). The response demonstrates an attempt to use evidence (<i>every one knows that the poplar is an honest and upright tree</i>) but only develops ideas with minimal evidence. Little attempt at organization is exhibited. This response demonstrates an emerging command of conventions, with some errors (<i>beause, branchs, every one</i>) that may hinder comprehension.</p>

Extended Constructed Response for "The Poplar Tree"

2

Why do the poplar branches grow the way they do? Explain why the tree decides to grow them this way. How do the actions of the Old Man, Iris, Zeus, and Mercury lead to his decision? Use details from the story to support your answer.

In your response, be sure to include the following:

- ☐ explain the direction in which the poplar tree's branches grow
- ☐ explain the events that made the tree's branches grow this way
- ☐ explain how the actions of the Old Man, Iris, Zeus, and Mercury lead to his decision
- ☐ details from the story to support your answer

Write your answer in complete sentences.

The tree decides to grow this way because he doesn't want to hide anything from anyone. The poplars grow that way because they tried to see how far they could spread them.

Paper	RF Number	Score	Notes
G08	N/A	1	<p>Guide Paper 8 Score Point 1</p> <p>This response introduces a topic in a manner that follows generally from the task but demonstrates little understanding of the text (<i>The tree decides to grow this way because he doesnt wanto hide anything from anyone</i>). The response demonstrates an attempt to use evidence (<i>The poplar grow that way because they tried to see how far they could spread them</i>) but only develops ideas with minimal evidence that is generally irrelevant. Little attempt at organization is exhibited. This response demonstrates and emerging command of conventions with some errors (<i>doesnt, wanto, grow</i> for <i>grows</i>) that may hinder comprehension.</p>

Extended Constructed Response for "The Poplar Tree"

2

Why do the poplar branches grow the way they do? Explain why the tree decides to grow them this way. How do the actions of the Old Man, Iris, Zeus, and Mercury lead to his decision? Use details from the story to support your answer.

In your response, be sure to include the following:

- ☐ explain the direction in which the poplar tree's branches grow
- ☐ explain the events that made the tree's branches grow this way
- ☐ explain how the actions of the Old Man, Iris, Zeus, and Mercury lead to his decision
- ☐ details from the story to support your answer.

Write your answer in complete sentences.

The poplar trees branches grow in the forest because there is gold there that's why they call them the poplar trees branches.

Paper	RF Number	Score	Notes
G09	N/A	0	<p>Guide Paper 9 Score Point 0</p> <p>This response demonstrates a lack of comprehension of the text and task (<i>The poplar tree's branches grow in the forest because thear is gold thear that's why they call then the poplar tree's branches</i>). The response provides no evidence. No organization is exhibited. The response demonstrates a lack of command of conventions, with frequent errors (<i>thear, thear, then</i>) that hinder comprehension.</p>

Extended Constructed Response for "The Poplar Tree"

2

Why do the poplar branches grow the way they do? Explain why the tree decides to grow them this way. How do the actions of the Old Man, Iris, Zeus, and Mercury lead to his decision? Use details from the story to support your answer.

In your response, be sure to include the following:

- ☐ explain the direction in which the poplar tree's branches grow
- ☐ explain the events that made the tree's branches grow this way
- ☐ explain how the actions of the Old Man, Iris, Zeus, and Mercury lead to his decision
- ☐ details from the story to support your answer

Write your answer in complete sentences.

The poplar branches grow the way
They do is because it's the way they can
do it however they want if they want

Paper	RF Number	Score	Notes
G10	N/A	0	<p>Guide Paper 10 Score Point 0</p> <p>This response demonstrates a lack of comprehension of the text and task (<i>The Popler branches grow the way They dois because it's there way They can do it however They want if They want</i>). The response provides no evidence. No organization is exhibited. The response demonstrates a lack of command of conventions, with frequent errors (<i>Popler, They, dois, becase, there</i> for <i>their, They</i>) that hinder comprehension.</p>



University of the State of New York
State Education Department

New York State Testing Program ELA Test

2013 Turnkey Training

**Grade 4 Extended-response (4-point)
Sample Question**

Guide Set

New York State Grade 4-5 Expository Writing Evaluation Rubric

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

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

Paired Passages: Myth and fact about why evergreen trees do not lose their leaves

Passage 1: Myth

Why the Evergreen Trees Never Lose Their Leaves

by Florence Holbrook

1 Winter was coming, and the birds had flown far to the south, where the air was warm and they could find berries to eat. One little bird had broken its wing and could not fly with the others. It was alone in the cold world of frost and snow. The forest looked warm, and it made its way to the trees as well as it could, to ask for help.

2 First it came to a birch-tree. "Beautiful birch-tree," it said, "my wing is broken, and my friends have flown away. May I live among your branches till they come back to me?"

3 "No, indeed," answered the birch-tree, drawing her fair green leaves away. "We of the great forest have our own birds to help. I can do nothing for you."

4 "The birch is not very strong," said the little bird to itself, "and it might be that she could not hold me easily. I will ask the oak." So the bird said, "Great oak-tree, you are so strong, will you not let me live on your boughs till my friends come back in the springtime?"

5 "In the springtime!" cried the oak. "That is a long way off. How do I know what you might do in all that time? Birds are always looking for something to eat, and you might even eat up some of my acorns."

6 "It may be that the willow will be kind to me," thought the bird, and it said, "Gentle willow, my wing is broken, and I could not fly to the south with the other birds. May I live on your branches till the springtime?"

7 The willow did not look gentle then, for she drew herself up proudly and said, "Indeed, I do not know you, and we willows never talk to people whom we do not know. Very likely there are trees somewhere that will take in strange birds. Leave me at once."

8 The poor little bird did not know what to do. Its wing was not yet strong, but it began to fly away as well as it could. Before it had gone far, a voice was heard. "Little bird," it said, "where are you going?"

9 "Indeed, I do not know," answered the bird sadly. "I am very cold."

10 “Come right here, then,” said the friendly spruce-tree, for it was her voice that had called. “You shall live on my warmest branch all winter if you choose.”

11 “Will you really let me?” asked the little bird eagerly.

12 “Indeed, I will,” answered the kind-hearted spruce-tree. “If your friends have flown away, it is time for the trees to help you. Here is the branch where my leaves are thickest and softest.”

13 “My branches are not very thick,” said the friendly pine-tree, “but I am big and strong, and I can keep the north wind from you and the spruce.”

14 “I can help too,” said a little juniper-tree. “I can give you berries all winter long, and every bird knows that juniper berries are good.”

15 So the spruce gave the lonely little bird a home, the pine kept the cold north wind away from it, and the juniper gave it berries to eat.

16 The other trees looked on and talked together scornfully.

17 “I would not have strange birds on my boughs,” said the birch.

18 “I shall not give my acorns away for any one,” said the oak.

19 “I never have anything to do with strangers,” said the willow, and the three trees drew their leaves closely about them.

20 In the morning all those shining green leaves lay on the ground, for the cold north wind had come in the night, and every leaf that it touched fell from the tree.

21 “May I touch every leaf in the forest?” asked the wind in its frolic.

22 “No,” said the forest king. “The trees that have been kind to the little bird with the broken wing may keep their leaves.”

23 This is why the leaves of the spruce, the pine, and the juniper are always green.

Passage 2: Informational

Why are evergreen trees green all year round?

- 1 Evergreen trees (also known as conifers because of the cones that hold their seeds) include spruce, fir and pine trees. Evergreen trees do lose leaves, but not all at the same time the way that deciduous trees (trees that lose their leaves) do. These trees are specially adapted to live in climates where there may be limited annual sunshine and/or available water.
- 2 The evergreen thrives in cold climates and its leaves are adapted to make the most of its environment. The leaves of evergreen trees are often small and narrow, like needles. Evergreen leaves can remain on a tree for anywhere from 1-20 years depending on the species of tree, but most leaves remain on the tree for less than five years. It is thought that by keeping its leaves year round the plant might be able to take advantage of periods of thaw during the winter to make food. It also means that the plant does not need to waste energy re-growing a full set of leaves each year.
- 3 The leaves of an evergreen have the same function as leaves of other trees, mainly to make food for the plant through photosynthesis. The leaves are often a dark green color indicating that a lot of the sun-absorbing compound chlorophyll is present. By having a lot of small leaves packed with chlorophyll, the plant gathers as much energy as it can from the sparse sunlight. It uses this energy to make food in the form of glucose. The dark color also helps keep the plant warm in its cold environment (think about wearing dark clothing on sunny day versus light or white clothing. The dark clothing absorbs more sunlight and is hotter to wear).
- 4 The cold climate where evergreens often live means that even if there is a large amount of precipitation, the water is often frozen and therefore unavailable to the plant. The small surface area and the thick coating of wax on the needle-like leaves allow the plant to retain more water (there is less surface area available for evaporation). The small leaves also have small holes called stomata that are used for gas exchange; these can be closed very tightly to stop water loss. Lastly the small pointy leaves and the cone-like shape of the tree itself shed snow more easily than other trees so the evergreens are not as likely to break under the weight of snow and ice.

Extended Constructed Response Paired Passages

2

The myth and the article both provide explanations for why evergreen trees keep their leaves in winter. How are the explanations similar and different? Use specific examples from the myth and the article to support your answer.

In your response, be sure to do the following:

- ☐ describe what the **myth** says about why evergreen trees keep their leaves in winter
- ☐ describe what the **article** says about why evergreen trees keep their leaves in winter
- ☐ discuss how the explanations are similar and different
- ☐ include details from both the myth and the article to support your answer

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Extended Constructed Response Paired Passages

2

The myth and the article both provide explanations for why evergreen trees keep their leaves in winter. How are the explanations similar and different? Use specific examples from the myth and the article to support your answer.

In your response, be sure to do the following:

- ☒ describe what the **myth** says about why evergreen trees keep their leaves in winter
- ☐ describe what the **article** says about why evergreen trees keep their leaves in winter
- ☐ discuss how the explanations are similar and different
- ☐ include details from both the myth and the article to support your answer

The myth says that the evergreen trees keep their leaves in winter because they helped a little bird. The bird had a broken wing. None of the other trees would help her out by letting her live on their branches. But, when the bird was trying to fly away, she heard a voice it was the Spruce-tree. The Spruce tree helped the little bird out, along with the Juniper and Pine.

The article says that the evergreens keep their leaves in winter because they are able to shed snow and also their dark color helps them keep warm in the cold. They are able to shed

snow because they have a cone shaped tree allowing them not to break when snow is covering it. Their dark color keeps them very warm in the cold icy winter.

Two ways the article and the myth are similar is they both include the Pine, Spruce, and Juniper. Also because they both said that the evergreens are able to survive the winter. They are different because in the myth it was a Spruce, Pine, and Juniper tree helping a little bird and therefore they got a gift to be able to keep their leaves. In the article it was the tree being able to keep its leaves all year long. Another way they are different is in the myth it involves other trees not letting the bird live on their branches. In the article it doesn't involve other trees.

Paper	RF Number	Score	Notes
G01	N/A	4	<p>Guide Paper 1 Score Point 4</p> <p>This response clearly introduces a topic in a manner that follows logically from the task and purpose (<i>The myth says that the evergreen trees keep their leaves in winter because they helped a little bird and The article says that the evergreens keep their leaves in winter because they are able to shed snow</i>). The response demonstrates insightful comprehension and analysis of the texts (<i>they both include the Pine, Spruce, and Juniper and They are different because in the myth it was a Spruce, Pine, and Juniper tree helping a little bird....In the article it was the tree being able to keep it's leaves all year long</i>). The topic is developed with relevant, well-chosen facts from the texts (<i>None of the other trees would help her out by letting her live on their branches...The Spruce tree helped the little bird out, along with the Juniper and Pine and They are able to shed snow because they have a cone shaped tree...Their dark color keeps them very warm in the cold icy winter</i>). Varied, relevant evidence is sustained throughout (<i>in the myth it involves other trees not letting the bird live on their branches. In the article it doesn't involve other trees</i>). The response exhibits clear, purposeful organization, and skillfully links ideas using grade-appropriate words and phrases (<i>But, when; Also because; Another way; In the article</i>). The language used is stylistically sophisticated (<i>therefore they got a gift</i>). The response demonstrates grade-appropriate command of conventions, with few errors.</p>

Extended Constructed Response Paired Passages

2

The myth and the article both provide explanations for why evergreen trees keep their leaves in winter. How are the explanations similar and different? Use specific examples from the myth and the article to support your answer.

In your response, be sure to do the following:

- ☒ describe what the **myth** says about why evergreen trees keep their leaves in winter
- ☒ describe what the **article** says about why evergreen trees keep their leaves in winter
- ☐ discuss how the explanations are similar and different
- ☐ include details from both the myth and the article to support your answer

The myth says evergreen trees keep their leaves because the evergreen trees were being good to the birds so the King made the wind stay away from the evergreen trees. Since the other trees were being mean to the bird, the King let the wind go and blow their leaves off.

The article says evergreen trees keep their leaves because the small pointy leaves and the cone like shape of the tree itself shed snow more easily than the other trees so the evergreens are not as likely to break under the weight of snow and ice. By having a lot of small leaves packed with chlorophyll, the plant gathers

as much energy as it can from the sparse sunlight. It uses this energy to make food in the form of glucose. The dark color also helps keep the plant warm in its cold environment.

They are different because the myth is telling a story that not all people think it is true. Then the article is giving true facts that you can prove they are right. They are similar because they are both giving information on the trees. 11.

4

Paper	RF Number	Score	Notes
G02	N/A	4	<p>Guide Paper 2 Score Point 4</p> <p>This response clearly introduces a topic in a manner that follows logically from the task and purpose (<i>The myth says evergreen trees keep their leaves because the evergreen trees were being good to the birds and The article says evergreen trees keep their leaves because the small pointy leaves and the cone like shape of the tree itself shed snow</i>). The response demonstrates insightful analysis of the texts (<i>They are different because the myth is telling a story that not all people think it is true...the article is giving true facts that you can prove they are right</i>). The topic is developed with relevant, well-chosen facts and concrete details from the texts (<i>the king made the wind stay away from the evergreen trees...the other trees were being mean to the bird, the king let the wind go and blow their leaves off and By having a lot of small leaves packed with chlorophyll, the plant gathers as much energy as it can from the sparse sunlight...The dark color also helps keep the plant warm</i>). The response exhibits clear, purposeful organization, and skillfully links ideas with grade-appropriate words and phrases (<i>Since the other, so the evergreens, By having, Then the article</i>). The language is stylistically sophisticated with domain-specific vocabulary (<i>true facts that you can prove</i>). The response provides a concluding statement that follows from the topic and information presented (<i>both giving information on the trees</i>). The response demonstrates grade-appropriate command of conventions, with few errors.</p>

Extended Constructed Response Paired Passages

2

The myth and the article both provide explanations for why evergreen trees keep their leaves in winter. How are the explanations similar and different? Use specific examples from the myth and the article to support your answer.

In your response, be sure to do the following:

- ☒ describe what the **myth** says about why evergreen trees keep their leaves in winter
- ☒ describe what the **article** says about why evergreen trees keep their leaves in winter
- ☒ discuss how the explanations are similar and different
- ☒ include details from both the myth and the article to support your answer

The **myth** says the evergreen trees keep their leaves in the winter because the trees who have been good to the bird may keep their leaves. The **article** says the evergreen trees keep their leaves in the winter because the cold climate where evergreens often live means that even if there is a lot of rain, the water is often frozen and unavailable to the plant. The small area and the thick coating of wax on the needle like leaves allow the plant to retain the water. The **myth** and the **article** are similar because they both tell ways of how evergreen trees keep their leaves in winter. The **myth** and **article** are different because the **article** tells

how evergreen trees keep their leaves in the winter describing how evergreens keep their leaves. The myth just tells a of how evergreens keep their leaves, and putting parts of facts into that story.

3

Paper	RF Number	Score	Notes
G03	N/A	3	<p>Guide Paper 3 Score Point 3</p> <p>This response clearly introduces a topic in a manner that follows from the task (<i>because the trees who have been good to the bird may keep their leaves and because, the cold climate</i>). The response demonstrates grade-appropriate comprehension and analysis of the texts (<i>are different because the article tells how evergreen trees keep their leaves in the winter describing how evergreens keep their leaves. The myth just tells a of how evergreens keep their leaves, and putting parts of facts into that story</i>). The use of relevant evidence is sustained throughout (<i>even if their is alot of rain, the water is often frozen and unavailible to the plant. The small area and the thick coating of wax on the needle like leaves allow the plant to retain the water</i>). The response exhibits clear organization, and links ideas using grade-appropriate words and phrases (<i>The myth says, The article says, even if</i>). The language is grade-appropriate with domain-specific vocabulary (<i>have been good to the bird and describing</i>). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension.</p>

Extended Constructed Response Paired Passages

2

The myth and the article both provide explanations for why evergreen trees keep their leaves in winter. How are the explanations similar and different? Use specific examples from the myth and the article to support your answer.

In your response, be sure to do the following:

- ☒ describe what the **myth** says about why evergreen trees keep their leaves in winter
- ☒ describe what the **article** says about why evergreen trees keep their leaves in winter
- ☒ discuss how the explanations are similar and different
- ☒ include details from both the myth and the article to support your answer

The myth says the evergreen trees are nice to the bird. Because they are nice they forest king told their winds only to touch the mean trees.

The article says the evergreen trees don't lose their leaves because they are adapted to the climates where there is limited sun shine and limited water.

The answers in the stories are the same and different because in the first story they keep their leaves because of kindness. But in the second story their leaves stay

on because the trees are
adapted to the cold climates.
And the reason the answers are
the same is because the both
keep their leaves.

3

Paper	RF Number	Score	Notes
G04	N/A	3	<p>Guide Paper 4 Score Point 3</p> <p>This response clearly introduces a topic in a manner that follows from the task and purpose (<i>The myth says the evergreen trees are nice to the bird and The article says the evergreen trees don't lose their leaves because they are adapted to the climates</i>). The response demonstrates grade-appropriate comprehension and analysis of the texts (<i>The answers in the stories are the same and different because in the first story they keep their leaves because of kindness. But in the second story their leaves stay on because the trees are adapted to the cold climates</i>). The topic is partially developed with some textual evidence (<i>the forest king told the wind only to touch the mean trees and where there is limited sun shine and limited water</i>). The response exhibits clear organization, and links ideas using grade-appropriate words and phrases (<i>Because, But in the second story, And the reason</i>). The response provides a concluding statement that follows from the topic and information presented (<i>the answers are the same is because the both keep their leaves</i>). The response demonstrates grade-appropriate command of conventions, with occasional errors (<i>loose, storys, the</i>) that do not hinder comprehension.</p>

Extended Constructed Response Paired Passages

2

The myth and the article both provide explanations for why evergreen trees keep their leaves in winter. How are the explanations similar and different? Use specific examples from the myth and the article to support your answer.

In your response, be sure to do the following:

- ☒ describe what the **myth** says about why evergreen trees keep their leaves in winter
- ☒ describe what the **article** says about why evergreen trees keep their leaves in winter
- ☒ discuss how the explanations are similar and different
- ☒ include details from both the myth and the article to support your answer

The leaves of the evergreens stay on because the forest king told the wind not to touch the trees that were helping the little bird.

The leaves of the evergreens stay on because they store food in there leaves.

The stories are similar because they both tell you that they do lose there leaves just not at the same time. They are different because one is fiction the other one is non fiction.

Paper	RF Number	Score	Notes
G05	N/A	2	<p>Guide Paper 5 Score Point 2</p> <p>This response introduces a topic in a manner that follows generally from the task and purpose (<i>because the forest king told the wind not to touch the trees and because they store food in there leaves</i>). The response demonstrates a literal comprehension of the texts (<i>they both tell you that they do lose there leaves just not at the same time and one is fiction the other one is non fiction</i>). The topic is partially developed with the use of some textual evidence (<i>told the wind not to touch the trees that were helping the little bird</i>). The response exhibits some attempt at organization and inconsistently uses words and phrases to link ideas (<i>The stories are simaler and They are diffrent because</i>). No concluding statement is provided. The response demonstrates grade-appropriate command of conventions, with occasional errors (<i>there for their, simaler, diffrent</i>) that do not hinder comprehension.</p>

Extended Constructed Response Paired Passages

2

The myth and the article both provide explanations for why evergreen trees keep their leaves in winter. How are the explanations similar and different? Use specific examples from the myth and the article to support your answer.

In your response, be sure to do the following:

- ☒ describe what the **myth** says about why evergreen trees keep their leaves in winter
- ☒ describe what the **article** says about why evergreen trees keep their leaves in winter
- ☒ discuss how the explanations are similar and different
- ☒ include details from both the myth and the article to support your answer

The myth says that the wind asked if he could blow the leaves off the trees and the King of the forest said no. In the article it said that wax helps and its dark color too. The way that they are both the same is that they both explain the same thing but in different way that they explain.

Paper	RF Number	Score	Notes
G06	N/A	2	<p>Guide Paper 6 Score Point 2</p> <p>This response introduces a topic in a manner that follows generally from the task (<i>the wind asked if he could blow the leaves off the trees and wax helps</i>). The response demonstrates a literal comprehension of the texts (<i>they both explaine the same thin but in differnet way that they explain</i>). The topic is partially developed with some textual evidence (<i>the king of the forest said no and its dark coler too</i>). The response exhibits some attempt at organization and inconsistently links ideas using words and phrases (<i>The myth says and In the article</i>). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (<i>coler, explaine, differnet</i>).</p>

Extended Constructed Response Paired Passages

2

The myth and the article both provide explanations for why evergreen trees keep their leaves in winter. How are the explanations similar and different? Use specific examples from the myth and the article to support your answer.

In your response, be sure to do the following:

- ☐ describe what the **myth** says about why evergreen trees keep their leaves in winter
- ☐ describe what the **article** says about why evergreen trees keep their leaves in winter
- ☐ discuss how the explanations are similar and different
- ☐ include details from both the myth and the article to support your answer

Each story has facts and one of the same facts are coniferous trees have wax on their leaves so snow slips right off, and one of the myths from the first stories is ever green trees don't lose their leaves because they were good to the bird it's because coniferous trees have adapted to the weather.

Paper	RF Number	Score	Notes
G07	N/A	1	<p>Guide Paper 7 Score Point 1</p> <p>This response introduces a topic in a manner that follows generally from the task (<i>Each story has facts</i>). The response demonstrates little understanding of the texts (<i>conifouris trees hav wax on thier leves so snow slips right off...ever green trees don't lose their wings because they were good to the bird</i>). Ideas are developed using minimal evidence (<i>conifourios trees have adapted to the weather</i>). This response exhibits little attempt at organization, and lacks the use of linking words to connect ideas. No concluding statement is provided. This response demonstrates emerging command of conventions, with some errors (<i>conifouris, hav, thier, leves</i>) that may hinder comprehension.</p>

Extended Constructed Response Paired Passages

2

The myth and the article both provide explanations for why evergreen trees keep their leaves in winter. How are the explanations similar and different? Use specific examples from the myth and the article to support your answer.

In your response, be sure to do the following:

- ☐ describe what the **myth** says about why evergreen trees keep their leaves in winter
- ☐ describe what the **article** says about why evergreen trees keep their leaves in winter
- ☐ discuss how the explanations are similar and different
- ☐ include details from both the myth and the article to support your answer

the Myth is they are telling you about how trees are different than other trees. the fiction is where the trees talk the bird talks, the evergreens keep their leaves all year long because for are christmas trees and for are air.

Paper	RF Number	Score	Notes
G08	N/A	1	<p>Guide Paper 8 Score Point 1</p> <p>This response introduces a topic in a manner that follows generally from the task but demonstrates little understanding of the texts (<i>the Myth is they are telling you about how trees are different then other trees</i>). The response demonstrates an attempt to use evidence (<i>the fiction is ware the trees talk the bird talks</i>) but the evidence is generally irrelevant (<i>for are chrismis trees and for are air</i>). This response exhibits little attempt at organization and does not provide a concluding statement. This response demonstrates a lack of command of conventions, with frequent errors (<i>the Myth, then, the, ware, ceep, thare, are for our</i>) that hinder comprehension.</p>

Extended Constructed Response Paired Passages

2

The myth and the article both provide explanations for why evergreen trees keep their leaves in winter. How are the explanations similar and different? Use specific examples from the myth and the article to support your answer.

In your response, be sure to do the following:

- ☐ describe what the **myth** says about why evergreen trees keep their leaves in winter
- ☐ describe what the **article** says about why evergreen trees keep their leaves in winter
- ☐ discuss how the explanations are similar and different
- ☐ include details from both the myth and the article to support your answer

The birds have flown to
The south. And a bird
broken its wing. And he
found a forest that was
warm and cosy

Paper	RF Number	Score	Notes
G09	N/A	0	<p>Guide Paper 9 Score Point 0</p> <p>This response demonstrates a lack of comprehension of the task. The response demonstrates an attempt to use evidence, which is generally irrelevant (<i>The birds have flown to The south. And a bird broken its wing And he fownd a foreat that was worm and cosy</i>). The response exhibits no evidence of organization or use of linking words. This response uses imprecise language and does not provide a concluding statement. The response demonstrates a lack of command of conventions, with frequent errors (<i>to The south And a, wing And, fownd, foreat, worm</i>) that hinder comprehension.</p>

Extended Constructed Response Paired Passages

2

The myth and the article both provide explanations for why evergreen trees keep their leaves in winter. How are the explanations similar and different? Use specific examples from the myth and the article to support your answer.

In your response, be sure to do the following:

- ☒ describe what the **myth** says about why evergreen trees keep their leaves in winter
- ☒ describe what the **article** says about why evergreen trees keep their leaves in winter
- ☐ discuss how the explanations are similar and different
- ☐ include details from both the myth and the article to support your answer

They grew brave and they
have to stay for spring.

Paper	RF Number	Score	Notes
G10	N/A	0	Guide Paper 10 Score Point 0 This response demonstrates a lack of comprehension of the texts and task (<i>They grew brave and they have to stay for spring</i>). There is no evidence of organization. Language is minimal, making assessment of conventions unreliable.



University of the State of New York
State Education Department

New York State Testing Program ELA Test

2013 Turnkey Training

**Grade 8 Extended-response (4-point)
Sample Question**

Guide Set

11/19/12

New York State Grade 6-8 Expository Writing Evaluation Rubric

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

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

Paired Passages

The Story of My Life

by Helen Keller

The morning after my teacher came she led me into her room and gave me a doll. The little blind children at the Perkins Institution had sent it and Laura Bridgman had dressed it; but I did not know this until afterward. When I had played with it a little while, Miss Sullivan slowly spelled into my hand the word "d-o-l-l."

5 I was at once interested in this finger play and tried to imitate it. When I finally succeeded in making the letters correctly I was flushed with childish pleasure and pride. Running downstairs to my mother I held up my hand and made the letters for doll. I did not know that I was spelling a word or even that words existed; I was simply making my fingers go in monkey-like imitation. In the days

10 that followed I learned to spell in this uncomprehending way a great many words, among them *pin*, *hat*, *cup* and a few verbs like *sit*, *stand* and *walk*. But my teacher had been with me several weeks before I understood that everything has a name.

One day, while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spelled "d-o-l-l" and tried to make me understand that "d-o-l-l" applied to both. Earlier in the day we had had a tussle over the words "m-u-g" and "w-a-t-e-r." Miss Sullivan had tried to impress it upon me that "m-u-g" is *mug* and that "w-a-t-e-r" is *water*, but I persisted in confounding the two. In despair she had dropped the subject for the time, only to renew it at the first opportunity. I became impatient at her repeated attempts and, seizing the

15 new doll, I dashed it upon the floor. I was keenly delighted when I felt the fragments of the broken doll at my feet. Neither sorrow nor regret followed my passionate outburst. I had not loved the doll. In the still, dark world in which I lived there was no strong sentiment of tenderness. I felt my teacher sweep the fragments to one side of the hearth, and I had a sense of satisfaction that the cause of my discomfort was removed. She brought me my hat, and I knew I was

20 going out into the warm sunshine. This thought, if a wordless sensation may be called a thought, made me hop and skip with pleasure.

We walked down the path to the well-house, attracted by the fragrance of the honeysuckle with which it was covered. Some one was drawing water and my teacher placed my hand under the spout. As the cool stream gushed over one

30 hand she spelled into the other the word water, first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt a misty consciousness as of something forgotten—a thrill of returning thought; and somehow the mystery of language was revealed to me. I knew then that "w-a-t-e-r" meant the wonderful cool something that was flowing over my

35 hand. That living word awakened my soul, gave it light, hope, joy, set it free! There were barriers still, it is true, but barriers that could in time be swept away.

I left the well-house eager to learn. Everything had a name, and each name gave birth to a new thought. As we returned to the house every object which I touched seemed to quiver with life. That was because I saw everything with the strange, new sight that had come to me. On entering the door I remembered the doll I had broken. I felt my way to the hearth and picked up the pieces. I tried vainly to put them together. Then my eyes filled with tears; for I realized what I had done, and for the first time I felt repentance and sorrow.

Narrative of the Life of Frederick Douglass, an American Slave

by Frederick Douglass

5 I lived in Master Hugh's family about seven years. During this time, I succeeded in learning to read and write. In accomplishing this, I was compelled to resort to various stratagems. I had no regular teacher. My mistress, who had kindly commenced to instruct me, had, in compliance with the advice and direction of her husband, not only ceased to instruct, but had set her face against my being instructed by anyone else. It is due, however, to my mistress to say of her, that she did not adopt this course of treatment immediately. She at first lacked the depravity indispensable to shutting me up in mental darkness. It was at least necessary for her to have some training in the exercise of irresponsible power, to make her equal to
10 the task of treating me as though I were a brute.

15 My mistress was, as I have said, a kind and tender-hearted woman; and in the simplicity of her soul she commenced, when I first went to live with her, to treat me as she supposed one human being ought to treat another. In entering upon the duties of a slaveholder, she did not seem to perceive that I sustained to her the relation of a mere chattel, and that for her to treat me as a human being was not only wrong, but dangerously so. Slavery proved as injurious to her as it did to me. When I went there, she was a pious, warm, and tender-hearted woman. There was no sorrow or suffering for which she had not a tear. She had bread for the hungry, clothes for the naked, and comfort for every mourner that came within her reach.
20 Slavery soon proved its ability to divest her of these heavenly qualities. Under its influence, the tender heart became stone, and the lamblike disposition gave way to one of tiger-like fierceness. The first step in her downward course was in her ceasing to instruct me. She now commenced to practice her husband's precepts. She finally became even more violent in her opposition than her husband himself. She was not
25 satisfied with simply doing as well as he had commanded; she seemed anxious to do better. Nothing seemed to make her more angry than to see me with a newspaper. She seemed to think that here lay the danger. I have had her rush at me with a face made all up of fury, and snatch from me a newspaper, in a manner that fully revealed her apprehension. She was an apt woman; and a little experience soon
30 demonstrated, to her satisfaction, that education and slavery were incompatible with each other.

35 From this time I was most narrowly watched. If I was in a separate room any considerable length of time, I was sure to be suspected of having a book, and was at once called to give an account of myself. All this, however, was too late. The first step had been taken. Mistress, in teaching me the alphabet, had given me the *inch*, and no precaution could prevent me from taking the *ell*.

40 The plan which I adopted, and the one by which I was most successful, was
that of making friends of all the little white boys whom I met in the street. As many
of these as I could, I converted into teachers. With their kindly aid, obtained at
different times and in different places, I finally succeeded in learning to read. When I
was sent on errands, I always took my book with me, and by doing one part of my
errand quickly, I found time to get a lesson before my return. I used also to carry
bread with me, enough of which was always in the house, and to which I was always
welcome; for I was much better off in this regard than many of the poor white
45 children in our neighborhood. This bread I used to bestow upon the hungry little
urchins, who, in return, would give me that more valuable bread of knowledge. I am
strongly tempted to give the names of two or three of those little boys, as a
testimonial of the gratitude and affection I bear them; but prudence forbids;—not
that it would injure me, but it might embarrass them; for it is almost an
50 unpardonable offence to teach slaves to read in this Christian country. It is enough
to say of the dear little fellows, that they lived on Philpot Street, very near Durgin
and Bailey's ship-yard. I used to talk this matter of slavery over with them. I would
sometimes say to them, I wished I could be as free as they would be when they got
to be men. "You will be free as soon as you are twenty-one, but I am a slave for life!
55 Have not I as good a right to be free as you have?" These words used to trouble
them; they would express for me the liveliest sympathy, and console me with the
hope that something would occur by which I might be free.

2

In your response, be sure to

- Write your answer in complete sentences.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Extended Constructed Response Paired Passages

2

"The Story of My Life" and "Narrative of the Life of Frederick Douglass, an American Slave" share many ideas about the human condition/character. What is a major central idea that is shared by both passages? Explain the importance of the shared central idea for each narrator. Discuss similarities and differences in the role of shared central idea for each narrator. Use details from **both** passages to support your response.

In your response, be sure to

- ☒ identify a central idea shared by both passages, "The Story of My Life" and "Narrative of the Life of Frederick Douglass, an American Slave"
- ☒ explain the importance of the central idea to each narrator
- ☒ explain the similarities and differences in the importance of the central idea for each narrator.
- ☐ use details from **both** passages to support your response

Write your answer in complete sentences.

"The Story of My Life" and "Narrative of the Life of Frederick Douglass, an American Slave" share many ideas about human condition or character. There is a main idea that both passages share. Both passages have similarities and differences.

In both passages, there is a main central idea that both share. "The Story of My Life" and "Narrative of the Life of Frederick Douglass, an American Slave" 's main idea was that anyone can learn to read, write, or learn words in the hardest times of their lives. For Helen Keller, the hardest times of her life, was being both blind and deaf. That made it more difficult for her to

learn how to read and write, especially if you can't hear how they say the words or see what the word may look like in life. It was also hard for Frederick Douglass to learn. He was a slave and you could get whipped or get something cut off if you were caught learning how to read and write. Douglass was abused a lot by his mistress. He had to sneak around to learn and if he got caught he was abused even more.

There are some similarities and differences to the main idea that both stories share. The difference is that one narrator is blind & deaf, and the other narrator is a slave who isn't supposed to be learning anything. One is being encouraged to learn, while the other is being beaten up if caught learning. They are similar because they both faced hard times but still managed to get over it. Helen and Frederick got to learn even though it was a task that was very hard to accomplish.

The passages "The Story of My Life" and the one about Frederick Douglass' life had a central main idea that they shared. Both narrators faced hard times and wanted to learn. They had many similarities and differences about each other.

Paper	RF Number	Score	Notes
G01	N/A	4	<p>Guide Paper 1 Score Point 4</p> <p>This response clearly introduces a topic in a manner that follows logically from the task and purpose (<i>There is a main idea that both passages share. Both passages have similarities and differences</i>). The response demonstrates insightful analysis of the texts (<i>"The Story of My Life" and "Narrative of the Life of Frederick Douglass, an American Slave"'s main idea was that anyone can learn to read, write, or learn words in the hardest times of their lives</i>). The topic is developed with the sustained use of relevant, well-chosen evidence from the texts that is varied (<i>For Helen Keller, the hardest times of her life, was being both blind and deaf. That made it more difficult for her to learn how to read and write, especially if you can't hear how they way the words or see what the work may look like and He was a slave...He had to sneak around to learn and if he got caught he was abused even more</i>). Clear organization is exhibited by the skillful use of appropriate and varied transitions (<i>In both passages, That made it...especially if, It was also hard, One is being...while the other is being</i>). The response maintains a formal style, using grade-appropriate and domain-specific vocabulary (<i>the hardest times of their lives, abused, encouraged to learn, hard to accomplish</i>). The concluding statement follows clearly from the topic and information presented (<i>Both narrators faced hard times and wanted to learn</i>). The response demonstrates grade-appropriate command of conventions, with few errors.</p>

Extended Constructed Response Paired Passages

2

"The Story of My Life" and "Narrative of the Life of Frederick Douglass, an American Slave" share many ideas about the human condition/character. What is a major central idea that is shared by both passages? Explain the importance of the shared central idea for each narrator. Discuss similarities and differences in the role of shared central idea for each narrator. Use details from **both** passages to support your response.

In your response, be sure to

- ☐ identify a central idea shared by both passages, "The Story of My Life" and "Narrative of the Life of Frederick Douglass, an American Slave"
- ☐ explain the importance of the central idea to each narrator
- ☐ explain the similarities and differences in the importance of the central idea for each narrator.
- ☐ use details from **both** passages to support your response

Write your answer in complete sentences.

In the stories "The story of My Life" and "Narrative of the Life of Frederick Douglass, an American slave" share one common idea. the common idea the stories share is that education is important.

In the story "The story of My Life" Helen Keller learns words from her teacher by the words being traced in her arms and hands. In the book "Narrative of the Life of Frederick Douglass, an American Slave" Douglass learns to read at first by his mistress, then by the hungry children that lived

on Philpot street. The similarities of their learning were: it was hard for them to learn and it took them a long time to learn new things. The differences were Helen Keller was blind. Fredrick Douglass was not, Douglass always wanted to read. Helen Keller had a brief time where she didn't, and Fredrick Douglass was taught by many different people while Helen Keller was taught by one teacher. The reason education was important to Helen Keller is it gave her a whole different perspective. It was important to Fredrick Douglass because he wanted to read books and newspapers.

Education is important to everyone. Fredrick Douglass and Helen Keller are two great examples of this.

Paper	RF Number	Score	Notes
G02	N/A	4	<p>Guide Paper 2 Score Point 4</p> <p>This response clearly introduces a topic in a manner that follows logically from the task and purpose (<i>The common idea the stories share is that education is important</i>). The topic is developed with the sustained use of relevant, well-chosen evidence from the texts that is varied (<i>Helen Keller learns words from her teacher by the words being traced in her arms and hands; Douglass learns to read at first by his mistress, then by the hungry children on Philpot street; Fredrick Douglass was taught by many different people while Helen Keller was taught by one teacher</i>). Clear organization is exhibited by the skillful use of appropriate transitions (<i>In the story, In the book, The similarities, The differences were, and, while, The reason</i>) to create a unified whole. The response maintains a formal style, using grade-appropriate and domain-specific vocabulary (<i>had a brief time, gave her a whole different perspective, two great examples of this</i>). The concluding statement follows clearly from the topic and information presented (<i>Education is important to everyone</i>). The response demonstrates grade-appropriate command of conventions, with few errors.</p>

Extended Constructed Response Paired Passages

2

"The Story of My Life" and "Narrative of the Life of Frederick Douglass, an American Slave" share many ideas about the human condition/character. What is a major central idea that is shared by both passages? Explain the importance of the shared central idea for each narrator. Discuss similarities and differences in the role of shared central idea for each narrator. Use details from **both** passages to support your response.

In your response, be sure to

- ☐ identify a central idea shared by both passages, "The Story of My Life" and "Narrative of the Life of Frederick Douglass, an American Slave"
- ☐ explain the importance of the central idea to each narrator
- ☐ explain the similarities and differences in the importance of the central idea for each narrator.
- ☐ use details from **both** passages to support your response

Write your answer in complete sentences.

In "The Story of My Life" Helen Keller a blind and deaf little girl is being taught certain words and does not yet understand them. The first word that she is taught is doll. She does not really know what it means and is just moving her hands in a monkey like fashion. Then one day she understands it all. That every thing has a name and every name is spelled a certain way using letters.

In the story "Narrative of the Life of Frederick Douglass, an American Slave" he is a slave living with the Hugh's family going one seven years now. The person that he likes the most is the tender hearted Mistress. She

was very kind and gave food to the hungry and clothes to the naked. But one day she started something she could never go back on. She started to teach the slave how to read and right but first started with the alphabet.

These two stories are similar because they are involved with two very different people faced with the similar problem. Helen Keller a small little girl that is blind and deaf. Frederick Douglass a grown African-American man. They both face a problem they can not read nor write so they get taught. They both also care for something. Like Helen Keller who loved her doll and Frederick Douglass who loved his Mistress.

Paper	RF Number	Score	Notes
G03	N/A	3	<p>Guide Paper 3 Score Point 3</p> <p>This response clearly introduces a topic in a manner that follows from the task and purpose (<i>In "The Story of My Life" Helen Keller is a and In the story "Narrative of the Life of Frederick Douglass, and American Slave" he is a slave</i>). This response demonstrates grade-appropriate analysis of the texts (<i>These two stories are similar because they are invaulved with to very different people faced with the similar problem</i>). The topic is developed with relevant details from the texts (<i>a blind and deaf little girl is being taught certain words and does not yet understand them...and is just moving her hands in a monkey like fashion and she started something she could never go back on...to teach the slave how to read and right but first started withe alphabet</i>). The use of relevant evidence is sustained, with some lack of variety (<i>Helen Keller a small little girl that is blind and deaf. Fredrick Douglas a grown African-American man. The both face a problem the can not read nor write</i>). The response exhibits clear organization, with the use of appropriate transitions (<i>The first, Then one day, In the story, But one day, They both also</i>). A formal style is established by using precise language and domain-specific vocabulary (<i>not yet understand, face a problem</i>). The response demonstrates grade-appropriate command of conventions, with occasional errors (<i>right for write, withe, invaulved, The for They</i>) that do not hinder comprehension.</p>

Extended Constructed Response Paired Passages

2

"The Story of My Life" and "Narrative of the Life of Frederick Douglass, an American Slave" share many ideas about the human condition/character. What is a major central idea that is shared by both passages? Explain the importance of the shared central idea for each narrator. Discuss similarities and differences in the role of shared central idea for each narrator. Use details from **both** passages to support your response.

- In your response, be sure to
- ☒ identify a central idea shared by both passages, "The Story of My Life" and "Narrative of the Life of Frederick Douglass, an American Slave"
 - ☒ explain the importance of the central idea to each narrator
 - ☐ explain the similarities and differences in the importance of the central idea for each narrator.
 - ☒ use details from **both** passages to support your response

Write your answer in complete sentences.

In the passages, Helen Keller, a Frederick Douglass both overcome obstacles. Helen being both blind and deaf, has to learn words and meanings of them. Frederick is a slave that wants to learn, that wants to read. So the main point of these stories is that you can do anything if you try.

The importance of the central point is that you shouldn't give up. Helen Keller had to have the feel of the words. They had to be written on her hand. She didn't like it but she wanted to learn them. Frederick wanted to read, but he was a slave and couldn't. So he would run errands then go find someone

to teach him to read.

Even though the main idea of the passages is the same, the way they use it is different.

Fredrick is easily capable of learning, and he just wants to be able to read. Helen wants to be able to identify an object without vision or hearing it. Yet, there are similarities. They both want to learn something new.

3

Paper	RF Number	Score	Notes
G04	N/A	3	<p>Guide Paper 4 Score Point 3</p> <p>This response clearly introduces a topic in a manner that follows from the task and purpose (<i>Helen Keller, a Fredrick Douglass both overcome obstacles...they main point of these stories is that you can do anything if you try</i>). This response demonstrates grade-appropriate analysis of the texts (<i>the main idea of the passages is the same, the way they use it is different. Fredrick is easily capable of learning, and he just wants to be able to read. Helen wants to be able to identify an object without vision of hearing it</i>). The topic is developed with relevant details from the texts (<i>had to have the feel of the words. They had to be written on her hand and Fredrick wanted to read, but he was a slave and couldn't. So he would run errands then go find someone to teach him to read</i>). The use of relevant evidence is sustained, with some lack of variety (<i>Helen wants to be able to identify an object without vision of hearing it</i>). The response exhibits clear organization, with the use of appropriate transitions (<i>The importance, So he would, Even though, Yet</i>). A formal style is established and maintained using domain-specific vocabulary (<i>easily capable of learning and identify an object without vision</i>). The concluding statement follows from the topic and information presented (<i>They both want to learn something new</i>). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension.</p>

Extended Constructed Response Paired Passages

2

"The Story of My Life" and "Narrative of the Life of Frederick Douglass, an American Slave" share many ideas about the human condition/character. What is a major central idea that is shared by both passages? Explain the importance of the shared central idea for each narrator. Discuss similarities and differences in the role of shared central idea for each narrator. Use details from **both** passages to support your response.

In your response, be sure to

- ☐ identify a central idea shared by both passages, "The Story of My Life" and "Narrative of the Life of Frederick Douglass, an American Slave"
- ☐ explain the importance of the central idea to each narrator
- ☐ explain the similarities and differences in the importance of the central idea for each narrator.
- ☐ use details from **both** passages to support your response

Write your answer in complete sentences.

The central idea of both "The Story of My Life", and "Frederick Douglass, An American Slave", is that ~~w~~learning is key. Learning is important because it feeds our curiosity and gives us knowledge of what's going on around the world. In the story about Helen Keller, she learns how to read by touching the object. And In Frederick Douglass story he knows how to read a book even though he is a slave. But I think it is easier for Frederick to learn because he can see. Helen Keller can't see or hear! which makes it extremely hard, almost impossible. Again, learning is key to our society.

2

Paper	RF Number	Score	Notes
G05	N/A	2	<p>Guide Paper 5 Score Point 2</p> <p>This response introduces a topic in a manner that follows generally from the task and purpose (<i>The central idea of both... is that learning is key</i>). The response demonstrates a literal comprehension of the texts (<i>I think it is easiar for Fredrick to learn because he can see. Hellen Keller cant see or hear!</i>). The topic is partially developed with the use of some textual evidence (<i>she learns how to read by touching the object and In Fredrick Douglasses story he knows how to read a book even though he is a slave</i>). This response exhibits some attempt at organization, with inconsistent use of transitions (<i>In the story, And In, But I think, Again</i>). The concluding statement follows generally from the information presented (<i>learning is key to our society</i>). The response demonstrates an emerging command of conventions, with some errors (<i>knowlege, whats, And In, Douglasses, easiar, cant, extremly</i>) that may hinder comprehension.</p>

Extended Constructed Response Paired Passages

2

"The Story of My Life" and "Narrative of the Life of Frederick Douglass, an American Slave" share many ideas about the human condition/character. What is a major central idea that is shared by both passages? Explain the importance of the shared central idea for each narrator. Discuss similarities and differences in the role of shared central idea for each narrator. Use details from **both** passages to support your response.

In your response, be sure to

- ☐ identify a central idea shared by both passages, "The Story of My Life" and "Narrative of the Life of Frederick Douglass, an American Slave"
- ☐ explain the importance of the central idea to each narrator
- ☐ explain the similarities and differences in the importance of the central idea for each narrator.
- ☐ use details from **both** passages to support your response

Write your answer in complete sentences.

In both passages Helen and Frederick both ~~are~~ are learning new words and are trying their best at learning. It is important for them to learn new words so they can understand things better other than not know anything. Even though Helen is blind and deaf she can understand many things and that all things have names. But Frederick is a slave who wants to learn how to read so that he is like all the white people who know how to read and write.

Paper	RF Number	Score	Notes
G06	N/A	2	<p>Guide Paper 6 Score Point 2</p> <p>This response introduces a topic in a manner that follows generally from the task and purpose (<i>In both passages Helen and Frederick both are learning new words and are trying their best at learning</i>). The response demonstrates a literal comprehension of the texts (<i>It is important for them to learn new words So they can understand things better other than not know anything</i>). The topic is partially developed with the use of some textual evidence (<i>Helen is blind and deaf she can understand many thing and that all things have names and Frederick is a slave who wants to learn how to read so that he is like all the white people who know how</i>). This response exhibits some attempt at organization, with inconsistent use of transitions (<i>Even though</i> and <i>But</i>). A formal style is not maintained, with inconsistent use of domain-specific vocabulary (<i>understand things better, understand many thing, all things</i>). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension.</p>

Extended Constructed Response Paired Passages

2

"The Story of My Life" and "Narrative of the Life of Frederick Douglass, an American Slave" share many ideas about the human condition/character. What is a major central idea that is shared by both passages? Explain the importance of the shared central idea for each narrator. Discuss similarities and differences in the role of shared central idea for each narrator. Use details from **both** passages to support your response.

In your response, be sure to

- ☐ identify a central idea shared by both passages, "The Story of My Life" and "Narrative of the Life of Frederick Douglass, an American Slave"
- ☐ explain the importance of the central idea to each narrator
- ☐ explain the similarities and differences in the importance of the central idea for each narrator.
- ☐ use details from **both** passages to support your response

Write your answer in complete sentences.

Helen Keller is a blind
little girl and Frederick
Douglass is a American
slave. He learned how
to read and write
from his mistress.
Helen Keller learns
how to use sign
language ~~with~~ with her
little doll.

1

Paper	RF Number	Score	Notes
G07	N/A	1	<p>Guide Paper 7 Score Point 1</p> <p>This response introduces a topic in a manner that follows generally from the task but demonstrates a little understanding of the texts (<i>Helen Keller is a blind Little girl and frederick Douglass is a Aerican slave</i>). The response demonstrates an attempt to use evidence (<i>He learned how to read and write from his Mistress</i>), but only develops ideas with minimal evidence (<i>Helen Keller Learns how to use sign language with her Little doll</i>). This response exhibits little attempt at organization and lacks a formal style. The response demonstrates an emerging command of conventions, with some errors (<i>Little, frederick, Aerican, language</i>) that may hinder comprehension.</p>

Extended Constructed Response Paired Passages

2

"The Story of My Life" and "Narrative of the Life of Frederick Douglass, an American Slave" share many ideas about the human condition/character. What is a major central idea that is shared by both passages? Explain the importance of the shared central idea for each narrator. Discuss similarities and differences in the role of shared central idea for each narrator. Use details from both passages to support your response.

In your response, be sure to

- ☐ identify a central idea shared by both passages, "The Story of My Life" and "Narrative of the Life of Frederick Douglass, an American Slave"
- ☐ explain the importance of the central idea to each narrator
- ☐ explain the similarities and differences in the importance of the central idea for each narrator.
- ☐ use details from **both** passages to support your response

Write your answer in complete sentences.

The authors central idea is that life isn't what it always seems. Words always has a meaning, you just have to find it (Helen Keller). You have to find the time to learn from anyone.

1

Paper	RF Number	Score	Notes
G08	N/A	1	<p>Guide Paper 8 Score Point 1</p> <p>This response introduces a topic in a manner that follows generally from the task (<i>The authors central ideas is that life isn't what it always seems</i>). The response demonstrates little understanding of the texts (<i>You have to find the time to learn from anyone</i>). The response demonstrates an attempt to use minimal evidence (<i>Words always has a meaning you just have to find it</i>). The response exhibits little attempt at organization and does not provide a concluding statement. The response demonstrates an emerging command of conventions, with some errors (<i>authors</i> and <i>Words always has</i>) that may hinder comprehension.</p>

Extended Constructed Response Paired Passages

2

"The Story of My Life" and "Narrative of the Life of Frederick Douglass, an American Slave" share many ideas about the human condition/character. What is a major central idea that is shared by both passages? Explain the importance of the shared central idea for each narrator. Discuss similarities and differences in the role of shared central idea for each narrator. Use details from **both** passages to support your response.

In your response, be sure to

- ☐ identify a central idea shared by both passages, "The Story of My Life" and "Narrative of the Life of Frederick Douglass, an American Slave"
- ☐ explain the importance of the central idea to each narrator
- ☐ explain the similarities and differences in the importance of the central idea for each narrator.
- ☐ use details from **both** passages to support your response

Write your answer in complete sentences.

in Both Story's its cool

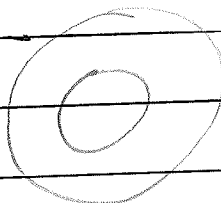
because if your Blind and

Deaf You cant really no what

stuff is and spell it and

many slaves dont no how

to read or right



Paper	RF Number	Score	Notes
G09	N/A	0	<p>Guide Paper 9 Score Point 0</p> <p>This response demonstrates a lack of comprehension of the task (<i>in Both story's its cool</i>) and little understanding of the texts (<i>if your bind and Deth you cant really no what stuff is and spell it and many slaves dont no how to read or right</i>). There is no evidence of organization. This response uses imprecise language (<i>no what stuff is</i>) and does not provide a concluding statement. This response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (<i>in, Both, Story's, its, your, bind, Deth, cant, no, dont, right</i>).</p>

Extended Constructed Response Paired Passages

2

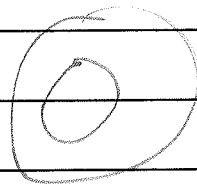
"The Story of My Life" and "Narrative of the Life of Frederick Douglass, an American Slave" share many ideas about the human condition/character. What is a major central idea that is shared by both passages? Explain the importance of the shared central idea for each narrator. Discuss similarities and differences in the role of shared central idea for each narrator. Use details from **both** passages to support your response.

In your response, be sure to

- ☐ identify a central idea shared by both passages, "The Story of My Life" and "Narrative of the Life of Frederick Douglass, an American Slave"
- ☐ explain the importance of the central idea to each narrator
- ☐ explain the similarities and differences in the importance of the central idea for each narrator.
- ☐ use details from **both** passages to support your response

Write your answer in complete sentences.

In both of the passages "The Story of My Life" and "Narrative of the Life of Frederick Douglass" One of the differences was that the setting was very different and in "The story of my life the kid got a doll.



Paper	RF Number	Score	Notes
G10	N/A	0	<p>Guide Paper 10 Score Point 0</p> <p>This response demonstrates a lack of comprehension of the task (<i>In both of the passages...One of the differeces was that the setting was very different</i>) and little understanding of the texts (<i>in "The Story of My life the kid got a doll</i>). There is no evidence of organization and no concluding statement. The response demonstrates an emerging command of conventions, with some errors (<i>life, One, differeces</i>) that may hinder comprehension.</p>



University of the State of New York
State Education Department

New York State Testing Program ELA Test

2013 Turnkey Training

**Grade 8 Extended-response (4-point)
Sample Question**

Practice Set

Practice Set
2013 NY Turnkey Training
Grade 8 Sample 4-point Question

Paper	RF Number	Score	Notes
P1	N/A		
P2	N/A		
P3	N/A		
P4	N/A		
P5	N/A		

Extended Constructed Response Paired Passages

2

"The Story of My Life" and "Narrative of the Life of Frederick Douglass, an American Slave" share many ideas about the human condition/character. What is a major central idea that is shared by both passages? Explain the importance of the shared central idea for each narrator. Discuss similarities and differences in the role of shared central idea for each narrator. Use details from **both** passages to support your response.

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- ☐ identify a central idea shared by both passages, "The Story of My Life" and "Narrative of the Life of Frederick Douglass, an American Slave"
- ☐ explain the importance of the central idea to each narrator
- ☐ explain the similarities and differences in the importance of the central idea for each narrator.
- ☐ use details from **both** passages to support your response

Write your answer in complete sentences.

In the story "The Story of My Life", the author didn't want to learn how to read at first. By the end of the passage, she realized that everything had a name and she became curious about all of these names and wanted to learn more. In "Narrative of the Life of Frederick Douglass, an American Slave", the author had always wanted to learn how to read. But being a slave and wanting to learn to read was not easy.

"The Story of My Life" was about Helen Keller and how in the beginning of the class, when she was taught many things by a special teacher, she didn't want to learn anything. But when she realized that everything had a name, she became curious and wanted to learn more. In the other passage I read, the narrator was a slave who always wanted to be free and learn to read. When he began to read fluently, he was reading all of the time. His

owner did not like the fact that of his slaves could read. The owner's wife was the same way. Whenever she saw him reading a newspaper she would snatch it out of his hands with a furious look on her face. Both narrators had dreams that were very hard to accomplish but they both achieved everything that they set out for.

In both of the stories that I read today, the topic was the wanting of knowledge. Frederick Douglass became a free man and was able to read even though he was born a slave. Helen Keller was blind and deaf but she learned sign language and was a very intelligent person.

Extended Constructed Response Paired Passages

2

"The Story of My Life" and "Narrative of the Life of Frederick Douglass, an American Slave" share many ideas about the human condition/character. What is a major central idea that is shared by both passages? Explain the importance of the shared central idea for each narrator. Discuss similarities and differences in the role of shared central idea for each narrator. Use details from **both** passages to support your response.

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- ☐ use details from **both** passages to support your response

Write your answer in complete sentences.

In "The Story of My Life" by Helen Keller and "Narrative of the Life of Frederick Douglass, an American Slave" by Frederick Douglass, a central idea is formed that comprehension of words is important.

Understanding words was important for Helen Keller because she was blind and deaf and couldn't communicate with others. Once she understood that everything had a name she was eager to learn.

When she understood this, she realized what she did to the doll and started to feel sad.

Word comprehension was important for Helen Keller.

Frederick Douglass was a slave and his mistress refused to teach him to read and write after a while. But it was important to him

because wanted to prove that slavery and education could go hand and hand. He was so desperate to learn that he would do errands extra quick so one of the boys on the street could teach him in exchange for food. Frederick took his book with him everywhere just in case he had extra time or would find a teacher.

There is many similarities and differences between the motives of these two people to learn. Both Helen Keller and Frederick Douglass wanted knowledge. They had to have teachers teach them instead of teaching themselves. But Helen Keller had a teacher while Frederick Douglass had to take matters into his own hands. Also the two had to learn in different ways, for Helen Keller was blind and deaf and couldn't see or hear words, and Frederick Douglass just learned to read out of a book since he already knew how to talk.

These two people wanted to learn how to understand words. It was important to them both in different ways.

Extended Constructed Response Paired Passages

2

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- ☐ use details from **both** passages to support your response

Write your answer in complete sentences.

"The Story of My Life" and "Narrative of the Life of Frederick Douglass, an American Slave" share many similarities and differences.

Some of the similarities between these stories are they both have difficult lives. They also both are permanently affected by some of these hardships. Their similarities create a central idea. Many people, young or old, face difficult times in their lives. These two people went through a lot, but they gave it their best shot.

The differences they have are Frederick was a slave, but Helen wasn't. Another difference is Frederick was able to learn easy, but Helen had trouble.

Extended Constructed Response Paired Passages

2

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- ☐ use details from **both** passages to support your response

Write your answer in complete sentences.

In the stories "The Story of My Life" and "Narrative of the Life of Frederick Douglass, an American Slave" there are similarities and differences. The central idea of these stories is shared. The central idea is that once you understand what things mean, life seems more special and alive. Helen Keller could not see or hear anything. She had a homeschool aid who taught her what everything surrounding her was. She learned what things like water, sunshine, clothing, objects and living things were. She felt no repentance for her bad actions until she understood what she had really

done. knowing about her surroundings brought a new light into her life forever after. Fredrick Douglass, too, was touched by the wonder of understanding his life and literature. Although he was a slave for life, he had the ambition to learn to read. Since his mistress would surely be enraged by his skill, he would gradually learn from others. He could understand what each word and letter meant, and it made him feel good. Slavery for life was his sentence but it did not stop him from persisting. Once he could understand, things meant more to him. However, Douglass was only a slave, he could see and hear, while Helen Keller was forevermore enslaved to her condition. Fredrick sought help while Helen just received it. Although, a new meaning of life was the outcome of both of them.

Extended Constructed Response Paired Passages

2

"The Story of My Life" and "Narrative of the Life of Frederick Douglass, an American Slave" share many ideas about the human condition/character. What is a major central idea that is shared by both passages? Explain the importance of the shared central idea for each narrator. Discuss similarities and differences in the role of shared central idea for each narrator. Use details from **both** passages to support your response.

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- ☐ use details from **both** passages to support your response

Write your answer in complete sentences.

In the stories "The Story of My Life" and "Narrative of the Life of Frederick Douglass" they both want you to want to learn. Both of the stories have somebody that is not equal to other people or feel like there is not.