



# ***New York State Testing Program***

## **English Language Arts**

**Scoring Guide for Sample Test 2005**

**Grade 5**



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## Standard and Performance Indicator Map with Answer Key

Question	Type	Points	Standard	Performance Indicator	Answer Key
<b>Book 1</b>	<b>Reading</b>				
1	multiple choice	1	2	Read, view, and interpret literary texts from a variety of genres	A
2	multiple choice	1	2	Identify literary elements, such as setting, plot, and character, of different genres	G
3	multiple choice	1	3	Evaluate information, ideas, opinions, and themes in texts by identifying a central idea and supporting details	D
4	multiple choice	1	3	Evaluate information, ideas, opinions, and themes in texts by identifying a central idea and supporting details	H
5	multiple choice	1	2	Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning	C
6	multiple choice	1	2	Identify literary elements, such as setting, plot, and character, of different genres	J
7	multiple choice	1	2	Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary	D
8	multiple choice	1	2	Define characteristics of different genres	G
9	multiple choice	1	3	Evaluate information, ideas, opinions, and themes in texts by identifying a central idea and supporting details	B
10	multiple choice	1	3	Evaluate information, ideas, opinions, and themes in texts by identifying a central idea and supporting details	J
11	multiple choice	1	1	Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary	C
12	multiple choice	1	1	Use text features, such as headings, captions, and titles, to understand and interpret informational texts	F
13	multiple choice	1	1	Recognize organizational formats to assist in comprehension of informational text	A
14	short response	2	1	Read to collect and interpret data, facts, and ideas from multiple sources	n/a
15	multiple choice	1	1	Distinguish between fact and opinion	D
16	multiple choice	1	3	Evaluate information, ideas, opinions, and themes in texts by identifying a central idea and supporting details	F
17	multiple choice	1	2	Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning	D
18	multiple choice	1	2	Define characteristics of different genres	F
19	multiple choice	1	2	Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning	A

## Standard and Performance Indicator Map with Answer Key

Question	Type	Points	Standard	Performance Indicator	Answer Key
<b>Book 1</b>	<b>Reading</b>				
20	multiple choice	1	3	Evaluate information, ideas, opinions, and themes in texts by identifying a central idea and supporting details	H
21	multiple choice	1	2	Define characteristics of different genres	B
<b>Book 2</b>	<b>Listening/Writing</b>				
22	multiple choice	1	1	Identify essential details for note taking	J
23	multiple choice	1	1	Listen for unfamiliar words and learn their meaning	C
24	multiple choice	1	1	Identify essential details for note taking	J
25	multiple choice	1	1	Distinguish between fact and opinion	A
26	short response	2	1	Identify essential details for note taking	n/a
27	editing paragraph	3	n/a	Use the “writing process” (prewriting, drafting, revising, proofreading, and editing)	n/a

NOTE: Responses to questions 14 and 26 (short-response Reading and Listening questions) are **not** scored for writing mechanics. Writing mechanics is assessed in question 27, the editing paragraph.

## Reading Rubric Key Points

### Reading Task: “Popcorn, The All-American Food”

#### Question 14

Complete the chart below by giving **two** ways popcorn is cooked today and **two** ways it was cooked many years ago.

#### Possible Exemplary Responses:

*How popcorn is cooked today*

- in a pot with oil
- microwave
- poppers
- other relevant text-based response

*How popcorn was cooked many years ago*

- toss ear of corn/popcorn into the fire
- toss kernels/popcorn into the fire
- in a pot with sand
- other relevant text-based response

#### Rubric:

2 points	The response is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based. Any extensions beyond the text are relevant to the task.
1 point	The response includes some correct information, but may be too general or overly specific. Some of the support and/or examples may be incomplete or omitted.
0 points	The response is inaccurate, confused, and/or irrelevant, or the student failed to respond to the task.

NOTE: If the question is left blank, score as Condition Code A.

**14**

Complete the chart below by giving **two** ways popcorn is cooked today and **two** ways it was cooked many years ago.

	How popcorn is cooked today	How popcorn was cooked many years ago	
text detail	1. Popcorn is cooked on the stove with oil.	1. toss ear into fire into fire then pull out when done.	text detail
text detail	2. Popcorn is also cooked in the microwave	2. put in pot with sand. fill it pops.	text detail

This response is accurate, complete, and fulfills all the requirements of the task.

Today: pot with oil, microwave

Years ago: toss ear [of corn] into the fire, in pot with sand

**Score Point - 2**

**14**

Complete the chart below by giving **two** ways popcorn is cooked today and **two** ways it was cooked many years ago.

	How popcorn is cooked today	How popcorn was cooked many years ago	
text detail	1. We invented the microwave so all we need to do you put the bag in the microwave	1. They would toss a ear of the corn in to the fire When it was done the popcorne would fly out	text detail
incorrect	2. but today we still do that	2. the Native Americans would mack popcorn soup	incorrect

This response includes some correct information and some incorrect information.

Today: microwave  
Years ago: toss corn into the fire

**Score Point - 1**



**14**

Complete the chart below by giving **two** ways popcorn is cooked today and **two** ways it was cooked many years ago.

	How popcorn is cooked today	How popcorn was cooked many years ago	
incorrect	1. popcorn is cook with Butter	1. popcorn was made made with ear	incorrect
incorrect	2. They make popcorn with salt	2. They made popcorn with Kernels	incorrect

This response is inaccurate. The student does not provide text-based information to give two ways popcorn is cooked today and two ways popcorn was cooked many years ago.

**Score Point - 0**

## Listening Rubric Key Points

### Listening Task: “Laddie Boy Comes to the White House”

#### Question 26

*Summarize the actions that were taken to create the statue of Laddie Boy. Use details from the article to support your answer.*

#### Possible Exemplary Response:

Newspaper delivery boys across the country donated pennies to create the statue. All of the pennies were melted down. The copper from the melted pennies was used to make the statue of Laddie Boy.

#### Rubric:

- |          |  |
|----------|--|
| 2 points | The response is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based. Any extensions beyond the text are relevant to the task. |
| 1 point  | The response includes some correct information, but may be too general or overly specific. Some of the support and/or examples may be incomplete or omitted.   |
| 0 points | The response is inaccurate, confused, and/or irrelevant, or the student failed to respond to the task.   |

NOTE: If the question is left blank, score as Condition Code A.

26

Summarize the actions that were taken to create the statue of Laddie Boy. Use details from the article to support your answer.

text detail ← All the newspaper boys gave 1 penny to a fund to help build a → text detail

statue of Laddie Boy. All the pennies were melted down and made → text detail

← into a copper statue that looked exactly like Laddie Boy.

text detail ← \_\_\_\_\_ →

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This response is accurate, complete, and fulfills all the requirements of the task. It provides ample text-based details.

**Score Point - 2**

**26**

Summarize the actions that were taken to create the statue of Laddie Boy. Use details from the article to support your answer.

text detail ← The Statue was made from Penneys. Every Newspaper delivery boy → text detail

text detail ← donated a Penney to build the statue of laddie boy. →

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This response includes some correct information; however, some of the support may be incomplete.

**Score Point - 1**

**26**

Summarize the actions that were taken to create the statue of Laddie Boy. Use details from the article to support your answer.

The gave a statue of Laddie Boy to the fist Lady.

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This response is irrelevant.

**Score Point - 0**

## Editing Task

### Question 27

*Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.*

*Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.*

My school had an invention fair last weekend. It was called "Inventions of The Future." When I hear about the fair, I decided to make something really interestingly. For several days, I thought about my invention. I thought of names, created drawings, and even thought about what color it would be. On the day of the fair. My father asked me where my invention was. I couldn't stop laughing! I had a name, a color, and a drawing of them, but I had forgotten to make the invention. I guess I am starting early for next year's fair!

**Question 27 (continued)**

**Possible Exemplary Response:**

My school had an invention fair last weekend. It was called "Inventions of <sup>the</sup> ~~The~~ Future." When I <sup>heard</sup> ~~hear~~ about the fair, I decided to make something really <sup>interesting</sup> ~~interestingly~~. For several days, I thought about my invention. I thought of names, created drawings, and even thought about what color it would be. On the day of the <sup>fair, my</sup> ~~fair.~~ My father asked me where my invention was. I couldn't stop laughing! I had a name, a color, and a drawing of <sup>it</sup> ~~them~~, but I had forgotten to make the invention. I guess I am starting early for next year's fair!

**Rubric:**

- |          |   |
|----------|---|
| 3 points | no more than 1 error, either introduced or not corrected, remains after the student has corrected the paragraph |
| 2 points | 2 to 3 errors, either introduced or not corrected, remain after the student has corrected the paragraph         |
| 1 point  | 4 to 5 errors, either introduced or not corrected, remain after the student has corrected the paragraph         |
| 0 points | 6 or more errors, either introduced or not corrected, remain after the student has corrected the paragraph      |

NOTE: If the question is left blank, score as Condition Code A.

**Score Point - 3**

27

Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

My school had an invention fair last weekend. It was called "Inventions of The Future." When I ~~hear~~<sup>heard</sup> about the fair, I decided to make something really ~~interestingly~~<sup>interesting</sup>. For several days, I thought about my invention. I thought of names, created drawings, and even thought about what color it would be. On the day of the fair, ~~My~~<sup>, my</sup> father asked me where my invention was. I couldn't stop laughing! I had a name, a color, and a drawing of ~~them~~<sup>it</sup>, but I had forgotten to make the invention. I guess I am starting early for next year's fair!

There is no more than 1 error, either introduced or not corrected.

1 of the 6 original errors is not corrected

[The] - should be lowercase

0 introduced errors

1 error total

**Score Point - 3**



27

Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

My school had an invention fair last weekend. It was called "Inventions of <sup>the</sup>~~The~~ Future." When I <sup>heard</sup>~~hear~~ about the fair, I decided to make something really <sup>interesting</sup>~~interestingly~~. For several days, I thought about my invention. I thought of names, created drawings, and even thought about what color it would be. On the day of the fair. My father asked me where my invention was. I couldn't stop laughing! I had a name, a color, and a drawing of them, but I had forgotten to make the invention. I guess I am starting early for next year's fair!

There are 2 to 3 errors, either introduced or not corrected.

3 of the 6 original errors are not corrected

[.] - period after "fair" should be a comma

[My] - should be lowercase

[them] - should be "it"

0 introduced errors

3 errors total

**Score Point - 2**

27

Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

My school had <sup>a</sup>~~an~~ invention fair last weekend. It was called "Inventions of The Future." When I hear about the fair, I decided to make something really interestingly. For several days, I thought about my invention. I thought of names, created drawings, and even thought about what color it would be. On the day of the fair, <sup>m</sup>~~My~~ father asked me where my invention was. I couldn't stop laughing! I had a name, a color, and a drawing of <sup>it</sup>~~them~~, but I had forgotten to make the invention. I guess I am starting early for next year's fair!

There are 4 to 5 errors, either introduced or not corrected.

4 of the 6 original errors are not corrected

[The] - should be lowercase

[hear] - should be "heard"

[interestingly] - should be "interesting"

[.] - period after "fair" should be a comma

1 introduced error

[an] - changed to "a"

5 errors total

**Score Point - 1**

27

Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

My school had an invention fair last ~~weekend~~. It was called "Inventions of The Future." When I ~~hear~~ about the fair, I decided to make something really ~~interestingly~~. For several days, I thought about my invention. I thought of names, created drawings, and even thought about what color it would be. On the day of the fair, My father asked me where my invention was. I couldn't stop laughing! I had a name, a color, and a drawing of ~~them~~, but I had forgotten to make the invention. I guess I am starting early for next year's fair!

There are 6 or more errors, either introduced or not corrected.

None of the 6 original errors are corrected. The student failed to write the correction above the errors that were crossed out.

[The] - should be lowercase

[hear] - should be "heard"

[interestingly] - should be "interesting"

[My] - should be lowercase

[.] - period after "fair" should be a comma

[them] - should be "it"

2 introduced errors

[weekend] - is correct

[,] - comma after "days" is correct

8 errors total

**Score Point - 0**



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