



Our Students. Their Moment.

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

Released Questions

July 2015

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

New York State Testing Program

Grade 5 Common Core

English Language Arts Test

Released Questions

With the adoption of the New York P-12 Common Core Learning Standards (CCLS) in ELA/Literacy and Mathematics, the Board of Regents signaled a shift in both instruction and assessment. Starting in Spring 2013, New York State began administering tests designed to assess student performance in accordance with the instructional shifts and the rigor demanded by the Common Core State Standards (CCSS). To aid in the transition to new assessments, New York State has released a number of resources, including test blueprints and specifications, sample questions, and criteria for writing assessment questions. These resources can be found at <http://www.engageny.org/common-core-assessments>.

New York State administered the ELA/Literacy and Mathematics Common Core tests in April 2015 and is now making a portion of the questions from those tests available for review and use. These released questions will help students, families, educators, and the public better understand how tests have changed to assess the instructional shifts demanded by the Common Core and to assess the rigor required to ensure that all students are on track to college and career readiness.

Released Questions Are Teaching Tools

The released questions are intended to help educators, students, families, and the public understand how the Common Core is different. The questions demonstrate the way the Common Core should drive instruction and how tests have changed to better assess student performance in accordance with the instructional shifts demanded by the Common Core. They are also intended to help educators identify how the rigor of the State tests can inform classroom instruction and local assessment.

Understanding ELA Questions

Multiple Choice

Multiple-choice questions are designed to assess Common Core Reading and Language Standards. They will ask students to analyze different aspects of a given text, including central idea, style elements, character and plot development, and vocabulary. Almost all questions, including vocabulary questions, will only be answered correctly if the student comprehends and makes use of the whole passage. For multiple-choice questions, students will select the correct response from four answer choices.

Multiple-choice questions will assess Reading Standards in a range of ways. Some will ask students to analyze aspects of text or vocabulary. Many questions will require students to combine skills. For example, questions may ask students to identify a segment of text that best supports the central idea. To answer correctly, a student must first comprehend the central idea and then show understanding of how that idea is supported. Questions will require more than rote recall or identification. Students will also be required to negotiate plausible, text-based distractors. Each distractor will require students to comprehend the whole passage.

Short Response

Short-response questions are designed to assess Common Core Reading and Language Standards. These are single questions in which students use textual evidence to support their own answer to an inferential question. These questions ask the student to make an inference (a claim, position, or conclusion) based on his or her analysis of the passage, and then provide two pieces of text-based evidence to support his or her answer.

The purpose of the short-response questions is to assess a student's ability to comprehend and analyze text. In responding to these questions, students will be expected to write in complete sentences. Responses should require no more than three complete sentences.

The rubric used for evaluating short-response questions can be found both in the grade-level annotations and in the Educator Guide to the 2015 Grade 5 Common Core English Language Arts Test at <http://www.engageny.org/resource/test-guides-for-english-language-arts-and-mathematics>.

Extended Response

Extended-response questions are designed to measure a student's ability to **Write from Sources**. Questions that measure Writing from Sources prompt students to communicate a clear and coherent analysis of one or two texts. The comprehension and analysis required by each extended response is directly related to grade-specific reading standards.

Student responses are evaluated on the degree to which they meet grade-level writing and language expectations. This evaluation is made using a rubric that incorporates the demands of grade-specific Common Core Writing, Reading, and Language standards. The integrated nature of the Common Core Learning Standards for ELA and Literacy requires that students are evaluated across the strands (Reading, Writing, and Language) with longer pieces of writing such as those prompted by the extended-response questions.

The rubric used for evaluating extended-response questions can be found both in the grade-level annotations and in the Educator Guide to the 2015 Grade 5 Common Core English Language Arts Test at <http://www.engageny.org/resource/test-guides-for-english-language-arts-and-mathematics>.

CCLS Alignment

The alignment(s) to the Common Core Learning Standards for English Language Arts are intended to identify the primary analytic skills necessary to successfully answer each question. However, some questions measure proficiencies described in multiple standards, including writing and additional reading and language standards. For example, two point and four point constructed-response questions require students to first conduct the analyses described in the mapped standard and then produce written responses that are rated based on Writing standards. To gain greater insight into the measurement focus for constructed-response questions please refer to the rubrics shown at the end of this document.

These Released Questions Do Not Comprise a Mini Test

This document is NOT intended to show how operational tests look or to provide information about how teachers should administer the test; rather, its purpose is to provide an overview of how the new test reflects the demand of the CCSS.

The released questions do not represent the full spectrum of standards assessed on the State tests, nor do they represent the full spectrum of how the Common Core should be taught and assessed in the classroom. It should not be assumed that a particular standard will be measured with an identical question in future assessments. Specific criteria for writing test questions as well as additional assessment information is available at <http://www.engageny.org/common-core-assessments>.

One full-credit student response is provided with each released constructed-response question. The example is provided to illustrate one of many ways students can achieve full credit in answering the test question. The sample response is not intended to represent a best response nor does it illustrate the only way a student could earn full credit.

Road to the Red Planet

by Tyrus Cukavac

1 It takes me 17 hours and 5 different airplanes to get from New York City to the spot on Earth that's most similar to the planet Mars. I finally arrive on Devon Island, in Canada. It is about 900 miles from the North Pole. Now I have some idea of what it's like to be on the Red Planet.

2 Humans are many years away from being ready to go to Mars. But some scientists are already getting ready for the trip. Every summer, 25 to 30 experts gather on Devon Island. They are part of the Houghton Mars Project. Through this project, the scientists do research to prepare for future space exploration.

Much Like Mars

3 National Aeronautics and Space Administration (NASA) scientist Pascal Lee started the project in 1997. He's come to the island every summer since then. Lee tells me that he chose Devon Island partly because it has an impact crater. That is a large hole in the ground caused by a meteorite. The surface of Mars is filled with such craters. With its frigid desert environment, Devon Island's Houghton Crater comes closest to the craters on Mars.

4 However, Devon Island isn't *exactly* like Mars. For example, on Mars, temperatures can drop to as low as -200°F. That's about four times as cold as it ever gets on the island. But like Mars, no one lives on Devon Island.

5 For most of the year, the island's terrain is covered in snow. That means people can work there only during the summer months, when the average temperature is about 34°F. (In fact, the island gets 24 hours of sunlight most days during the summer!)

6 At Houghton Crater, I watch the scientists perform experiments to practice working in a Mars-like environment. Some wear spacesuits as they walk across the terrain. Others test how well their robot rovers collect rock and soil samples. The scientists even set up a greenhouse. This is to see how plants might grow under mostly lifeless conditions.

7 "We're giving ourselves tasks that are very similar to what humans on Mars would have to do," Lee tells me.

No Help From Outside

8 The scientists must also be able to get by without any help or additional supplies from the outside world. That is just as it would be if they were on Mars. For much of the time,

cell-phone and Internet service is very limited on Devon Island. But this actually helps the scientists. How? It lets them figure out what they would need to make human explorations of Mars successful and safe.

- 9 “This is what the earliest pioneers must have experienced when they started building a town,” says Lee.

A Future on Mars

- 10 Scientists have been studying Mars for decades. Recent robot missions there found possible signs of frozen water. This suggests that life may have once existed on Mars. It might even exist there now. (Experts say that such life would be tiny, probably no bigger than a single cell.) Human exploration of Mars could help provide answers about whether life was ever there.

- 11 NASA officials have said that they hope to put astronauts on the Red Planet by 2030. Until then, the scientists I have met at Houghton Crater are working to make sure that humans will be ready for such an adventure.

132050120_3

23

What does the word “terrain” mean as it is used in paragraph 5?

- A** bodies of water
- B** plant life
- C** surface features of the land
- D** area with small amounts of rain

Key: C

CCLS: RI.5.4:

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Percentage of Students Statewide Who Answered Correctly: 81%

132050114_1

24

Which detail **best** reflects the main goal of the Haughton Mars Project?

- A** “Now I have some idea of what it’s like to be on the Red Planet.” (paragraph 1)
- B** “That means people can work there only during the summer months . . .” (paragraph 5)
- C** “Others test how well their robot rovers collect rock and soil samples.” (paragraph 6)
- D** “Recent robot missions there found possible signs of frozen water.” (paragraph 10)

Key: A

CCLS: RI.5.2:

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Percentage of Students Statewide Who Answered Correctly: 46%

132050112_2

25

Which sentence **best** supports the main idea of paragraphs 3 through 5?

- A** “It is about 900 miles from the North Pole.” (paragraph 1)
- B** “It lets them figure out what they would need to make human explorations of Mars successful and safe.” (paragraph 8)
- C** “Scientists have been studying Mars for decades.” (paragraph 10)
- D** “NASA officials have said that they hope to put astronauts on the Red Planet by 2030.” (paragraph 11)

Key: B

CCLS: RI.5.2:

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Percentage of Students Statewide Who Answered Correctly: 58%

132050118_1

26

Which evidence **best** supports the point the author makes in paragraph 11?

- A** Scientists are practicing tasks they might perform on Mars.
- B** Scientists work on the island during the summer months.
- C** Scientists have gathered on the island since 1997.
- D** Scientists are limiting phone and Internet use.

Key: A

CCLS: RI.5.8:

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Percentage of Students Statewide Who Answered Correctly: 74%

132050109_3

27

The **main** reason no one lives on Devon Island is because the island

- A** is difficult to reach
- B** has no Internet service
- C** is cold most of the year
- D** has continuous sunlight all summer

Key: C

CCLS: RI.5.1:

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Percentage of Students Statewide Who Answered Correctly: 72%

132050115_4

28

How have recent robot missions to Mars affected future exploration by humans?

- A** The missions determined when humans can safely travel to Mars.
- B** The missions suggested that humans will be able to survive on Mars.
- C** The missions discovered proof of life on Mars that only humans can confirm.
- D** The missions raised new questions about life on Mars that humans may answer.

Key: D

CCLS: RI.5.3:

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Percentage of Students Statewide Who Answered Correctly: 28%

29

Why does the author quote Dr. Pascal Lee throughout the article?

- A** Dr. Lee is the scientist on the island who has the most information about Mars.
- B** Dr. Lee was hired by NASA to be the next scientist to explore Mars.
- C** Dr. Lee started the Haughton Mars Project and has remained involved since its beginning.
- D** Dr. Lee lives at the research site on Devon Island and conducts experiments throughout the year.

Key: C

CCLS: RI.5.3:

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Percentage of Students Statewide Who Answered Correctly: 46%

Excerpt from *Blue Jasmine*

by *Kashmira Sheth*

1 “So what if this summer is cooler than last, Seema? Last summer you were not leaving us. Last summer our family was not breaking up. I wish this year and this summer had never come. I hate this year!” Raju said. He swung his face away and spat. Without looking back, he sprinted home.

2 I stood near the acacia tree growing at the edge of an abandoned lot and watched Raju’s back as the dust rising from his shoes covered my white blouse and my beige pinafore. I didn’t worry about my clothes. School was over, and I would never wear this uniform again. But Raju’s anger worried me. I glanced at the acacia. It was brown and bare except for the thorns. It looked like a starved stray dog baring its teeth. I started walking home.

3 Raju was my cousin, and I wanted to tell him that everything would be fine—but how could I? Today was the last day of fifth grade, and after summer vacation when sixth grade started, he would be walking to school by himself. For the first time, I wouldn’t be going with him. I would be in America.

4 Only a few months earlier, when the mango trees were jeweled with purplish-green leaves and milky-white blossoms, a letter came that changed everything. At that time, Mommy and my four-year-old sister, Mela, had gone to see Mommy’s parents, my Nanaji and Nanima. The letter was from Dr. Davis, and Pappa was excited. “Seema,” he said to me, “Dr. Davis wants me to go to Iowa City to work with him.”

5 Pappa was a microbiologist. He loved his work, and some days when he got busy doing experiments in his laboratory, he forgot to eat lunch. On these days my grandmother made one of his favorite dishes for dinner. I never could understand how Pappa could forget his lunch while working with tiny bugs that he could only see under a microscope. When I was eight, Pappa had gone to Iowa City for three months during the summer to work with Dr. Davis, and I had missed him. I didn’t want him to go away again this summer.

6 “How long will you be gone this time?” I asked.

7 “We’ll all go this time,” he said, stroking my long hair.

8 “All of us?”

9 “I mean, Mommy, Mela, you, and I,” he said.

10 “What about the rest of the family?” I asked. In our family, besides Mommy, Pappa, Mela, and me, there was my grandfather, Dadaji; my grandmother, Dadima; Pappa’s older brother, my *kaka*; his wife, my *kaki*; and their two children, my cousins Uma and Raju.

11 “We can’t all go,” Pappa said.

12 “But you just said, ‘We’ll all go this time.’ ”

13 “I meant the four of us, Seema.”

14 From that day on, the four of us, Pappa, Mommy, Mela, and I, broke off from our family the way a lump of ice breaks off from a whole snow cone. In some ways the lump is still the same as it was on the snow cone, but somehow, after it breaks off, it’s different. It melts away too fast and it doesn’t taste as good as the whole cone does.

15 When Pappa told me that Dr. Davis wanted him to work in his laboratory, I asked, “You mean, we would . . . we would go and live in Iowa, and I would go to school there?”

16 “Yes! Would you like that?”

17 “I . . . I don’t know.”

18 He looked at me. He was as excited as Mela when Dadaji lifted her up and bounced her on his knees.

19 “Does Raju know yet?” I asked.

20 “Kaka and Kaki are telling Uma and Raju right now.”

21 That night I wondered why they hadn’t told all of us at the same time. Why had Kaka and Kaki told Uma and Raju, and why had Pappa told me?

22 When I went to bed, I wondered how I could leave the rest of my family and go to America. We all lived in the same house, ate in the same kitchen. Raju and I went to school together and were in the same class. Raju was my cousin, but he was as much my brother as he was Uma’s brother. He was my best friend.

23 I missed Mommy that night. Pappa was so happy about going to America that I didn’t want to talk to him about my fears, but I wanted Mommy to hold me tight and tell me that without the rest of the family we would be fine. That we would go to the new country and make new friends. Pappa had called Mommy and told her about our going to America, and I wondered if Mommy herself was as scared about the move as I was.

24 That night my sleep didn’t flow like a stream, but came in spurts, like the water that spewed from our faucet, on and off, in the heat of the summer. The next morning I was tired and groggy.

14205045_1

37 How does paragraph 14 relate to paragraph 4?

- A** Paragraph 14 explains the effect of the event in paragraph 4.
- B** Paragraph 14 gives a solution to the problem introduced in paragraph 4.
- C** Paragraph 14 provides further details that summarize the event in paragraph 4.
- D** Paragraph 14 provides further details that contrast the information in paragraph 4.

Key: A

CCLS: RL.5.5:

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Percentage of Students Statewide Who Answered Correctly: 43%

14205038_2

38 Which sentence from the story **best** shows how Seema feels about going to America without Raju?

- A** “I stood near the acacia tree growing at the edge of an abandoned lot and watched Raju’s back as the dust rising from his shoes covered my white blouse and my beige pinafore.” (paragraph 2)
- B** “Raju was my cousin, and I wanted to tell him that everything would be fine—but how could I?” (paragraph 3)
- C** “Why had Kaka and Kaki told Uma and Raju, and why had Pappa told me?” (paragraph 21)
- D** “Raju and I went to school together and were in the same class.” (paragraph 22)

Key: B

CCLS: RL.5.1:

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Percentage of Students Statewide Who Answered Correctly: 61%

14205043_1

39

What does paragraph 23 of the story suggest about Seema?

- A** She does not want to spoil her father's mood.
- B** She does not have to convince her mother to stay.
- C** She is upset that her father's laboratory job keeps him busy.
- D** She is scared to be away from her mother.

Key: A

CCLS: RL.5.3:

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Percentage of Students Statewide Who Answered Correctly: 42%

14205037_3

40

Which detail would be **most** important to include in a summary of the story?

- A** "School was over, and I would never wear this uniform again." (paragraph 2)
- B** "I never could understand how Pappa could forget his lunch while working with tiny bugs that he could only see under a microscope." (paragraph 5)
- C** "When I went to bed, I wondered how I could leave the rest of my family and go to America." (paragraph 22)
- D** "The next morning I was tired and groggy." (paragraph 24)

Key: C

CCLS: RL.5.2:

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Percentage of Students Statewide Who Answered Correctly: 75%

14205041_4

41

Which detail from the story **best** demonstrates the relationship among all the members of Seema's family?

- A** Seema goes to the same school as her cousin.
- B** Seema spends most of her time with her cousin.
- C** The members of Seema's family visit each other.
- D** The members of Seema's family live in the same house.

Key: D

CCLS: RL.5.1:

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Percentage of Students Statewide Who Answered Correctly: 48%

14205039_3

42

Which sentence **best** expresses a theme of the story?

- A** Families often work together to accept change.
- B** Change provides new opportunities.
- C** Change can be difficult to accept.
- D** It is impossible to avoid change.

Key: C

CCLS: RL.5.2:

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Percentage of Students Statewide Who Answered Correctly: 57%

May I Help You?

by Jill Lederman

1 Don't think robots are a part of your life? Think again! They're in more places than you might know. In factories, robots put together everything from toys to cars. Some homes have robots that vacuum floors or mow the lawn. And more robots are soon to come. Experts predict that by 2025 we could have robots in every household!

2 Featured here are robots that have made news lately for the innovative ways they help people at home or at work. You might be living or working with one of them one day!

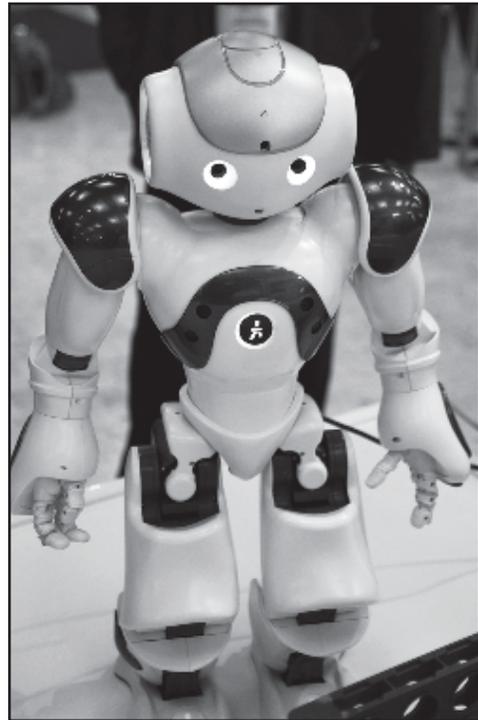
Like a Human

3 Robots don't expect any thanks for all the work they do for us. After all, they don't have feelings. But that may be changing with Nexi, a robot created by scientists at the Massachusetts Institute of Technology (MIT). Nexi can move its face to show anger, happiness, or sadness. It can also raise its eyebrows to show surprise.

4 Humans can communicate using facial expressions. That's why researchers want Nexi to use them too. "Facial and body expressions help to develop trust and understanding between a person and robot," explains robotics researcher Sonia Chernova. She helped develop Nexi at MIT.

5 Nexi was designed to work with people in groups. People will be better able to work on a team with Nexi if it can communicate like they do.

6 Nexi can also talk, identify human faces, follow a person with its gaze, and pick up small objects.



Nao robot

Household Helpers

7 How would you like a robot to help clean up your toys, or one that plays hide-and-seek with you? Nao (NOW) can be programmed to do both those activities, and more. A two-foot-tall robot, Nao was designed by a company in France to be a helper and companion.

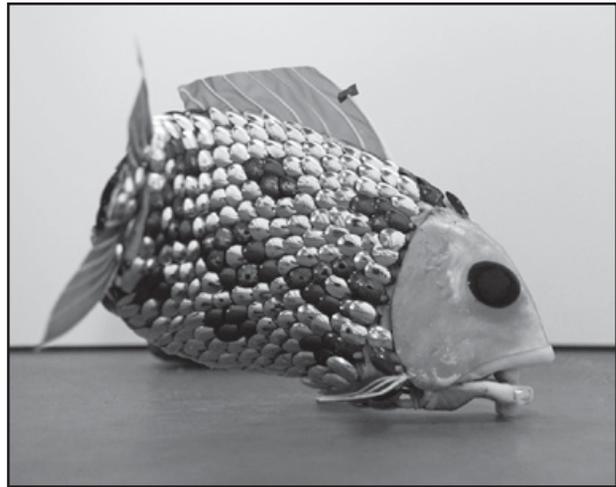
8 Nao can talk and walk. It can also remember faces, voices, and places. And it can be programmed to assist with daily tasks, such as checking e-mail. Experts on robotic inventions say that robots like Nao are here to stay. They predict that about 12 million home-service robots will be sold over the next few years. Nao is expected to be available in stores soon.

Robots at Work

9 Need a lift out of bed? RIBA, short for “Robot for Interactive Body Assistance,” will lend its helpful arms! Some patients at hospitals and nursing homes have a hard time getting in and out of bed. RIBA can gently lift a patient out of bed and help him or her into a wheelchair. The robot can safely pick up and carry people weighing as much as 135 pounds. RIBA’s inventors in Japan made RIBA look like a teddy bear to cheer up patients. RIBA can also recognize faces and voices, and respond to spoken commands. Experts say RIBA could be helping nurses at hospitals in as few as five years.

Water Bots

10 Robots that work in water—and resemble familiar sea creatures—are making a splash too. One of them is a robotic fish. Researchers at MIT built the robo-fish to swim in water to detect pollution. It can also locate submerged ships or oil and gas pipelines.



Robotic fish

11 Other new underwater robots look like clams, manta rays, and lobsters. The two-foot-long robotic lobster has eight legs to crawl along the seafloor. It may one day help the U.S. Navy check for underwater weapons.

12 There’s even a robotic penguin! Engineers in Germany designed it. Called the AquaPenguin, it uses flippers to paddle and can move in all directions. Real penguins can’t swim backward, but AquaPenguin can! Still, AquaPenguin is meant to show just how life-like technology can be.

132050027_3

43

Why do scientists want to create robots that imitate human facial expressions?

- A** to encourage people to buy robots to do their tasks
- B** to encourage people to pay more attention to robotic work
- C** to help create a better connection between robots and people
- D** to help establish a reason for robots and people to work together

Key: C

CCLS: RI.5.1:

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Percentage of Students Statewide Who Answered Correctly: 76%

132050035_1

44

Which evidence **best** supports the idea that robots could be in every household by the year 2025?

- A** Robots can perform daily tasks.
- B** Robots can work in many places.
- C** Robots can show human emotions.
- D** Robots can replace human workers.

Key: A

CCLS: RI.5.8:

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Percentage of Students Statewide Who Answered Correctly: 66%

132050034_2

45

Which evidence **best** supports the idea that Nao will be a popular invention?

- A** Nao is able to talk and walk.
- B** Nao has a number of different uses.
- C** Nao is the first robot to pick up toys.
- D** Nao has been praised by robotic experts.

Key: B

CCLS: RI.5.8:

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Percentage of Students Statewide Who Answered Correctly: 62%

132050032_1

46

Based on the article, which statement **best** explains what Nexi, Nao, and RIBA have in common?

- A** They interact and communicate with humans.
- B** They have many possible military applications.
- C** They can perform medical services that pose difficulties to people.
- D** They are designed to imitate human emotions and facial expressions.

Key: A

CCLS: RI.5.3:

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Percentage of Students Statewide Who Answered Correctly: 70%

132050036_3

47

What does the expression “making a splash” (paragraph 10) mean?

- A getting soaked
- B swimming along
- C creating excitement
- D cleaning up

Key: C

CCLS: L.5.4,a:

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

Percentage of Students Statewide Who Answered Correctly: 60%

132050025_4

48

Which detail **best** shows that robots can perform tasks that are difficult for humans?

- A “They’re in more places than you might know.” (paragraph 1)
- B “Some homes have robots that vacuum floors or mow the lawn.” (paragraph 1)
- C “You might be living or working with one of them one day!” (paragraph 2)
- D “It can also locate submerged ships or oil and gas pipelines.” (paragraph 10)

Key: D

CCLS: RI.5.1:

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Percentage of Students Statewide Who Answered Correctly: 72%

49

Which detail would be **most important** to include in a summary of the article?

- A** A robotic penguin was designed by engineers in Germany.
- B** Because Nexi can raise its eyebrows, it can express feelings and emotions.
- C** Nao is a two-foot-tall robot that can be programmed to perform several tasks.
- D** Because some new robots act like humans in many ways, they will work well with people.

Key: D

CCLS: RI.5.2:

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Percentage of Students Statewide Who Answered Correctly: 75%

Excerpt from *Presidential Pets*

by Laura Driscoll

New Life, New Pet!

1 November 4, 2008, was a night of big changes. Barack Obama had just been elected the first African-American president of the United States. He and his wife, Michelle Obama, and their young daughters, Malia and Sasha, were going to be the country’s next First Family. They would soon leave their home in Chicago and move into the White House in Washington, D.C. Sasha and Malia would start a new school. As the First Lady, their mom would become one of the busiest and most famous women in the world. Their dad was going to have the most important job in America.

2 In his victory speech, Barack Obama said, “Sasha and Malia, I love you both more than you can imagine. And you have earned the new puppy that’s coming with us to the White House.”

3 This was big news for Sasha and Malia. But over the years, First Families have had all kinds of pets: dogs, cats, mice, snakes, birds, elephants, sheep, horses, a hyena, a hippo, and even an alligator! Only *three* presidents in US history did not have a pet in the White House.

4 So why have pets been so popular with First Families? Maybe it is because pets can make a big house—like the White House—feel more like a cozy home. Pets can force a busy president to make time for fun. And pets can give friendship to someone doing a hard and sometimes lonely job.

A President’s Best Friend

5 Can you guess the most popular White House pet over the years? The dog, of course. In fact, every president for the last ninety years has had a dog. From terriers to retrievers, spaniels to collies, each pet has had a personality as unique as his or her president.

6 During his time in the White House, George W. Bush (president from 2001–2009) had three dogs. One was a Scottish terrier named Barney.

7 Barney’s biggest claim to fame was as the star of “Barney Cam.” For Christmas in 2002, Barney shuffled around the White House with a tiny camera attached to his collar. He filmed a “dog’s eye view” of the holiday decorations. This footage was added to the Bush family’s Christmas video and was put on the Internet. Millions of people watched and loved it!

- 8 After that, Barney Cam became a Christmas tradition in the Bush White House. Famous singers and athletes even appeared in some of Barney’s videos.
- 9 In 2005, the Bushes got another Scottish terrier named Miss Beazley. She came to the White House as a ten-week-old puppy. Next to Barney, “Beezie” looked tiny. But a few loud barks at Barney told him she was no pushover.
- 10 Before either Barney or Miss Beazley arrived, there was Spot, an English springer spaniel. “Spotty” and Barney were good pals. The president sometimes took them on trips together in Marine One, the presidential helicopter. Spot usually got on without a fuss. But Barney? The president sometimes had to chase him around the lawn before he would go aboard.
- 11 Spot’s mother, Millie, belonged to another First Family. Millie lived in the White House when George W. Bush’s father was president. His name was almost the same: George H. W. Bush (1989–1993).
- 12 While Millie lived at the White House, she gave birth to Spot and her five brothers and sisters.
- 13 Besides being a mom, Millie was a best-selling author! *Millie’s Book: As Dictated to Barbara Bush* was published in 1990. It sold more copies than a book the president wrote!
- 14 President Bill Clinton (1993–2001), First Lady Hillary Clinton, and their twelve-year-old daughter, Chelsea, came to the White House with only one pet—a cat named Socks.
- 15 Socks had joined the Clinton family about two years earlier. Chelsea was at her piano teacher’s house for a lesson. Socks, then a stray kitten, was playing in the teacher’s yard. When Chelsea held her hands out to the kitten, he jumped right into her arms! Even though Chelsea’s parents were allergic to cats, they couldn’t resist adding the kitten to their family.
- 16 As the First Pet, Socks became famous overnight. Letters to Socks poured in from his fans—especially kids. Some asked Socks to send them his “pawtograph.”
- 17 Five years after moving into the White House, the Clinton family became dog owners. Buddy, a chocolate Labrador retriever, was just a puppy when he arrived at the White House.
- 18 Right from the start, he and the president were good friends. Buddy spent much of his time napping behind the president’s desk in the Oval Office. At least once a day, Buddy dropped his ball at President Clinton’s feet and started barking. He wouldn’t stop until Clinton came outside to play fetch.

54

In “Excerpt from *Presidential Pets*,” what is the **most likely** reason that Barack Obama decided to get a new puppy when he was elected president? Use **two** details from the article to support your response.

He got a new puppy when he went into the white house. I think he got it so his kids wouldn't get lonely. I think that because it says that their mom is the most busiest and famous women in the world and that their dad has the most important job in America. I also think they got it because they were going through big changes. I think this because it said that they had to go to a new school and move out of Chicago. This is why I think they got the puppy.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain the most likely reason that Barack Obama decided to get a new puppy when he was elected president (*they were going through big changes*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*their mom is the most busiest and famous women in the world and that their dad has the most important job in America and they had to go to a new school and move out of Chicago*). This response includes complete sentences where errors do not impact readability.

According to "Excerpt from *Presidential Pets*," how have pets historically affected life at the White House? Use **two** details from the article to support your response.

Pets have historically affected life at the white house by comforting the president during his job. I know this because in the article it said, "Pets can force a busy president to make time for fun." and, "And pets can give friendship to someone doing a hard and lonley job."

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain how pets historically affected life at the White House (*by comforting the president during his job*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Pets can force a busy president to make time for fun and pets can give friendship to someone doing a hard and lonley job*). This response includes complete sentences where errors do not impact readability.

Directions

305037P

Read this story. Then answer questions 56 and 57.



'Cesca lives in Venice, Italy, in the 1800s. Instead of streets crowded with horses and wagons, she grows up in a world of waterways filled with gondolas, which take people to their destinations.

'Cesca's Reward

by Clara Ingram Judson

- 1 When 'Cesca was a tiny baby her father had had a poor, old gondola which he used for carrying folks to and from the fish market. But he never liked that. Always he dreamed of owning a beautiful black gondola with brass railings and black velvet cushions so he could get passengers to ride up and down on the Grand Canal. Fortunately he did more than dream; he worked hard and saved his money, so that about the time 'Cesca was big enough to help about the tiny house, he had saved enough money to buy the new gondola.
- 2 Such a day as that was! 'Cesca could never forget it! Why, she had been almost afraid to step into the gondola, it was so fine. And as for touching the brasses—she never even thought of such a thing. But before very long, 'Cesca's little brother was born and her

mother had much work to do. So 'Cesca was taught how to polish the brasses. Very bright and shining she kept them, too, even though it did make her arm ache with tiredness sometimes.

3 While 'Cesca was still smiling at the sunshine and her dreams, her father was putting on his fresh coat and telling her mother good-by.

4 "Want to ride with me today, 'Cesca?" he asked smilingly, as he came toward her.

5 Such a question! Who wouldn't want to ride on a day like that?

6 "Then you may sit in the big seat now, daughter mine," he said kindly. "When we arrive at the Grand Central Railway Station, you may curl up in a little ball and sit by my feet. Such a good girl should have a ride this fine day." 'Cesca needed no urging. She slipped along the center of the gondola until she came to the cushioned seat, and there she sat, feeling very grand, and pretending she was a great lady sight-seeing.

7 A toss of the rope that held the gondola to the piling, a wave to the mother standing in the doorway, one quick, skillful push with the long pole, and they were off! Through the tiny canal that was their own street, into a dark, narrow passage between great buildings, around a corner where her father shouted, "Yo, ho!" to warn any gondolier coming from the other way, and, long before 'Cesca wanted the ride to be over, they turned into the Grand Canal.

8 'Cesca caught her breath; it looked so beautiful. As far as she could see, brightly colored buildings gleamed in the sunshine, and gondolas covered the water. Here and there a steamboat chugged along. There were not many, for the swish of the water, as the steamboat went up the canal, was not good for the foundations of the buildings. The gondoliers hated the steamboats, but 'Cesca rather liked them; she liked to rock in the swell the steamboat left behind.

9 Along the canal her father poled till they reached the station, and there they waited by the piling. It was about time for the morning train, and maybe he would get a good passenger.

10 'Cesca curled up in the bottom of the boat and eyed the people as they came from the station. Surely some one would wish to ride; would see how beautiful her father's gondola was, and how bright and clean were the brasses! And some one did. Out from the station came two Americans with—how 'Cesca's brown eyes did open wide—a little girl just about as big as 'Cesca!

11 "Oh, let's take this boat!" exclaimed the little girl gaily. "See how clean and shining it is, father? And see? There's a little girl in it about as big as me."

12 Of course 'Cesca couldn't understand just what was said. But she couldn't help understanding the smile of the little American girl, as 'Cesca's father helped her into the gondola.

- 13 That was a wonderful day. All day long they rode up and down the Grand Canal just as 'Cesca loved to; they glided in and out of many a tiny canal at the side, and they feasted on fruits shared with 'Cesca. Finally when evening came, the kind passengers were left at their hotel. 'Cesca could hardly wait to get home and tell her mother all about it.
- 14 “And tell her this,” added her father when 'Cesca stopped the story, and began eating a bowl of steaming cornmeal mush her mother set before her, “tell her that they took our gondola because it was so clean and shining. It’s a good little helper I have, Francesca.”
- 15 And 'Cesca’s little face flushed with joy.

56

How does 'Cesca's father feel about his daughter? Use **two** details from the story to support your response.

'Cesca's father loves his daughter very much and he shows it often. I know that because in paragraph 6, sentence 3, it states, "Such a good girl should have a ride this fine day." That means he likes rewarding 'Cesca and seeing her so happy. Also, in paragraph 14, sentence 2, it says, "It's a good little helper I have, Francesca." That means 'Cesca's father admires 'Cesca's work.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain how 'Cesca's father feels about his daughter (*loves his daughter very much and he shows it often*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Such a good girl should have a ride this fine day* and *It's a good little helper I have, Francesca*). This response includes complete sentences where errors do not impact readability.

How do both 'Cesca and the American girl feel about the gondola? Use **two** details from the story to support your response.

Cesca and the American girl feel the same about the gondola. They both think that it is a fine gondola. For example, the American girl thinks that it is very shiny and clean. Cesca thought that the gondola was so beautiful that she was afraid of stepping into it. Cesca and the American girl have similar thoughts about the gondola.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain how both 'Cesca and the American girl feel about the gondola (*think that it is a fine gondola*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*the American girl thinks that it is very shiny, and clean and Cesca thought that the gondola was so beautiful that she was afraid of stepping into it*). This response includes complete sentences where errors do not impact readability.

Directions

305038P

Read this story. Then answer questions 58 and 59.

Roy Rigatoni likes his after-school job in the bookshop for many reasons, but one of them is a secret.

Roy's Secret

by Barbara O'Connor

- 1 When Roy pushed open the door of the tiny bookshop, a bell tinkled and Mr. Banner looked up with a frown.
- 2 "You're late again," he said, shoving a feather duster toward Roy.
- 3 "Sorry," Roy said. "I had a lot of chores."
- 4 Mr. Banner rolled his eyes and muttered under his breath about "all those kids."
- 5 Roy's mother had a tiny apartment but a huge heart. Ever since Roy could remember, a steady stream of foster children had lived with them. They filled the bunk beds and the fold-out couch and the cots in the hallway. They left piles of hand-me-down clothes in the closets and thrift-shop toys on the floor. They passed outgrown sneakers along to the younger kids and argued over who had the blue toothbrush and whose turn it was to do the dishes. Every day, Roy was surrounded by noise, noise, noise . . . until he got to the quiet little bookshop.
- 6 His dog, Rex, curled up on the rug in the back of the shop while Roy swished the feather duster over the books. Tiny speckles of dust swirled in the late-day sunlight that streamed through the front window. Roy worked his way up one side of a narrow aisle and back down the other. Every now and then, he glanced at Mr. Banner, slouched in his beat-up chair by the door.
- 7 Finally, the old man's whiskery chin dropped to his chest, his glasses slid down his nose, and his snores filled the tiny shop.
- 8 Roy tiptoed to the back of the aisle and reached high up on the top shelf. He carefully took down a small red book with gold lettering on the front. *The Little Book of Fairy Tales*.
- 9 Roy rubbed his hand over the smooth leather surface of the book. He traced the gold lettering. Then he sat on the floor and opened the book. Within minutes, Roy had disappeared from Banner's Bookshop and drifted into a world of giants and elves, greedy queens, and talking wolves. He wandered lands where mountains were made of glass, and enchanted princes were turned into frogs. Dogs were called hounds. Girls were called maidens. Hunters were huntsmen, and doves said, "Prithee." There was a house made of bread and cake and a boy no bigger than a thumb.

10 Every day, Roy got lost in the fairy-tale world while Mr. Banner snored in his chair. Every now and then, the bell over the door tinkled when someone came into the shop. Mr. Banner would jump to his feet with a grunt and Roy would scurry to find a new spot to put *The Little Book of Fairy Tales*. Sometimes he wedged the book on a shelf way down on the bottom with the history books. Sometimes he tucked it between the cookbooks. And sometimes he pushed it back behind the biographies.

11 Roy was hiding the book so that no one could find it. If no one could find *The Little Book of Fairy Tales*, then no one would buy it. And if no one bought it, then Roy could keep disappearing into the world of castles and talking wolves and evil queens.

12 Roy felt bad about hiding the book. Mr. Banner would be mad if he knew. His mother would be mad if she knew. But Roy loved getting lost in those fairy-tale worlds. And best of all, at the end of the day, he took the worlds home with him. Every night, he sat on the floor of his tiny bedroom surrounded by sleepy-eyed children, and he told them some of the stories he remembered from *The Little Book of Fairy Tales*. He told them about a little man who spun gold into straw and a beautiful maiden whose hair hung down from the tower of a castle. He told them about a princess who slept for 100 years and an evil queen with a poison apple. The sleepy-eyed children listened in awe. They curled up on pillows and snuggled with blankets while Roy described the mountains made of glass and the boy no bigger than a thumb. He kept telling them stories until Mrs. Rigatoni scolded them to turn out the lights and go to sleep.

13 Then one day, when Roy and Rex got to the bookshop, something bad happened. Mr. Banner told Roy that he had sold the shop. A young couple from Oklahoma had bought it and were changing the name to Hardy's Bookshop. The Hardys would not need Roy to sweep or dust or haul trash to the alley out back.

14 When Roy turned, Mr. Banner held out a book.

15 A small red book with a smooth leather cover and gold lettering.

16 *The Little Book of Fairy Tales*.

17 "Maybe all those kids at home will like this," Mr. Banner said.

18 Then he shuffled over to his beat-up chair and plopped down with a groan.

19 Mr. Banner had known his secret all along!

20 Roy tried to say "Thank you," but it came out soft and mumbled. He took a deep breath, stood up straighter, and tried again. "Thank you," he said loud and clear.

21 The old man looked up solemnly from his beat-up chair. Then he smiled a teeny-tiny smile and winked. "You're welcome," he said.

Why does Roy feel that he needs to keep his reading of the fairy-tale book a secret? Use **two** details from the story to support your response.

Roy feels that he needs to keep his reading of the fairy-tale book a secret. This is because he finds that when he reads the book he can escape the real world and read all about giants, princes, and more. Roy's mom also fosters kids, so he's around noise all day. When he reads the book, he can find some peace and quiet. For example, in the passage it states "Roy's mother had a tiny apartment but a huge heart. Ever since Roy could remember, a steady stream of foster children had lived with the m. Every day Roy was surrounded by noise, noise, noise... until he got to the quiet little bookshop." So when he read the book, he could get away from all the noise. He had to make sure no one bought it or else he couldn't do that anymore. For example, in the passage it states "Roy was hiding the book so no one could find it. If no one could find it, then no one would buy it. And if no one bought it then Roy could keep disappearing into the world of castles and talking wolves and evil queens." Roy also knows that Mr. Banner will get mad and so will his mom if he/she finds out. As you can see, Roy feels that he needs to keep his reading of the book a secret for many reasons.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain why Roy feels the need to keep his reading of the fairy-tale book a secret (*when he reads the book he can escape the real world*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Roy's mother had a tiny apartment but a huge heart. Ever since Roy could remember, a steady stream of foster children had lived with them and Every day Roy was surrounded by noise, noise, noise . . . until he got to the quiet little bookshop*). This response includes complete sentences where errors do not impact readability.

Primary CCLS: RL.5.9:

Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Secondary CCLS: W.5.2, W.5.9, L.5.1, L.5.2, L.5.3, and L.5.4

Statewide Average Points Earned: 1.82 out of 4

See Extended-Response (4-point) Holistic Rubric and the full-credit sample student response.

In both “Cesca’s Reward” and “Roy’s Secret,” the main characters learn lessons. What do Cesca and Roy learn from the adults in the stories? How do Cesca and Roy show that they have learned these lessons? Use details from **both** stories to support your response.

In your response, be sure to

- explain what Cesca and Roy learn from the adults in the stories
- describe how Cesca and Roy show that they have learned these lessons
- use details from **both** stories to support your response

In both “Cesca’s Reward” and “Roy’s Secret” the main characters learn lessons from the adults in the stories. Cesca and Roy show that they have learned these lessons in many ways.

Cesca and Roy each learn a lesson from the adults in the story. Cesca learns that if you actually work hard toward your dreams, you can actually get it. Cesca learned this from her dad. Her dad upgraded his gondola to a better one. He had always wanted a better gondola. He had a very poor and ugly one. But he worked hard to accomplish his dreams. He saved up money and finally got a beautiful gondola. Later, Cesca learns from that.

The lesson Roy learns is that he didn't have to hide the fairy-tale book he was reading, he could of just told Mr. Banner. For example the passage states that Mr. Banner told Roy that he sold his shop. Then he held up the book Roy was hiding and gave it to Roy. Roy realized that Mr. Banner knew his secret all a long. Mr. Banner just said "you're welcome" and smiled at him. Roy learned this lesson from Mr. Banner. These are the lessons Cesca and Roy learned from the adults in the passages.

Cesca and Roy show that they have learned these lessons in many ways. Cesca shows that she has learned this lesson because since her mom had a baby brother, they needed more money. So Cesca polished the railings. She worked so hard that her dad let her ride on the gondola with him. She was so happy! She knew that since she worked hard she got rewarded. She did the same thing her dad did. Her dad worked hard and saved money so he can accomplish his dream and get a better gondola. Roy shows that he has learned his lesson because he actually realized that Mr. Banner knew his secret. He wasn't mad or anything. He just said a soft "thank you".

In conclusion, Cesca and Roy learn lessons from the adults in the story. They show that they have learned that lesson in many ways.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*Cesca and Roy show that they have learned these lessons in many ways*). The response demonstrates insightful comprehension and analysis of the texts (*Cesca learns that if you actually work hard toward your dreams, you can actually get it and Roy realized that Mr. Banner knew his secret all a long*). The topic is developed with relevant, well-chosen facts and concrete details from the texts (*Her dad upgraded his gondola to a better one, He had a very poor and ugly one, Mr. Banner told Roy that he sold his shop*). The use of varied, relevant evidence is sustained throughout (*he held up the book Roy was hiding and gave it to Roy and Mr. Banner just said "you're welcome" and smiled at him*). The response exhibits clear, purposeful organization, and ideas are skillfully linked using grade-appropriate words and phrases (*In both, Later, Then, So, In Conclusion*). The language used is stylistically sophisticated with domain-specific vocabulary (*polished the railings and worked so hard that her dad let her ride on the gondola with him*). The concluding statement follows clearly from the topic and information presented (*They show that they have learned that lesson in many ways*). This response demonstrates grade-appropriate command of conventions, with few errors.

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 • A response that is not written in English • A response that is unintelligible or indecipherable

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

* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).

New York State Grade 4-5 Expository Writing Evaluation Rubric

CRITERIA	CCLS	SCORE				0*
		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 COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	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 insightful comprehension and analysis of the text(s) —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	Essays at this level: —introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s) —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	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(s) —demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	Essays at this level: —demonstrate a lack of comprehension of the text(s) or task —provide no evidence or provide evidence that is completely irrelevant	
		W.2 L.3 L.6	—exhibit clear, purposeful organization —skillfully link ideas using grade-appropriate words and phrases —use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary —provide a concluding statement that follows clearly from the topic and information presented —demonstrate grade-appropriate command of conventions, with few errors	—exhibit clear organization —link ideas using grade-appropriate words and phrases —use grade-appropriate precise language and domain-specific vocabulary —provide a concluding statement that follows from the topic and information presented —demonstrate grade-appropriate command of conventions, with some errors that may hinder comprehension	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack the use of linking words and phrases —use language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement that is illogical or unrelated to the topic and information presented —demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—exhibit no evidence of organization —exhibit no use of linking words and phrases —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement —are minimal, making assessment of conventions unreliable
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.1 L.2	—exhibit clear, purposeful organization —skillfully link ideas using grade-appropriate words and phrases —use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary —provide a concluding statement that follows clearly from the topic and information presented —demonstrate grade-appropriate command of conventions, with few errors	—exhibit some attempt at organization —inconsistently link ideas using words and phrases —inconsistently use appropriate language and domain-specific vocabulary —provide a concluding statement that follows generally from the topic and information presented —demonstrate emerging command of conventions, with some errors that may hinder comprehension	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack the use of linking words and phrases —use language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement that is illogical or unrelated to the topic and information presented —demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—exhibit no evidence of organization —exhibit no use of linking words and phrases —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement —are minimal, making assessment of conventions unreliable	
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	—exhibit clear, purposeful organization —skillfully link ideas using grade-appropriate words and phrases —use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary —provide a concluding statement that follows clearly from the topic and information presented —demonstrate grade-appropriate command of conventions, with few errors	—exhibit some attempt at organization —inconsistently link ideas using words and phrases —inconsistently use appropriate language and domain-specific vocabulary —provide a concluding statement that follows generally from the topic and information presented —demonstrate emerging command of conventions, with some errors that may hinder comprehension	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack the use of linking words and phrases —use language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement that is illogical or unrelated to the topic and information presented —demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—exhibit no evidence of organization —exhibit no use of linking words and phrases —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement —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, or incoherent should be given a 0.
 - A response totally copied from the text(s) with no original student writing should be scored a 0.
- * Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).