



New York State Testing Program

English Language Arts

Scoring Guide for Sample Test 2005

Grade 4

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Standard and Performance Indicator Map with Answer Key

Question	Type	Points	Standard	Performance Indicator	Answer Key
Book 1	Reading				
1	multiple choice	1	1	Identify a main idea and supporting details in informational texts	C
2	multiple choice	1	1	Identify a main idea and supporting details in informational texts	G
3	multiple choice	1	1	Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources	C
4	multiple choice	1	1	Use graphic organizers to record significant details from informational texts	J
5	multiple choice	1	1	Identify a conclusion that summarizes the main idea	A
6	multiple choice	1	2	Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events	G
7	multiple choice	1	2	Use knowledge of story structure, story elements, and key vocabulary to interpret stories	A
8	multiple choice	1	2	Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources	J
9	multiple choice	1	2	Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events	A
10	multiple choice	1	2	Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources	H
11	multiple choice	1	3	Evaluate the content by identifying important and unimportant details	A
12	multiple choice	1	2	Make predictions, draw conclusions, and make inferences about events and characters	J
13	multiple choice	1	1	Read to collect and interpret data, facts, and ideas from unfamiliar texts	D
14	multiple choice	1	1	Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources	F
15	multiple choice	1	1	Locate information in a text that is needed to solve a problem	C
16	multiple choice	1	1	Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources	G
17	multiple choice	1	3	Evaluate the content by identifying the author's purpose	C
18	multiple choice	1	2	Use knowledge of story structure, story elements, and key vocabulary to interpret stories	J
19	multiple choice	1	2	Use knowledge of story structure, story elements, and key vocabulary to interpret stories	D
20	multiple choice	1	2	Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events	H
21	multiple choice	1	2	Use graphic organizers to record significant details about characters and events in stories	B
22	multiple choice	1	3	Analyze ideas and information on the basis of prior knowledge and personal experience	G

Standard and Performance Indicator Map with Answer Key

Question	Type	Points	Standard	Performance Indicator	Answer Key
Book 1	Reading				
23	multiple choice	1	2	Make predictions, draw conclusions, and make inferences about events and characters	B
24	multiple choice	1	2	Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources	J
25	multiple choice	1	1	Identify a main idea and supporting details in informational texts	C
26	multiple choice	1	1	Identify a main idea and supporting details in informational texts	F
27	multiple choice	1	1	Locate information in a text that is needed to solve a problem	B
28	multiple choice	1	1	Locate information in a text that is needed to solve a problem	F
Book 2	Listening/Writing				
29–31	short and extended response	4	2	Listening/Writing cluster	n/a
Book 3	Reading/Writing				
32–35	short and extended response	4	3	Reading/Writing cluster	n/a

Grade 4 English Language Arts Rubric

Listening/Writing (Questions 29, 30, 31)

Reading/Writing (Questions 32, 33, 34, 35)

4 points

Taken as a whole, the responses

- fulfill all or most requirements of the tasks
- address the theme or key elements of the text
- show an insightful interpretation of the text
- make connections beyond the text

- develop ideas fully with thorough elaboration
- make effective use of relevant and accurate examples from the text

In addition, the extended response

- establishes and maintains a clear focus
- shows a logical, coherent sequence of ideas through the use of appropriate transitions or other devices

- is fluent and easy to read, with vivid language and a sense of engagement or voice
- is stylistically sophisticated, using varied sentence structure and challenging vocabulary

3 points

Taken as a whole, the responses

- fulfill some requirements of the tasks
- address many key elements of the text
- show a predominantly literal interpretation of the text
- make some connections

- may be brief, with little elaboration, but are sufficiently developed to answer the questions
- provide some relevant examples and details from the text
- may include some minor inaccuracies

In addition, the extended response

- is generally focused, though may include some irrelevant details
- shows a clear attempt at organization

- is readable, with some sense of engagement or voice
- uses some sentence variety and basic vocabulary

Grade 4 English Language Arts Rubric (continued)

2 points

Taken as a whole, the responses

- fulfill some requirements of the tasks
- address basic elements of the text, but the connections may be weak
- show some misunderstanding of the text or reflect gaps in the student's understanding of the text as a whole

- may begin to answer the questions but are not sufficiently developed
- may provide some relevant text-based examples and details
- may include some inaccurate information

In addition, the extended response

- may attempt to establish a focus
- shows some attempt at organization
- may include some irrelevant details

- is mostly readable, but with little sense of engagement or voice
- uses only simple sentences and basic vocabulary

1 point

Taken as a whole, the responses

- fulfill few requirements of the tasks
- miss basic elements of the text
- show evidence that the student understood only parts of the text
- make few, if any, relevant connections

- may include a few accurate details

In addition, the extended response

- may focus on minor details or lack a focus
- shows little or no organization

- is often repetitive, with little or no sense of engagement or voice
- uses minimal vocabulary

0 points

The responses are completely incorrect, irrelevant, or incoherent.

Grade 4 English Language Arts Rubric Chart
Listening/Writing (Questions 29, 30, 31) and Reading/Writing (Questions 32, 33, 34, 35)

Quality	4	3	2	1
Meaning: The extent to which the response exhibits understanding and interpretation of the task and text(s)	<p>Responses at this level:</p> <p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> fulfill all or most requirements of the tasks address the theme or key elements of the text show an insightful interpretation of the text make connections beyond the text 	<p>Responses at this level:</p> <p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> fulfill some requirements of the tasks address many key elements of the text show a predominantly literal interpretation of the text make some connections 	<p>Responses at this level:</p> <p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> fulfill some requirements of the tasks address basic elements of the text, but the connections may be weak show some misunderstanding of the text or reflect gaps in the student's understanding of the text as a whole 	<p>Responses at this level:</p> <p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> fulfill few requirements of the tasks miss basic elements of the text show evidence that the student understood only parts of the text make few, if any, relevant connections
Development: The extent to which ideas are elaborated, using specific and relevant evidence from the text(s)	<p>Responses at this level:</p> <p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> develop ideas fully with thorough elaboration make effective use of relevant and accurate examples from the text 	<p>Responses at this level:</p> <p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> may be brief, with little elaboration, but are sufficiently developed to answer the questions provide some relevant examples and details from the text may include some minor inaccuracies 	<p>Responses at this level:</p> <p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> may begin to answer the questions but are not sufficiently developed may provide some relevant text-based examples and details may include some inaccurate information 	<p>Responses at this level:</p> <p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> may include a few accurate details
Organization: The extent to which the response exhibits direction, shape, and coherence	<p>Responses at this level:</p> <p><i>The extended response:</i></p> <ul style="list-style-type: none"> establishes and maintains a clear focus shows a logical, coherent sequence of ideas through the use of appropriate transitions or other devices <p><i>The extended response:</i></p> <ul style="list-style-type: none"> is generally focused, though may include some irrelevant details shows a clear attempt at organization 	<p>Responses at this level:</p> <p><i>The extended response:</i></p> <ul style="list-style-type: none"> may attempt to establish a focus shows some attempt at organization may include some irrelevant details 	<p>Responses at this level:</p> <p><i>The extended response:</i></p> <ul style="list-style-type: none"> may focus on minor details or lack a focus shows little or no organization 	<p>Responses at this level:</p> <p><i>The extended response:</i></p> <ul style="list-style-type: none"> is often repetitive, with little or no sense of engagement or voice uses minimal vocabulary
Language Use: The extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety	<p>Responses at this level:</p> <p><i>The extended response:</i></p> <ul style="list-style-type: none"> is fluent and easy to read, with vivid language and a sense of engagement or voice is stylistically sophisticated, using varied sentence structure and challenging vocabulary 	<p>Responses at this level:</p> <p><i>The extended response:</i></p> <ul style="list-style-type: none"> is readable, with some sense of engagement or voice uses some sentence variety and basic vocabulary 	<p>Responses at this level:</p> <p><i>The extended response:</i></p> <ul style="list-style-type: none"> is mostly readable, but with little sense of engagement or voice uses only simple sentences and basic vocabulary 	<p>Responses at this level:</p> <p><i>The extended response:</i></p> <ul style="list-style-type: none"> is often repetitive, with little or no sense of engagement or voice uses minimal vocabulary

SCORE POINT 0 = The responses are completely incorrect, irrelevant, or incoherent.

Listening/Writing Specific Rubric

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

Listening/Writing Task (Questions 29, 30, 31) “Shadowtail”

4 Points

The 4-point responses demonstrate a thorough understanding of the story and provide an analysis of the story's events. The graphic organizer (Question 29) is complete and accurate, listing two steps from the game in proper sequence. The short response (Question 30) states the two things Shadowtail does that cause his mother to think his behavior has to stop and uses details to explain why his mother thinks that. In the extended response (Question 31), the student clearly describes how Shadowtail's behavior changes from the beginning to the end of the story and what causes this change, using details from the story to support the response. The extended response is logical, well organized, focused, and fluent, with a sense of engagement or voice.

3 Points

The 3-point responses demonstrate a clear understanding of the story, but may not provide thorough elaboration or detailed support. The graphic organizer (Question 29) is essentially complete and accurate. The short response (Question 30) states the two things Shadowtail does that cause his mother to think his behavior has to stop and uses details to explain why his mother thinks that, but may be somewhat brief and not fully elaborated. In the extended response (Question 31), the student describes how Shadowtail's behavior changes from the beginning to the end of the story and what causes that change, but may provide less than thorough elaboration or text-based support. The extended response is generally focused, organized, and readable, but may contain some minor inaccuracies or irrelevant details.

2 Points

The 2-point responses show partial or superficial understanding of the story and provide insufficient development. The graphic organizer (Question 29) may be incomplete and may reveal some confusion about the sequence of steps in the game. The short response (Question 30) may be somewhat brief and general, stating two things Shadowtail does that cause his mother to think his behavior has to stop without making some connection to why his mother thinks his behavior has to stop. The extended response (Question 31) may only describe Shadowtail's behavior change without explaining what causes the change, or may explain the reason for the change but provide only a vague description of the behavior change. The response may be incomplete or show some confusion.

1 Point

The 1-point responses are often brief or repetitive, indicating that the student has understood only sections of the story. The graphic organizer (Question 29) is mostly inaccurate or incomplete. The short response (Question 30) shows confusion. The extended response (Question 31) is unfocused or may focus only on minor details of the story.

0 Points

The responses are completely incorrect, irrelevant, or incoherent.

Listening/Writing Specific Rubric Chart
Listening/Writing Task: “Shadowtail” (Questions 29, 30, 31)

	4	3	2	1
Quality	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:
Overall	demonstrate a thorough understanding of the story and provide an analysis of the story’s events.	demonstrate a clear understanding of the story, but may not provide thorough elaboration or detailed support.	show partial or superficial understanding of the story and provide insufficient development.	are often brief or repetitive, indicating that the student has understood only sections of the story.
Graphic Organizer (Question 29)	are complete and accurate, listing two steps from the game in proper sequence.	are essentially complete and accurate.	may be incomplete and may reveal some confusion about the sequence of steps in the game.	are mostly inaccurate or incomplete.
Short Response (Question 30)	state the two things Shadowtail does that cause his mother to think his behavior has to stop and use details to explain why his mother thinks that.	state the two things Shadowtail does that cause his mother to think his behavior has to stop and use details to explain why his mother thinks that, but may be somewhat brief and not fully elaborated.	may be somewhat brief and general, stating two things Shadowtail does that cause his mother to think his behavior has to stop without making some connection to why his mother thinks his behavior has to stop.	show confusion.
Extended Response (Question 31)	clearly describe how Shadowtail’s behavior changes from the beginning to the end of the story and what causes this change, using details from the story to support the responses. Responses are logical, well organized, focused, and fluent, with a sense of engagement or voice.	describe how Shadowtail’s behavior changes from the beginning to the end of the story and what causes that change, but may provide less than thorough elaboration or text-based support. Responses are generally focused, organized, and readable, but may contain some minor inaccuracies or irrelevant details.	may only describe Shadowtail’s behavior change without explaining what causes the change, or may explain the reason for the change but provide only a vague description of the behavior change. Responses may be incomplete or show some confusion.	are unfocused or may focus only on minor details of the story.

SCORE POINT 0 = The responses are completely incorrect, irrelevant, or incoherent.

Listening/Writing Rubric Key Points

Listening/Writing Task: “Shadowtail”

Question 29

Shadowtail’s mother teaches him how to play “Spinning Acorn.” Complete the chart below with the missing steps.

Possible Exemplary Responses:

2nd box

- spin acorn
- other relevant-text based step in sequence

3rd box

- dig a hole in the ground
- other relevant text-based step in sequence

Question 30

*What **two** things does Shadowtail do that make his mother keep thinking, “This has got to stop!” Why does she say that? Use details from the story to support your answer.*

Possible Exemplary Response:

Shadowtail keeps wrestling other squirrels and kicking acorns around. She says this has to stop because she wants him to stop playing and learn how to save acorns.

NOTE: “Knocking over” and “wrestling” can be considered separate details.

Listening/Writing Rubric Key Points (continued)

Listening/Writing Task: “Shadowtail”

Question 31

How does Shadowtail act at the beginning of the story? How does he act at the end of the story? What happens that makes Shadowtail change? Use details from the story to support your answer.

In your answer, be sure to include

- *how Shadowtail acts at the beginning of the story*
- *how Shadowtail acts at the end of the story*
- *what happens that makes Shadowtail change*
- *details from the story to support your answer*

Possible Exemplary Response:

At the beginning of the story, Shadowtail is lazy. He doesn't want to work. He only wants to play games, like kicking acorns. When his mother tries to teach him how to bury acorns, he just runs away to play. The only way his mom can teach him to bury acorns is by making it into a game. He ends up burying more acorns, and being faster at it, than anyone else.

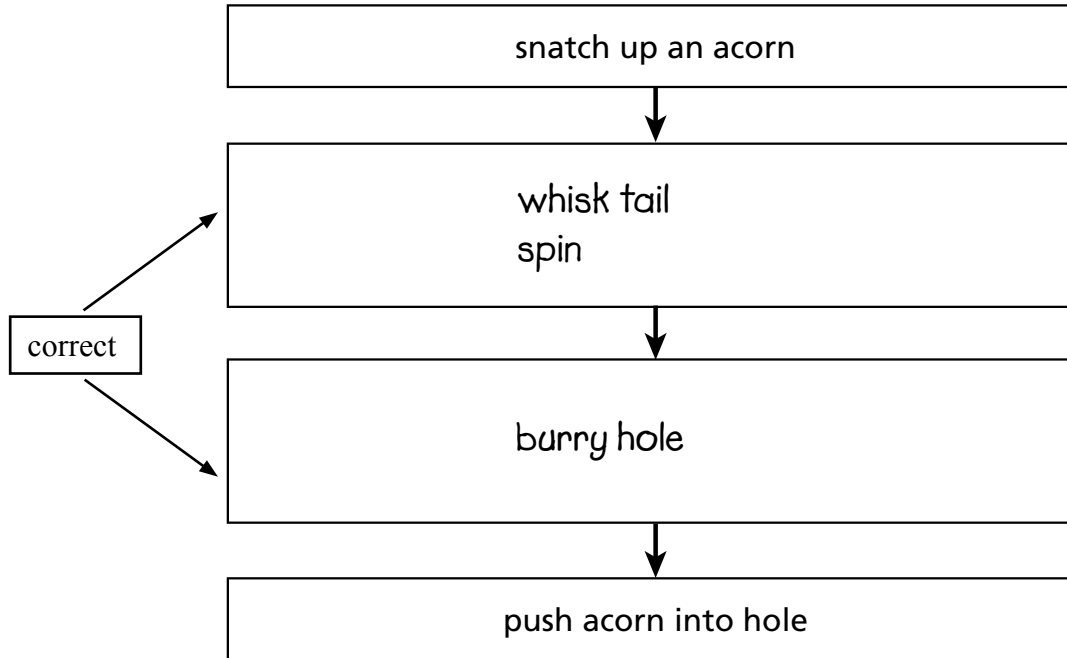
At the end of the story, it has snowed, and Shadowtail is worried because he cannot find any acorns. His mother tells him the acorns are there and teaches him a new game to help him find them under the snow.

Possible details to include in answer:

- Mother wants to teach Shadowtail to bury acorns but every time she tries he runs away to play.
- Shadowtail loves to sneak up to other squirrels and wrestle them.
- Mother thinks to herself after Shadowtail continues to play, “This has got to stop!”
- Shadowtail kicks acorns. Sometimes, he kicks acorns into the path of other squirrels.
- Mother teaches Shadowtail a new game called “Spinning Acorn.”
- Shadowtail asks his mother, “Did I bury it as fast as you did?”
- Shadowtail buries more acorns in a day than any of the other squirrels.
- After it snows, Shadowtail runs to his mother and says there are no acorns to be found because snow is covering the ground.
- Mother says she has a new game for him called “Find the Acorn.” She says when he is hungry during the winter he will find it's the best game to play.
- other relevant text-based detail

- 29** Shadowtail’s mother teaches him how to play “Spinning Acorn.” Complete the chart below with the missing steps.

HOW TO PLAY SPINNING ACORN



This response is complete and text based.
“Burry hole” is construed to mean (dig a hole)
to bury the acorn in.

Score Point - 4

30

What **two** things does Shadowtail do that make his mother keep thinking, “This has got to stop!” Why does she say that? Use details from the story to support your answer.

Shadow tail plays two games he wrestles and plays kick the acorn.

text detail

When he wrestles he won't ask squirrels to play but will jump on them

pin them to the ground until they free. Kick the acorn is when he kicks

the acorn and then gets another acorn to see if he can get farther.

Sometimes he kicks it into a trail and the squirrel will yell at mother.

Mother doesn't like this because she will get in trouble and she needs

text detail

shadow tail to burry acorns for winter not play mean games.

This response answers the question and provides good detail from the text.

Score Point - 4

31

How does Shadowtail act at the beginning of the story? How does he act at the end of the story? What happens that makes Shadowtail change? Use details from the story to support your answer.

In your answer, be sure to include

- how Shadowtail acts at the beginning of the story
- how Shadowtail acts at the end of the story
- what happens that makes Shadowtail change
- details from the story to support your answer



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

good sense of voice

Shadowtail at the beginning of the story was a jerk! he played mean games. He would wrestle and jump on top of the squirrls and pin them down. He would also kick an acorn than try again to get farther. He would sometimes kick it in a trail where a squirrl was. Mother hated this. She then decided to do a game spin the acorn. This game was to spin the acorn then burry it. Shadowtail decided he would do it he was better than anyone else. He changed and helped his mother burry acorns for winter and he didnt even know it. Now Shadowtail loves this game But when winter comes he can not find the acorns so his mother said to play find the acorn by using your nose.

text detail

text detail

text detail

text detail

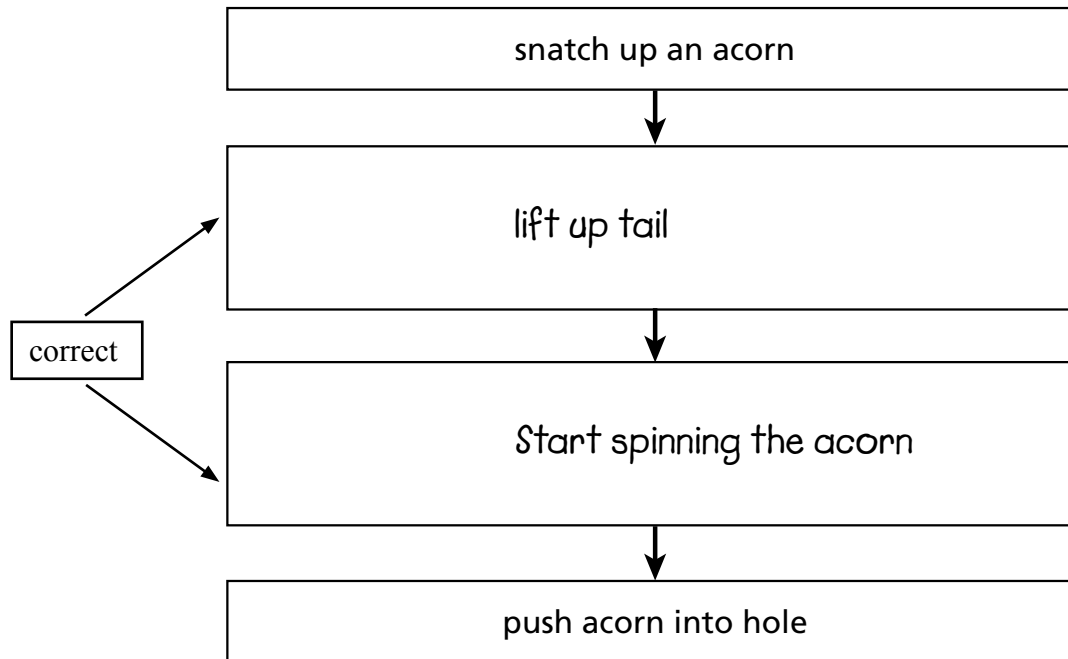
This organized extended response demonstrates a thorough understanding of the story. It is clear, easy to follow, and uses an effective voice.

Cluster Score = 4
Overall, the responses demonstrate a thorough understanding of the story and provide detailed support.

Score Point - 4

- 29** Shadowtail's mother teaches him how to play "Spinning Acorn." Complete the chart below with the missing steps.

HOW TO PLAY SPINNING ACORN



This response is complete and accurate.

Score Point - 3

30

What **two** things does Shadowtail do that make his mother keep thinking, “This has got to stop!” Why does she say that? Use details from the story to support your answer.

The first thing that made his mother think "This has got to stop!" was when shadow tail snuck up on the other squirrels and tackled them. He didn't stop to ask he just did it! Also He'd pin them down and waited til' the struggled, or til' he counted to three.

text detail

text detail

The second thing was he kicked acorns. He tried to kick the next acorn farther than the one before it. Usually the acorns almost hit another squirrel trying to walk by. Then they'd complain to Shadowtail's mother. When every he did either of them he'd spin around and laughed!

incomplete

This response answers “what,” but not “why.” A literal interpretation is given that lacks the connection between needing to stop causing problems for other squirrels in order to bury acorns. Good text support is given for “what.”

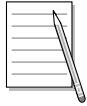
Score Point - 3

31

How does Shadowtail act at the beginning of the story? How does he act at the end of the story? What happens that makes Shadowtail change? Use details from the story to support your answer.

In your answer, be sure to include

- how Shadowtail acts at the beginning of the story
- how Shadowtail acts at the end of the story
- what happens that makes Shadowtail change
- details from the story to support your answer



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

Shadowtail was being a bully in the begining. He laughed when
ever he almost hurt someone. I think this might be correct because
Shadowtail wrestled other squirrls without them knowing. He also almost
hit another squirrl while the were passing by! The squirrls that almost
got hit went to Shadowtail's mother.

text detail

shows
change

At the end Shadowtail is confused Let me just go ahead a little.
His mother creates a game, you just spin, then push acorn in the ground.
So Shadowtail tried it and then other squirrls challanged Sadowtail.
He spun more acorns in the ground than any other squirrl did. The next
day it was all white and wet. This was Shadowtail's first winter, land
oooh this is where we are. Shadowtail was confused because he

literal
interpretation

Score Point - 3

couldn't find an acorn to play the game! His mother made a new game...

you sniff out the acorns when you're hungry and then you eat!

This extended response gives a literal interpretation of the story. It illustrates how Shadowtail acts in the beginning and in the end.

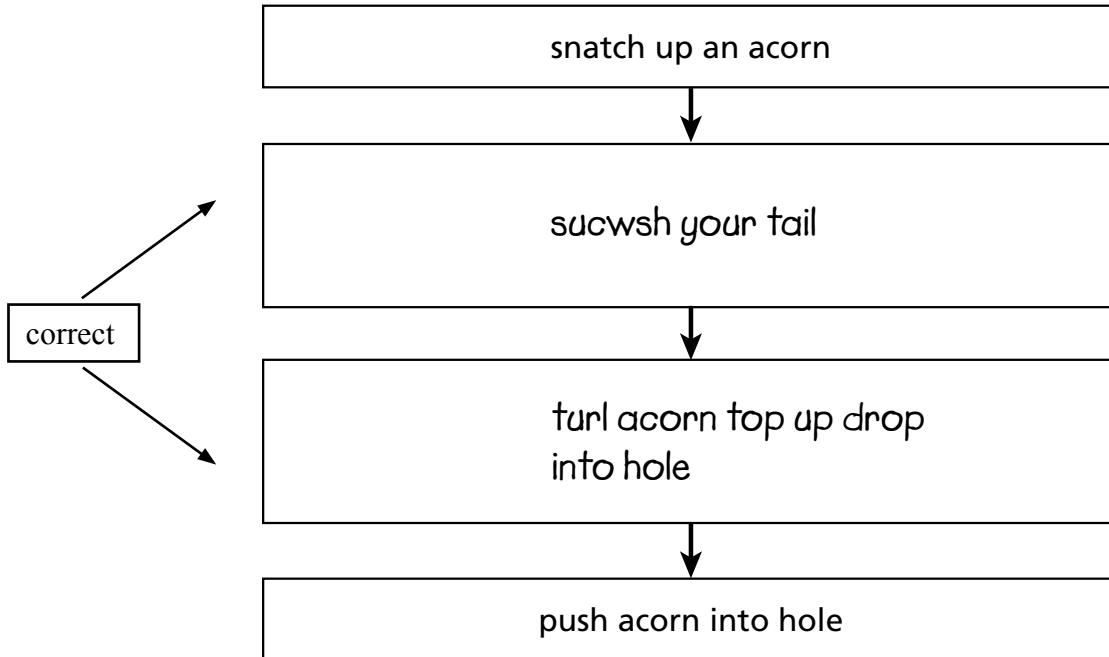
Cluster Score = 3

Taken as a whole, the responses demonstrate a literal interpretation of the story and include some relevant text-based examples and details.

Score Point - 3

- 29** Shadowtail’s mother teaches him how to play “Spinning Acorn.” Complete the chart below with the missing steps.

HOW TO PLAY SPINNING ACORN



This response is complete and accurate.

Score Point - 2

30

What **two** things does Shadowtail do that make his mother keep thinking, “This has got to stop!” Why does she say that? Use details from the story to support your answer.

Shadowtail kicks the acorns. he rells when the others don't want

to play. The mother wants him to stop because he has to get food.

it is going to be his first wrntr.

← text detail →

This response is brief and general, with minimal support from the story.

Score Point - 2

31

How does Shadowtail act at the beginning of the story? How does he act at the end of the story? What happens that makes Shadowtail change? Use details from the story to support your answer.

In your answer, be sure to include

- how Shadowtail acts at the beginning of the story
- how Shadowtail acts at the end of the story
- what happens that makes Shadowtail change
- details from the story to support your answer



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

shows
change

Shadowtail is happy he is playful and suff. He gets scrd because

there are no acorns the snow was on the ground. He changed

very brief

because he liked the new game.

This extended response is very brief, with minimal details, but it addresses most of the points of the prompt. It does not explore why Shadowtail was taught the new game.

Cluster Score = 2

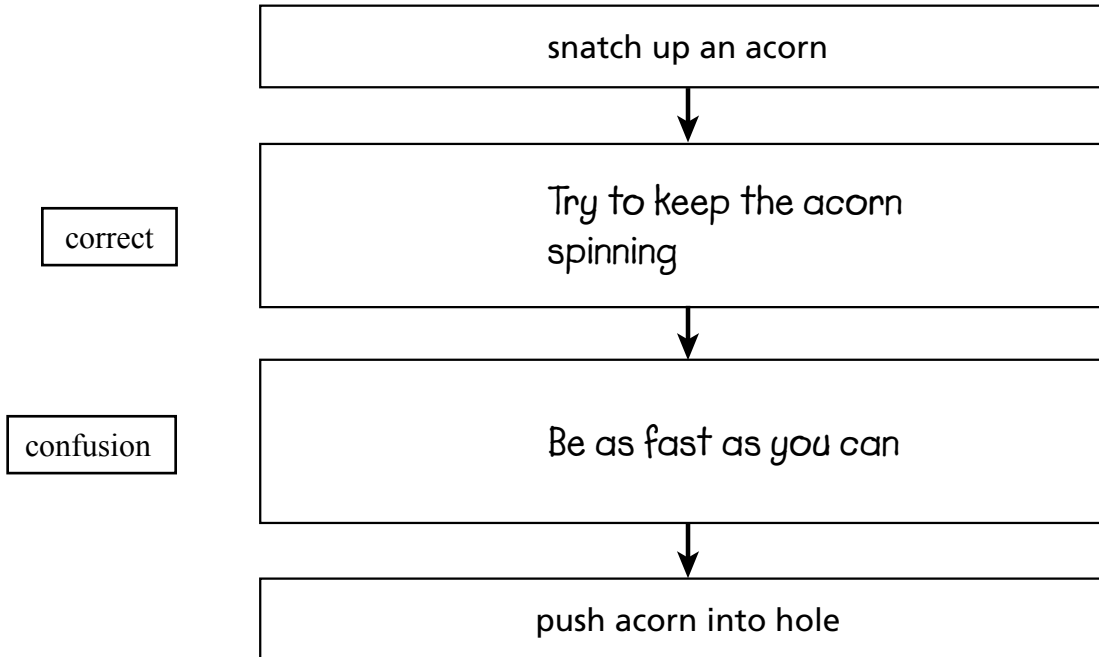
Overall, the responses show partial understanding of the story and provide insufficient development.

Score Point - 2

29

Shadowtail's mother teaches him how to play "Spinning Acorn." Complete the chart below with the missing steps.

HOW TO PLAY SPINNING ACORN



This response is text based, although it does reveal some confusion. ("Be as fast as you can" happens after "push acorn into hole.")

Score Point - 1

30

What **two** things does Shadowtail do that make his mother keep thinking, “This has got to stop!” Why does she say that? Use details from the story to support your answer.

1.) Shadowtail loved to play

incomplete

2.) Shadowtail liked to resull

This response gives two things Shadowtail does, but does not address why his mother thinks the way she does.

Score Point - 1

31

How does Shadowtail act at the beginning of the story? How does he act at the end of the story? What happens that makes Shadowtail change? Use details from the story to support your answer.

In your answer, be sure to include

- how Shadowtail acts at the beginning of the story
- how Shadowtail acts at the end of the story
- what happens that makes Shadowtail change
- details from the story to support your answer



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

very brief

Shadow tail loved to play. Shadowtail was worried that

there were no acorns to play with. His mom made up a game so

lacks connection

he could play and dig up acorns.

This extended response addresses how Shadowtail acts, but it does not address what happens to make him change.

Cluster Score = 1

Taken as a whole, the responses are brief and incomplete, indicating that the student has understood only sections of the story.

Score Point - 1

Reading/Writing Specific Rubric

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

Reading/Writing Task (Questions 32, 33, 34, 35) “Inside Outside Dogs” and “Training Your Puppy”

4 Points

The 4-point responses demonstrate a thorough understanding of both the story and the article. The responses reveal an understanding that training a dog makes life easier for both the dog and the dog owner and support that understanding with details from the texts. The graphic organizer (Question 32) is complete and accurate, using details from the story to give two reasons why someone would want to have Pepper and Sandy as pets. The first short response (Question 33) uses details from the story to tell how you know that the person telling the story cares about the dogs. In the second short response (Question 34), the student chooses a command and tells why that command would be harder to teach a puppy, using two examples from the article to support the response. The extended response (Question 35) explains how information in the article would be helpful to Mom and may explain which training steps Mom could use to change the way Sandy behaves, including details from both the story and the article to thoroughly support the response. The response is logical, well organized, focused, and fluent, with a sense of engagement or voice.

3 Points

The 3-point responses demonstrate a clear understanding of both the story and the article, but may provide less than thorough elaboration or text-based support. For example, the responses may indicate an understanding that training a dog makes life easier for both the dog and the dog owner, but may include support from only one of the texts. The graphic organizer (Question 32) is essentially complete and accurate. The first short response (Question 33) uses details from the story to tell why the person telling the story most likely cares about the dogs, and the second short response (Question 34) chooses a command and tells why that command would be harder to teach a puppy. Both responses may be less than fully elaborated or provide less than thorough text-based support. The extended response (Question 35) is generally focused, organized, and readable, but may contain some minor inaccuracies or irrelevant information. The response may include clear and sufficient details but from only one of the texts.

2 Points

The 2-point responses show partial understanding of the story and the article and provide insufficient support. The graphic organizer (Question 32) may be incomplete or contain inaccuracies. The response may show some confusion regarding which reason fits which dog. The first short response (Question 33) may give details about the dogs without explaining how that information shows the author of the story cares about the dogs. The second short response (Question 34) may be somewhat brief and general. The extended response (Question 35) may be incomplete, show some confusion, or attempt to tell how Mom could change Sandy’s behavior without explaining how the information in the article would be helpful to her. The response may not include much information from the story or the article.

Reading/Writing Specific Rubric (continued)

1 Point

The 1-point responses are often brief or repetitive, indicating that the student has understood only sections of the story and the article. The responses lack detail and exhibit confusion. For example, in the graphic organizer (Question 32), the student may indicate confusion as to which dog is which. The short responses (Questions 33 and 34) are likely to show confusion. The extended response (Question 35) is likely to retell the texts. The response is often brief or repetitive, or may focus on minor details.

0 Points

The responses are completely incorrect, irrelevant, or incoherent.

Reading/Writing Specific Rubric Chart
Reading/Writing Task: “Inside Dogs” and “Training Your Puppy” (Questions 32, 33, 34, 35)

	4	3	2	1
Quality	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:
Overall	demonstrate a thorough understanding of both the story and the article. Responses reveal an understanding that training a dog makes life easier for both the dog and the dog owner and support that understanding with details from the texts.	demonstrate a clear understanding of both the story and the article, but may provide less than thorough elaboration or text-based support. For example, responses may indicate an understanding that training a dog makes life easier for both the dog and the dog owner, but may include support from only one of the texts.	show partial understanding of the story and the article and provide insufficient support.	are often brief or repetitive, indicating that the student has understood only sections of the story and the article. Responses lack detail and exhibit confusion.
Graphic Organizer (Question 32)	are complete and accurate, using details from the story to give two reasons why someone would want to have Pepper and Sandy as pets.	are essentially complete and accurate.	may be incomplete or contain inaccuracies. Responses may show some confusion regarding which reason fits which dog.	may indicate confusion as to which dog is which.
Short Response (Question 33)	use details from the story to tell how you know that the person telling the story cares about the dogs.	use details from the story to tell why the person telling the story most likely cares about the dogs, but may be less than fully elaborated or provide less than thorough text-based support.	may give details about the dogs without explaining how that information shows the author of the story cares about the dogs.	are likely to show confusion.
Short Response (Question 34)	choose a command and tell why that command would be harder to teach a puppy, using two examples from the article to support the responses.	choose a command and tell why that command would be harder to teach a puppy, but may be less than fully elaborated or provide less than thorough text-based support.	may be somewhat brief and general.	are likely to show confusion.
Extended Response (Question 35)	explain how information in the article would be helpful to Mom and may explain which training steps Mom could use to change the way Sandy behaves, including details from both the story and the article to thoroughly support the responses. Responses are logical, well organized, focused, and fluent, with a sense of engagement or voice.	are generally focused, organized, and readable, but may contain some minor inaccuracies or irrelevant information. Responses may include clear and sufficient details but from only one of the texts.	may be incomplete, show some confusion, or attempt to tell how Mom could change Sandy’s behavior without explaining how the information in the article would be helpful to her. Responses may not include much information from the story or the article.	are likely to retell the texts. Responses are often brief or repetitive, or may focus on minor details.

SCORE POINT 0 = The responses are completely incorrect, irrelevant, or incoherent.

Reading/Writing Rubric Key Points

Reading/Writing Task: “Inside Outside Dogs” and “Training Your Puppy”

Question 32

Using details from the story, complete the chart below with **two** reasons that someone might want to have Pepper as a pet and **two** reasons that someone might want to have Sandy as a pet.

Possible Exemplary Responses:

for Pepper

- She behaves well.
- She is small and delicate.
- She looks like a fruit bat.
- She is smart.
- She never causes trouble.
- other relevant text-based response

for Sandy

- She is friendly.
- She is young and still growing.
- She looks like a pretty wolf.
- She is going to be big.
- She can be a watchdog.
- She is an outside dog.
- She is hyper/fun/energetic.
- other relevant text-based response

Question 33

How do you know that the person telling the story “Inside Outside Dogs” cares about the dogs? Use details from the story to support your answer.

Possible Exemplary Response:

The person cares about dogs because he thinks it is not fair that one dog is inside while the other is outside. When it rains, he begs his mother to let Sandy stay inside. He also lets Pepper sleep at the end of his bed.

Possible Exemplary Response:

The person telling the story is the author. She likes dogs because she wrote a story about dogs.

NOTE: Since narrator’s gender is not indicated in story, students can use either gender in response.

Reading/Writing Rubric Key Points (continued)

Reading/Writing Task: “Inside Outside Dogs” and “Training Your Puppy”

Question 34

Here are the two commands described in “Training Your Puppy.” Circle the **one** command you think would be harder to teach a puppy.

Teach your puppy to sit.

Teach your puppy to come.

Give **two** examples from the article to support your choice.

Possible Exemplary Response:

Teaching a puppy to sit would be harder. There are too many things to remember. I would want to pet the puppy and you are not supposed to do that. I wouldn't want to push the puppy to make it sit down, either.

Possible Exemplary Response:

Teaching a puppy to come would be harder. It would be hard to keep the puppy's attention after I walk away from it. Also, the puppy could run in a different direction. The puppy could run away.

NOTE: Students should not be penalized for circling or not circling a command as long as the response clearly supports one of the given commands.

Reading/Writing Rubric Key Points (continued)

Reading/Writing Task: “Inside Outside Dogs” and “Training Your Puppy”

Question 35

*Think of Mom in “Inside Outside Dogs.” Explain how the information in “Training Your Puppy” would be helpful to Mom. What steps should she use to change the way Sandy behaves? Be sure to include details from **both** the story and the article in your answer.*

In your answer, be sure to

- *explain why Mom has a problem with the way Sandy behaves*
- *explain how the information in the article would be helpful to Mom*
- *tell what steps Mom should use to change the way Sandy behaves*
- *use details from **both** the story and the article in your answer*

Possible Exemplary Response:

In “Inside Outside Dogs,” Mom doesn’t like that Sandy runs around and knocks things over. In “Training Your Puppy,” the author says that training a puppy helps puppies who jump on people or who wander away. This is just what Sandy does, so if Mom uses the information from “Training Your Puppy,” she could train Sandy to behave better. Then Mom wouldn’t have to yell at Sandy or drag her outside. Instead of running inside and knocking over the mop bucket, Sandy would come inside and sit quietly. Another thing Sandy does is make people trip because she does not stay still, so training her would make sure Sandy and everyone else is safe.

Following the steps listed in “Teaching Your Puppy to Sit” would probably be the most useful steps to take. If Mom is in control, she and Sandy will be safer and happier. Sandy could probably stay inside the house all the time, too. This will make both Mom and Sandy happy.

Possible details to include in answer:

- Sandy tips over the wastebasket and makes a mess.
- Sandy knocks over the bucket and Mom yells at her to get out of the house.
- Mom drags Sandy outside by her collar.
- When Sandy is good, she gets to stay inside.
- It is important that a puppy is well trained.
- Teaching your puppy to sit helps put you in control.
- Teaching your puppy is useful if your puppy jumps on people or wanders away.
- Teaching your puppy to come keeps your puppy safe.
- Training your puppy will make your lives together much happier.
- People you know will thank you for your well-behaved puppy.
- other relevant text-based detail

- 32** Using details from the story, complete the chart below with **two** reasons that someone might want to have Pepper as a pet and **two** reasons that someone might want to have Sandy as a pet.

	Pepper	Sandy	
text detail	1) Someone would want to have Pepper because she doesn't make a mess anywhere.	1) Sandy is a good pet because she is a great dog to play with <u>outside</u> .	text detail
	2) Also because she doesn't cause any trouble	2) Another reason is because she tickles your feet	

This response gives four acceptable reasons, using details from the story.

Score Point - 4

33

How do you know that the person telling the story “Inside Outside Dogs” cares about the dogs? Use details from the story to support your answer.

The person telling the story shows that she/he loves the dogs cause

they show love back. Like Sandy she loved playing outside on lovely

days and pepper is good at cuddling with you at night.

text detail

This response states that the person “loves the dogs cause they show love back.” This is supported with correct details from the story (the dogs loved “playing outside” and “cuddling”).

Score Point - 4

34

Here are the two commands described in “Training Your Puppy.” Circle the **one** command you think would be harder to teach a puppy.

Teach your puppy to sit.

Teach your puppy to come.

Give **two** examples from the article to support your choice.

text
detail

1. I think that sitting is hard because you are forcing it to sit.

2. Also because when you are holding the collar the puppy
might suffocate.

This response gives two reasonable examples of why teaching a puppy to sit would be harder.

Score Point - 4

35

Think of Mom in “Inside Outside Dogs.” Explain how the information in “Training Your Puppy” would be helpful to Mom. What steps should she use to change the way Sandy behaves? Be sure to include details from **both** the story and the article in your answer.

In your answer, be sure to

- explain why Mom has a problem with the way Sandy behaves
- explain how the information in the article would be helpful to Mom
- tell what steps Mom should use to change the way Sandy behaves
- use details from **both** the story and the article in your answer



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

good sense of voice

In the lovely story "Inside Outside Dogs" Mom disides to train Saddy one of her dogs. She says she should do this because Saddy has been doing horrible things. One of these disaseress things is when nobodys looking she nocks over the trash can. Also she digs holes in the lawn. Yet there is help for the mother. In the aticale training your puppy it says some basic steps for the activ dog to try. The very first step is teaching Sandy to sit. This will help mom for when that silly dog waders of to nock over trash. Also Mom should teach Sandy to come so that when Sandy is digging a hole she yells "Come!" then Sandy will stop digging and obey the comand If Mom ever comes across and aticle called "Training your puppy I suggest she reads it emedently.

text detail

This extended response completely addresses all of the bullet points, using accurate details from both passages. The response is focused, logical, and easy to read. Sentence patterns are varied, and there is a good sense of voice.

Cluster Score = 4

Overall, the responses demonstrate a thorough understanding of both the story and the article. The responses indicate an understanding that training a dog makes life easier for both the dog and the dog owner, and that understanding is supported with details from the texts.

Score Point - 4

- 32** Using details from the story, complete the chart below with **two** reasons that someone might want to have Pepper as a pet and **two** reasons that someone might want to have Sandy as a pet.

	Pepper	Sandy	
text detail	1) Someone might want Pepper because she behaves.	1) Someone would like Sandy as a Pet because whenever you get to go out you can play with her.	text detail
	2) Another reason someone might want to have Pepper is because she's quiet.	2) Another reason you'd like Sandy as a pet is because she makes a good watch dog.	

This response gives four acceptable reasons, using details from the story.

Score Point - 3

33

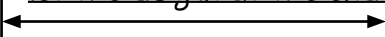
How do you know that the person telling the story “Inside Outside Dogs” cares about the dogs? Use details from the story to support your answer.

The person telling "Inside Out sid Dogs" cares about dogs.

You can tell this by the end of the story. Remember, the mom finally

let the dog in at the end.

text detail



This response gives an acceptable detail from the story (“mom finally let the dog in”) to show that the person cares about dogs.

Score Point - 3

34

Here are the two commands described in “Training Your Puppy.” Circle the **one** command you think would be harder to teach a puppy.

Teach your puppy to sit.

Teach your puppy to come.

Give **two** examples from the article to support your choice.

1. I think this will be harder because a dog gets distracted
easily
2. Another way this is harder is becaus it takes awhile to
understand you.

not a text
detail

In this response, the first example, “a dog gets distracted easily,” is weak. The second example, “it takes awhile to understand you,” is unacceptable. It is not text based and does not support why one command would be harder to teach than the other.

Score Point - 3

35

Think of Mom in “Inside Outside Dogs.” Explain how the information in “Training Your Puppy” would be helpful to Mom. What steps should she use to change the way Sandy behaves? Be sure to include details from **both** the story and the article in your answer.

In your answer, be sure to

- explain why Mom has a problem with the way Sandy behaves
- explain how the information in the article would be helpful to Mom
- tell what steps Mom should use to change the way Sandy behaves
- use details from **both** the story and the article in your answer



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

Mom has a problem with Sandy. This is because Sandy misbehaves.

text detail

The time The girl wanted to let Sandy in she came in like a bullet train.

She knocked over the mop bucket, and then the water splashed on

the floor. What woke the mom up was when the mop hit the floor.

The mom can change the way Sandy acts. All she needs to do is simply

teach him how to sit, and come. Its a easy thing to do. To make them

come walk away, pick up their favorite toy, welcome them in a kind

voice, and they will come.

organized

steps

This extended response uses details from both passages. The student includes some steps that Mom should use when teaching a command, and clearly states why Mom has a problem with Sandy. The support for why the information from the article would be helpful is not fully elaborated.

Cluster Score = 3

Taken as a whole, the responses demonstrate a clear understanding of both the story and the article, but they provide less than thorough elaboration.

Score Point - 3

32

Using details from the story, complete the chart below with **two** reasons that someone might want to have Pepper as a pet and **two** reasons that someone might want to have Sandy as a pet.

	Pepper	Sandy	
text detail	1) he stays quiet	1) he stays watch out side during the night	text detail
	2) He doesn't do much he lays aroun'd	2) After you punish Sandy he behaves	unclear

This response gives three acceptable reasons; however, the bottom right box is not clear.

Score Point - 2

33

How do you know that the person telling the story “Inside Outside Dogs” cares about the dogs? Use details from the story to support your answer.

I think that Susan McLaren cares about dogs because she wrote _____
a story on dogs. For example maybe Susan McLaren has two dogs _____
and she wrote a story on that. This is the reason why Susan McLaren _____
cares about dogs. _____

This response gives an acceptable reason (“because she wrote a story on dogs”) in that the author could be the person telling the story.

Score Point - 2

34

Here are the two commands described in “Training Your Puppy.” Circle the **one** command you think would be harder to teach a puppy.

Teach your puppy to sit.

Teach your puppy to come.

Give **two** examples from the article to support your choice.

text
detail

1. First you have to find a safe place to train your puppy.

2. Then you have to find you puppy's favorit toy.

This response gives “teach your puppy to come” as the more difficult command to teach. Two acceptable reasons are given: “find a safe place” and “Find you puppy’s favorit toy.”

Score Point - 2

35

Think of Mom in “Inside Outside Dogs.” Explain how the information in “Training Your Puppy” would be helpful to Mom. What steps should she use to change the way Sandy behaves? Be sure to include details from **both** the story and the article in your answer.

In your answer, be sure to

- explain why Mom has a problem with the way Sandy behaves
- explain how the information in the article would be helpful to Mom
- tell what steps Mom should use to change the way Sandy behaves
- use details from **both** the story and the article in your answer



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

Mom should learn how to get Sandy to sit because Sandy is

always runing a round and Mom is sick of it. For example if Mom tout

Sandy to sit Sandy would be a better dog. If mom didn't teach Sandy

to sit he would always run a round.

text detail



attempt to focus

This extended response is incomplete and demonstrates only a partial understanding of the passages. The student addresses only basic elements without sufficient development. The response demonstrates an attempt at organization, and some relevant text-based ideas are presented. There is little sense of voice.

Cluster Score = 2
Taken as a whole, the responses show partial understanding of the story and the article and provide insufficient support.

Score Point - 2

- 32** Using details from the story, complete the chart below with **two** reasons that someone might want to have Pepper as a pet and **two** reasons that someone might want to have Sandy as a pet.

	Pepper	Sandy	
too general	1) Pepper is a really nice dog.	1) Sandy might be gentle.	confusion
	2) pepper is vary still and vary young.	2) She is Smart and never causes trouble	

This response demonstrates confusion. It is not clear that the student knows which dog is which.

Score Point - 1

33

How do you know that the person telling the story “Inside Outside Dogs” cares about the dogs? Use details from the story to support your answer.

no text details

The person cares about dogs because he maby likes dogs. He maby
does not want them to get hert or dos not want then to get Sick or
the might diy. Thats why you want to tack care of dogs.

This response gives no relevant text-based details to support why the person telling the story cares about dogs.

Score Point - 1

34

Here are the two commands described in “Training Your Puppy.” Circle the **one** command you think would be harder to teach a puppy.

Teach your puppy to sit.

no command circled*

Teach your puppy to come.

Give **two** examples from the article to support your choice.

lacks support for either command

1. I think to teach the puppy to come because it will always be
wiled and never learn.

2. It will always be anoid and dictractive and never ever listin.

This response does not provide details from the text to support either command as being harder to teach.

*Circling a command is not necessarily required as long as the response clearly pertains to a particular command.

Score Point - 1

35

Think of Mom in “Inside Outside Dogs.” Explain how the information in “Training Your Puppy” would be helpful to Mom. What steps should she use to change the way Sandy behaves? Be sure to include details from **both** the story and the article in your answer.

In your answer, be sure to

- explain why Mom has a problem with the way Sandy behaves
- explain how the information in the article would be helpful to Mom
- tell what steps Mom should use to change the way Sandy behaves
- use details from **both** the story and the article in your answer



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

Training your puppy is a hard thing to do. You have to train
your pupy 2 mount old. or it won't knew noting. Training a puppy is
a good thing to do. Trainin means to teach your puppy to do stoff
like Sit dogy Sit or come here Shack its hand teach him how to Say hi
tell him to listin that the kind of stoff you have to do. If you want your
dog to be Smart jest do it. It's not that hard. So let call training.com.

lacks
connection

This extended response contains some irrelevant information and does not include details from both passages. Vocabulary is weak, and there is little sentence variety. The student includes only the commands “sit” and “come” in the response. It does not include problems that Mom had with Sandy and how information from the article would be helpful.

Cluster Score = 1

Overall, the responses are brief and include few accurate details. The responses exhibit confusion, indicating that the student has understood only sections of the story and the article.

Score Point - 1

Writing Mechanics Rubric (Questions 31 and 35)

3 points

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

2 points

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

1 point

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

0 points

The writing demonstrates a lack of control of the conventions of written English. The errors make the writing incomprehensible.

Writing Mechanics Rubric Chart
(Questions 31 and 35)

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

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

Annotation Key

Abbreviations	
cap	faulty capitalization
lc	lowercase
lu	language usage
ow	omitted word
p	faulty punctuation
r-o	run-on sentence
sf	sentence fragment
sp	error in spelling

31

How does Shadowtail act at the beginning of the story? How does he act at the end of the story? What happens that makes Shadowtail change? Use details from the story to support your answer.

In your answer, be sure to include

- how Shadowtail acts at the beginning of the story
- how Shadowtail acts at the end of the story
- what happens that makes Shadowtail change
- details from the story to support your answer



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

(r-o) [In the beginning of the story Shadowtail would always play around

(lc) and wrestle squirrels, also kick acorns. Shadowtail's mother says,

"This has got to stop". So mother thought and thought. Shadowtail

acts very foolish in the beginning of the story.

(sp) At the end of the story Shadowtail plays nicer and doesn't

(r-o) knock down squirrels. Shadowtail doesn't act foolish at the end of

(sp) the story he actually acts nice to the squirrels. Shadowtail's

mother tells Shadowtail that spinning acorn was a better game.

(sp) Shadow and the squirrels played the new game and Shadowtail

almost always won.

That is how Shadowtail changed and acted from the begin-

(sf) ning to the end of the story. Also how he changed at the end.]

Score Point - 3

35

Think of Mom in “Inside Outside Dogs.” Explain how the information in “Training Your Puppy” would be helpful to Mom. What steps should she use to change the way Sandy behaves? Be sure to include details from **both** the story and the article in your answer.

In your answer, be sure to

- explain why Mom has a problem with the way Sandy behaves
- explain how the information in the article would be helpful to Mom
- tell what steps Mom should use to change the way Sandy behaves
- use details from **both** the story and the article in your answer



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

In the story *Inside Outside Dogs* Mom needs help. She needs

help teaching Sandy to sit still.

sp

Mom should use the steps from *Training Your Puppy*. She should use

them because there are steps for teaching your puppy how to sit.

All of the steps would be useful for Mom.

That is why I think Mom needs help teaching Sandy to sit still and

what can help Mom teach Sandy to sit still. Bye for now!

Cluster Score = 3

Taken as a whole, the responses indicate control of the conventions of written English. In both papers, there are a few errors in spelling and syntax, but they do not affect comprehension.

Score Point - 3

31

How does Shadowtail act at the beginning of the story? How does he act at the end of the story? What happens that makes Shadowtail change? Use details from the story to support your answer.

In your answer, be sure to include

- how Shadowtail acts at the beginning of the story
- how Shadowtail acts at the end of the story
- what happens that makes Shadowtail change
- details from the story to support your answer



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

ShadowTail acts different from the beginning of the story twords
the end of the story. In this essay I will tell you how.

r-o First, ShadowTail acts like he won't let his mom teach him
things. [For example, ShadowTail always played and when his mother
tried to teach him how to burrie nuts but when she did ShadowTail
ran away.]

* The student consistently misspells Shadowtail with a capital "T" (ShadowTail).

Score Point - 2

Second, Shadow Tail acts like he loves to burrie nuts. For
example Shadow Tail's mother turns burrying nuts into a game. (sp)

(cap) Third, shadowtail's feelings change because something
happens. For example, ShadowTail's Mother turns nut burrying into
a game. The steps are snatch up an acorn, then spin the acorn, then (sp)
dig a hole in the ground that is at least 2 inches deep and then
push the acorn into the hole.

(sp) In conclusion, Shadow Tail acts different from the beginning (lc)
of the story towards the end of the story. In this essay I just told
you how and why.

Score Point - 2

35

Think of Mom in "Inside Outside Dogs." Explain how the information in "Training Your Puppy" would be helpful to Mom. What steps should she use to change the way Sandy behaves? Be sure to include details from **both** the story and the article in your answer.

In your answer, be sure to

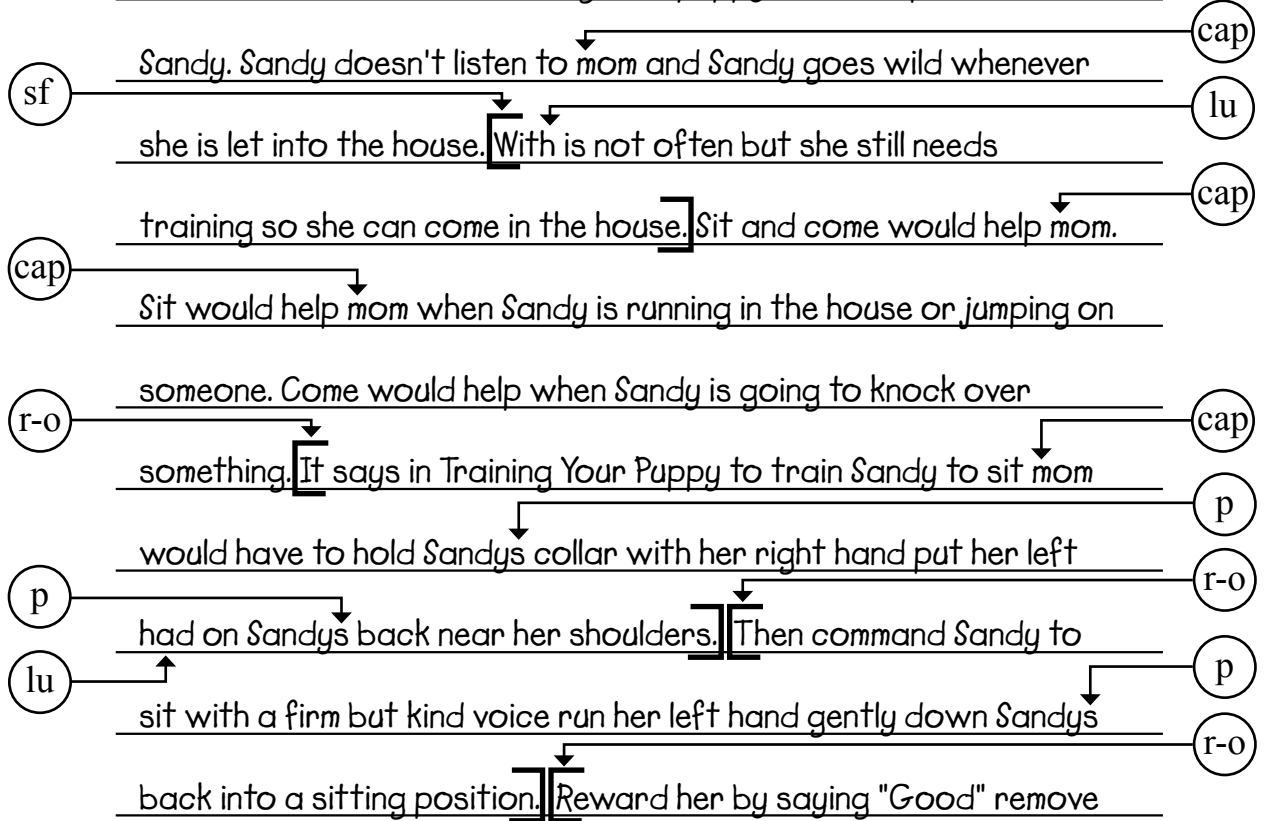
- explain why Mom has a problem with the way Sandy behaves
- explain how the information in the article would be helpful to Mom
- tell what steps Mom should use to change the way Sandy behaves
- use details from **both** the story and the article in your answer



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

Information from Training Your puppy would help mom train

Sandy. Sandy doesn't listen to mom and Sandy goes wild whenever she is let into the house. With is not often but she still needs training so she can come in the house. Sit and come would help mom. Sit would help mom when Sandy is running in the house or jumping on someone. Come would help when Sandy is going to knock over something. It says in Training Your Puppy to train Sandy to sit mom would have to hold Sandys collar with her right hand put her left had on Sandys back near her shoulders. Then command Sandy to sit with a firm but kind voice run her left hand gently down Sandys back into a sitting position. Reward her by saying "Good" remove



Score Point - 2

r-o
cap
 your hands and let Sandy stand. To teach Sandy come mom would
 take Sandy to a safe place where she can run walk away from r-o
 Sandy and crouch down. Then show Sandy a toy and call to her in
sp a wellcoming voice reward her with praise, hugs, and pats. That's
 how information from Training Your Puppy will help mom. cap

Cluster Score = 2

Taken as a whole, the responses indicate partial control of the conventions of written English. In both papers, there are errors in spelling, sentence structure, and capitalization. The errors affect readability, but do not create a serious interruption in the flow of communication.

Score Point - 2

31

How does Shadowtail act at the beginning of the story? How does he act at the end of the story? What happens that makes Shadowtail change? Use details from the story to support your answer.

In your answer, be sure to include

- how Shadowtail acts at the beginning of the story
- how Shadowtail acts at the end of the story
- what happens that makes Shadowtail change
- details from the story to support your answer



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

This is how Shadowtail acts in the beging of the story and
 end and what mack him change.
 In the beging Shadowtail acks like he does not wont to learn
 how to ~~X~~ Barry acorns he wonts to play and have fun by
 himselfe.
 In the end he acks happy because his mom made up some cool
 game soc he can learn how to dig them up For the winter comes he
 was the best at these game
 That is how Shadowtail acks through out the story and how

X = unnecessary letter

Score Point - 1

35

Think of Mom in “Inside Outside Dogs.” Explain how the information in “Training Your Puppy” would be helpful to Mom. What steps should she use to change the way Sandy behaves? Be sure to include details from **both** the story and the article in your answer.

In your answer, be sure to

- explain why Mom has a problem with the way Sandy behaves
- explain how the information in the article would be helpful to Mom
- tell what steps Mom should use to change the way Sandy behaves
- use details from **both** the story and the article in your answer



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

ow Mom has a problem with Sandy behaves. Sandy makes a mess
 p when nobody is looking, she runs and does some stuff bad stuff
 cap It could help mom by howing to know how to control her
 r-o dogs. Sandy is really actaive, and playful, youd when she is in the
 sp house she is bad she makes tons of messes
 p I think this articil could help by cloning her dog when Sandy
 comes right in.
 r-o Mom should take steps, steps that help her like: tran her how
 sp to sit, or come here I think mom sle help Sandy more then livieng her
 cap alone outside I think she could help Sandy
 lu
 sp
 p

X = unnecessary word

Cluster Score = 1

Taken as a whole, the responses show limited understanding of the conventions of written English. In both papers, there are numerous errors in spelling, sentence structure, and punctuation. Readability and comprehension are impaired.

Score Point - 1

31

How does Shadowtail act at the beginning of the story? How does he act at the end of the story? What happens that makes Shadowtail change? Use details from the story to support your answer.

In your answer, be sure to include

- how Shadowtail acts at the beginning of the story
- how Shadowtail acts at the end of the story
- what happens that makes Shadowtail change
- details from the story to support your answer



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

cap all he ded plaē sp

cap ow

he was sad

sp lu

becas than

sp wn no acors

snōw

ow p

Score Point - 0

35

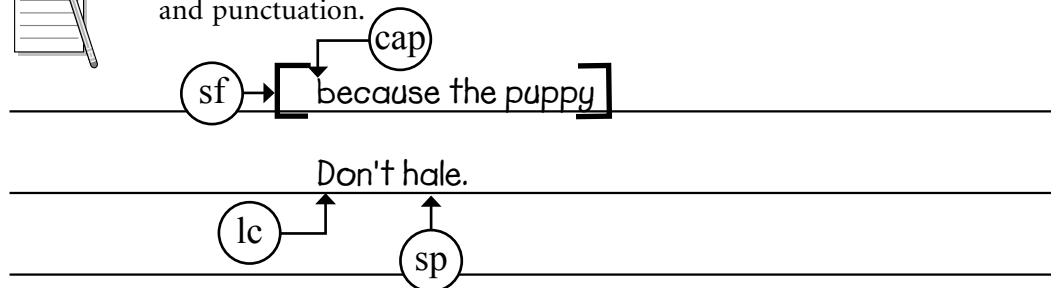
Think of Mom in “Inside Outside Dogs.” Explain how the information in “Training Your Puppy” would be helpful to Mom. What steps should she use to change the way Sandy behaves? Be sure to include details from **both** the story and the article in your answer.

In your answer, be sure to

- explain why Mom has a problem with the way Sandy behaves
- explain how the information in the article would be helpful to Mom
- tell what steps Mom should use to change the way Sandy behaves
- use details from **both** the story and the article in your answer



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



Cluster Score = 0

Taken as a whole, the responses indicate less than minimal understanding of the conventions of written English. In these brief papers, there are errors in capitalization, spelling, grammar, punctuation, and sentence structure. Overall, the writing is incomprehensible.

Score Point - 0

English Language Arts Grade 4 Scoring Considerations

Reading/Multiple Choice (Questions 1–28)

- In the multiple-choice segment of the test, a student receives credit only for those questions that are answered correctly. An answer left blank receives no credit. There is no additional penalty for not answering questions.

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

Listening/Writing (Questions 29, 30, 31)

- Deduct one point if either Question 29 or 30 is not answered.
- If neither Question 29 *nor* 30 (the short-response questions) is answered, the total maximum Listening/Writing score possible is 2.
- If Question 31 (the extended-response question) is not answered *or* is not responsive to the task, the total maximum Listening/Writing score possible is 2.
- If the student answers only one question, and that question is *not* the extended-response question, the score is zero.
- If none of the questions are answered, condition code A (blank) should be applied.

Reading/Writing (Questions 32, 33, 34, 35)

- Deduct one point if any two short-response questions (32 and 33 *or* 33 and 34 *or* 32 and 34) are not answered.
- If none of the short-response questions (32, 33, 34) are answered, the total maximum Reading/Writing score possible is 2.
- If Question 35 (the extended-response question) is not answered *or* is not responsive to the task, the total maximum Reading/Writing score possible is 2.
- If the student answers only one question, and that question is *not* the extended response (Question 35), the score is zero.
- If none of the questions are answered, condition code A (blank) should be applied.

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

Writing Mechanics (Questions 31 and 35)

- Students must answer both extended-response questions for the responses to be scored for Writing Mechanics. If the student answers only one extended-response question, the score is zero.

**New York State Testing Program
English Language Arts Condition Codes**

Score of Zero

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

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

Condition Code A

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



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Sample Test 2005

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