



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

## **English Language Arts**

**Scoring Guide for Sample Test 2005**

**Grade 6**



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## Standard and Performance Indicator Map with Answer Key

Question	Type	Points	Standard	Performance Indicator	Answer Key
<b>Book 1</b>	<b>Reading</b>				
1	multiple choice	1	1	Recognize organizational formats to assist in comprehension of informational text	B
2	multiple choice	1	1	Read to collect and interpret data, facts, and ideas from multiple sources	F
3	multiple choice	1	1	Read to collect and interpret data, facts, and ideas from multiple sources	D
4	multiple choice	1	3	Evaluate information, ideas, opinions, and themes in texts by identifying a central idea and supporting details	F
5	multiple choice	1	1	Distinguish between fact and opinion	B
6	multiple choice	1	2	Read, view, and interpret texts from a variety of genres	G
7	multiple choice	1	2	Read, view, and interpret texts from a variety of genres	D
8	multiple choice	1	2	Identify literary elements (e.g., setting, plot, character, rhythm, and rhyme) of different genres	F
9	multiple choice	1	2	Identify the ways in which characters change and develop throughout a story	A
10	multiple choice	1	2	Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning	J
11	multiple choice	1	2	Identify signal words, such as <i>finally</i> or <i>in addition</i> , that provide clues to organizational formats such as time order	B
12	multiple choice	1	2	Define characteristics of different genres	J
13	multiple choice	1	1	Read to collect and interpret data, facts, and ideas from multiple sources	A
14	multiple choice	1	1	Read to collect and interpret data, facts, and ideas from multiple sources	F
15	multiple choice	1	1	Identify information that is implied rather than stated	C
16	multiple choice	1	1	Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary	G
17	multiple choice	1	1	Recognize organizational formats to assist in comprehension of informational texts	C
18	multiple choice	1	2	Recognize how the author uses devices, such as simile, metaphor, and personification, to create meaning	G
19	multiple choice	1	2	Recognize how the author uses devices, such as simile, metaphor, and personification, to create meaning	B
20	multiple choice	1	2	Read, view, and interpret texts from a variety of genres	F
21	multiple choice	1	2	Read, view, and interpret texts from a variety of genres	C
22	multiple choice	1	3	Evaluate information, ideas, opinions, and themes in texts by identifying a central idea and supporting details	G
23	multiple choice	1	1	Recognize organizational formats to assist in comprehension of informational texts	A
24	multiple choice	1	1	Read to collect and interpret data, facts, and ideas from multiple sources	J
25	multiple choice	1	1	Identify information that is implied rather than stated	B

### Standard and Performance Indicator Map with Answer Key

Question	Type	Points	Standard	Performance Indicator	Answer Key
<b>Book 1</b>	<b>Reading</b>				
26	multiple choice	1	1	Read to collect and interpret data, facts, and ideas from multiple sources	G
<b>Book 2</b>	<b>Listening/Writing</b>				
27–30	short and extended response	5	2	Listening/Writing cluster	n/a
<b>Book 3</b>	<b>Reading/Writing</b>				
31–34	short and extended response	5	3	Reading/Writing cluster	n/a

## Grade 6 English Language Arts Rubric

**Listening/Writing (Questions 27, 28, 29, 30)**

**Reading/Writing (Questions 31, 32, 33, 34)**

### **5 points**

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Taken as a whole, the responses

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

In addition, the extended response

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

### **4 points**

---

Taken as a whole, the responses

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

In addition, the extended response

- is generally focused, though may include some irrelevant details
- shows a clear attempt at organization
- is readable, with some sense of engagement or voice
- primarily uses simple sentences and basic vocabulary

## Grade 6 English Language Arts Rubric (continued)

### 3 points

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Taken as a whole, the responses

- fulfill some requirements of the tasks
- address a few key elements of the text
- show some gaps in understanding of the text
- make some connections
- may be brief, with little elaboration or development
- provide few examples and details from the text
- may include minor inaccuracies

In addition, the extended response

- shows an attempt to maintain focus, though may include some tangents
- shows an attempt at organization
- is readable, with some sense of engagement or voice
- primarily uses simple sentences and basic vocabulary

### 2 points

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Taken as a whole, the responses

- fulfill some requirements of the tasks
- address basic elements of the text
- show little evidence that the student understood more than parts of the text
- make few connections
- provide very few text-based examples and details
- may include some inaccurate details

In addition, the extended response

- may show an attempt to establish a focus
- may include some irrelevant information
- shows little attempt at organization
- is readable, with little sense of engagement or voice
- uses minimal vocabulary
- may indicate fragmented thoughts

## Grade 6 English Language Arts Rubric (continued)

### 1 point

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Taken as a whole, the responses

- fulfill very few requirements of the tasks
- address few elements of the text
- show little evidence that the student understood more than parts of the text
- make few to no connections
- provide almost no text-based examples and details
- may include inaccurate information

In addition, the extended response

- shows little attempt to establish a focus
- may be repetitive, focusing on minor details or irrelevant information
- shows little attempt at organization
- is difficult to read, with little or no sense of engagement or voice
- uses minimal vocabulary
- may indicate fragmented thoughts

### 0 points

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The responses are completely incorrect, irrelevant, or incoherent.



**Grade 6 English Language Arts Rubric Chart**  
**Listening/Writing (Questions 27, 28, 29, 30) and Reading/Writing (Questions 31, 32, 33, 34)**

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Quality</b>	<b>Responses at this level:</b>	<b>Responses at this level:</b>	<b>Responses at this level:</b>	<b>Responses at this level:</b>	<b>Responses at this level:</b>
<i>Meaning:</i> The extent to which the response exhibits understanding and interpretation of the task and text(s)	<p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> <li>fulfill the requirements of the tasks</li> <li>address the theme or key elements of the text</li> <li>show a thorough interpretation of the text</li> <li>make some connections beyond the text</li> </ul>	<p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> <li>fulfill some requirements of the tasks</li> <li>address some key elements of the text</li> <li>show a predominantly literal interpretation of the text</li> <li>make some connections</li> </ul>	<p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> <li>fulfill some requirements of the tasks</li> <li>address a few key elements of the text</li> <li>show some gaps in understanding of the text</li> <li>make some connections</li> </ul>	<p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> <li>fulfill some requirements of the tasks</li> <li>address basic elements of the text</li> <li>show little evidence that the student understood more than parts of the text</li> <li>make few connections</li> </ul>	<p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> <li>fulfill very few requirements of the tasks</li> <li>address few elements of the text</li> <li>show little evidence that the student understood more than parts of the text</li> <li>make few to no connections</li> </ul>
<i>Development:</i> The extent to which ideas are elaborated, using specific and relevant evidence from the text(s)	<p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> <li>develop ideas fully with thorough elaboration</li> <li>make effective use of relevant and accurate examples from the text</li> </ul>	<p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> <li>may be brief, with little elaboration, but are sufficiently developed to answer the questions</li> <li>provide some examples and details from the text</li> <li>may include minor inaccuracies</li> </ul>	<p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> <li>may be brief, with little elaboration or development</li> <li>provide few examples and details from the text</li> <li>may include minor inaccuracies</li> </ul>	<p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> <li>provide very few text-based examples and details</li> <li>may include some inaccurate details</li> </ul>	<p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> <li>provide almost no text-based examples and details</li> <li>may include inaccurate information</li> </ul>
<i>Organization:</i> The extent to which the response exhibits direction, shape, and coherence	<p><i>The extended response:</i></p> <ul style="list-style-type: none"> <li>establishes and maintains a clear focus</li> <li>shows a logical sequence of ideas through the use of appropriate transitions or other devices</li> </ul>	<p><i>The extended response:</i></p> <ul style="list-style-type: none"> <li>is generally focused, though may include some irrelevant details</li> <li>shows a clear attempt at organization</li> </ul>	<p><i>The extended response:</i></p> <ul style="list-style-type: none"> <li>shows an attempt to maintain focus, though may include some tangents</li> <li>shows an attempt at organization</li> </ul>	<p><i>The extended response:</i></p> <ul style="list-style-type: none"> <li>may show an attempt to establish a focus</li> <li>may include some irrelevant information</li> <li>shows little attempt at organization</li> </ul>	<p><i>The extended response:</i></p> <ul style="list-style-type: none"> <li>shows little attempt to establish a focus</li> <li>may be repetitive, focusing on minor details or irrelevant information</li> <li>shows little attempt at organization</li> </ul>
<i>Language Use:</i> The extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety	<p><i>The extended response:</i></p> <ul style="list-style-type: none"> <li>is fluent and easy to read, with a sense of engagement or voice</li> <li>uses varied sentence structure and some above-grade-level vocabulary</li> </ul>	<p><i>The extended response:</i></p> <ul style="list-style-type: none"> <li>is readable, with some sense of engagement or voice</li> <li>primarily uses simple sentences and basic vocabulary</li> </ul>	<p><i>The extended response:</i></p> <ul style="list-style-type: none"> <li>is readable, with some sense of engagement or voice</li> <li>primarily uses simple sentences and basic vocabulary</li> </ul>	<p><i>The extended response:</i></p> <ul style="list-style-type: none"> <li>is readable, with little sense of engagement or voice</li> <li>uses minimal vocabulary</li> <li>may indicate fragmented thoughts</li> </ul>	<p><i>The extended response:</i></p> <ul style="list-style-type: none"> <li>is difficult to read, with little or no sense of engagement or voice</li> <li>uses minimal vocabulary</li> <li>may indicate fragmented thoughts</li> </ul>

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

## Listening/Writing Specific Rubric

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

### **Listening/Writing Task (Questions 27, 28, 29, 30) “Lydia’s Lasso”**

#### **5 Points**

The 5-point responses demonstrate a thorough understanding of the story and support that understanding with text-based details. The student understands Lydia’s desire to help out with the roundup and how she proves her ability to do work that is thought of as too hard and dangerous for her. The graphic organizer (Question 27) is accurate, complete, and thorough in describing how Lydia most likely feels when she is not allowed to join the roundup and the action that supports this feeling. The first short response (Question 28) explains how Lydia’s feelings change during the story and supports that explanation with text-based details. The second short response (Question 29) explains the reason Mike and Uncle Carlos throw up their hats and cheer at the end of the story, using text-based details. The extended response (Question 30) chooses one of the lessons and explains why that lesson best fits the story, using ample text-based details. The response is organized, focused, and addresses all parts of the task. The writing is fluent and has a sense of engagement or voice.

#### **4 Points**

The 4-point responses are essentially logical and accurate, but may reflect a predominantly literal understanding of the story. The responses may generalize or present facts without synthesizing them. The graphic organizer (Question 27) is essentially correct. The first short response (Question 28) may explain how Lydia’s feelings change during the story, but may not provide much elaboration. The second short response (Question 29) may be somewhat general or may not include much text-based support. The extended response (Question 30) may choose the lesson which better fits the story without fully describing why the lesson is appropriate to the story. In addition, the response shows a clear attempt at organization, but may occasionally introduce extraneous information.

#### **3 Points**

The 3-point responses indicate only a partial understanding of the story. The student may draw some accurate conclusions about Lydia’s actions and behavior, but the responses may be sketchy, or reflect some misinterpretation of the story. The graphic organizer (Question 27) may be very brief or may contain some inaccuracies. The short responses and the extended response may contain some accurate information, but they may be incomplete or may include unrelated, unsustained ideas. For example, the first short response (Question 28) may only briefly describe how Lydia’s feelings change during the story. The second short response (Question 29) may generalize why Mike and Uncle Carlos throw up their hats and cheer, without much detail. The extended response (Question 30) may attempt to address all parts of the task, but may be incomplete or weakly organized.

## **Listening/Writing Specific Rubric (continued)**

### ***2 Points***

The 2-point responses are readable but indicate a limited understanding of the story. The graphic organizer (Question 27) is incomplete or contains inaccuracies. The short responses and the extended response may address only parts of the tasks, show a misinterpretation of the tasks, or display gaps in understanding of the story. The responses may contain some accurate details, but may not make meaningful connections or draw conclusions. For example, the first short response (Question 28) may describe Lydia's feelings but fail to make a connection to how her feelings change in the story. The second short response (Question 29) may show confusion in explaining why Mike and Uncle Carlos throw up their hats and how their actions indicate a change for Lydia's future. The extended response (Question 30) may only explain one of the given lessons in general terms, and may be very brief or not sustain its focus.

### ***1 Point***

The 1-point responses are often very brief or repetitive, indicating that the student has understood only sections of the story. The graphic organizer (Question 27) is incomplete or inaccurate. The short responses (Questions 28 and 29) show confusion and misunderstanding of the story. The extended response (Question 30) is unfocused, or focuses solely on minor details or extraneous information. The description of which lesson better fits the story may not be based on ideas contained in the story.

### ***0 Points***

The responses are completely incorrect, irrelevant, or incoherent.

**Listening/Writing Specific Rubric Chart**  
**Listening/Writing Task: “Lydia’s Lasso” (Questions 27, 28, 29, 30)**

Points	5 Responses at this level:	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:
<b>Overall</b>	demonstrate a thorough understanding of the story and support that understanding with text-based details. Responses reveal that the student understands Lydia’s desire to help out with the roundup and how she proves her ability to do work that is thought of as too hard and dangerous for her.	are essentially logical and accurate, but may reflect a predominantly literal understanding of the story. Responses may generalize or present facts without synthesizing them.	indicate only a partial understanding of the story. Responses may draw some accurate conclusions about Lydia’s actions and behavior, but the responses may be sketchy, or reflect some misinterpretation of the story.	are readable but indicate a limited understanding of the story.	are often very brief or repetitive, indicating that the student has understood only sections of the story.
<b>Graphic Organizer (Question 27)</b>	are accurate, complete, and thorough in describing how Lydia most likely feels when she is not allowed to join the roundup and the action that supports this feeling.	are essentially correct.	may be very brief or may contain some inaccuracies.	are incomplete or contain inaccuracies.	are incomplete or inaccurate.
<b>Short Response (Question 28)</b>	explain how Lydia’s feelings change during the story and support that explanation with text-based details.	may explain how Lydia’s feelings change during the story, but may not provide much elaboration.	may contain some accurate information, but may be incomplete or may include unrelated, unsustainable ideas (e.g., may only briefly describe how Lydia’s feelings change during the story).	may address only parts of the task, show a misinterpretation of the task, or display gaps in understanding of the story. Responses may contain some accurate details, but may not make meaningful connections or draw conclusions (e.g., may describe Lydia’s feelings but fail to make a connection to how her feelings change in the story).	show confusion and misunderstanding of the story.
<b>Short Response (Question 29)</b>	explain the reason Mike and Uncle Carlos throw up their hats and cheer at the end of the story, using text-based details.	may be somewhat general or may not include much text-based support.	may contain some accurate information, but may be incomplete or may include unrelated, unsustainable ideas (e.g., may generalize why Mike and Uncle Carlos throw up their hats and cheer, without much detail).	may address only parts of the task, show a misinterpretation of the task, or display gaps in understanding of the story. Responses may contain some accurate details, but may not make meaningful connections or draw conclusions (e.g., may show confusion in explaining why Mike and Uncle Carlos throw up their hats and how their actions indicate a change for Lydia’s future).	show confusion and misunderstanding of the story.
<b>Extended Response (Question 30)</b>	choose one of the lessons and explain why that lesson best fits the story, using ample text-based details. Responses are organized, focused, and address all parts of the task; writing is fluent and has a sense of engagement or voice.	may choose the lesson which better fits the story without fully describing why the lesson is appropriate to the story. Responses show a clear attempt at organization, but may occasionally introduce extraneous information.	may contain some accurate information, but may be incomplete or may include unrelated, unsustainable ideas (e.g., may attempt to address all parts of the task, but may be incomplete or weakly organized).	may address only parts of the task, show a misinterpretation of the task, or display gaps in understanding of the story. Responses may contain some accurate details, but may not make meaningful connections or draw conclusions (e.g., may only explain one of the given lessons in general terms, and the response may be very brief or not sustain its focus).	are unfocused, or focus solely on minor details or extraneous information; the description of which lesson better fits the story may not be based on ideas contained in the story.

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

## Listening/Writing Rubric Key Points

### Listening/Writing Task: “Lydia’s Lasso”

#### Question 27

Complete the chart below by giving **one** word to describe how Lydia **most likely** feels when she is not allowed to join the roundup. Then, describe an action from the story that supports this feeling.

#### Possible Exemplary Responses:

How Lydia most likely feels/Action from story that supports this feeling

- upset/she drags her feet
- upset/she pleads with Mike to let her help
- left out/excluded/she pleads with Mike to let her help
- angry/she drags her feet
- bored/she lassos a bush/fence post/log
- sad/she drags her feet
- disappointed/she drags her feet
- lonely/unwanted/goes by herself to the pond
- other relevant text-based feeling (e.g., frustrated/ignored/rejected/unimportant/useless) and corresponding action (e.g., pleads with Mike to let her help/drag her feet/goes by herself to the pond)

#### Question 28

Explain how Lydia’s feelings change during the story. Support your answer with details from the story.

#### Possible Exemplary Response:

At first, Lydia is disappointed because she cannot help with the roundup. She drags her feet all the way to the pond where she is bored just lassoing objects. By the end of the story, she is happy because she has rescued the calf.

#### Possible details to include in answer:

- Lydia pleads with Mike to let her join the roundup./Mike won’t let Lydia join the roundup.
- Lydia drags her feet all the way to the pond./Mike sends her to the pond.
- Lydia lassos a bush and fence post, but doesn’t feel it is the same as joining the roundup.
- Lydia feels she could lasso cattle if given a chance.
- Lydia lassos a log in the frozen pond, but thinks it is boring.
- Lydia is concerned when she hears the crack in the ice.
- Lydia tells herself to relax when she tries to lasso the calf.
- Lydia’s heart pounds as she reaches down to pull the calf out of the water.
- Lydia smiles when she sees Mike and Uncle Carlos cheering for her.
- Lydia feels confident/proud.
- other relevant text-based detail

## Listening/Writing Rubric Key Points (continued)

### Listening/Writing Task: “Lydia’s Lasso”

#### Question 29

*At the end of the story, Mike and Uncle Carlos throw up their hats and cheer. Explain why they do this. What do their actions **most likely** mean for Lydia’s future? Use details from the story to support your answer.*

#### Possible Exemplary Response:

Mike and Uncle Carlos are happy that Lydia saved the calf’s life by using her lasso. Now that Lydia has proven she can use the lasso and do hard work, they will probably let her go with them the next time they round up cattle.

#### Possible details to include in answer:

- Mike tells Lydia that rounding up cattle is hard work and can be dangerous.
- Lydia’s lasso draped perfectly around the calf’s neck.
- Lydia pulls the calf through the icy water.
- Mike and Uncle Carlos cheer for her.
- Mike and Uncle Carlos needed her help after all.
- other relevant text-based detail

#### Question 30

*Study the two lessons below.*

***If at first you don’t succeed, try, try again.***

***Do not be too quick to judge others.***

*Write an essay in which you tell which lesson **better** fits the story “Lydia’s Lasso.” Use details from the story to support your answer.*

*In your answer, be sure to*

- *choose **one** of the two lessons*
- *explain why this lesson is appropriate to the story*
- *use details from the story to support your answer*

#### Possible Exemplary Response:

If at first you don’t succeed: Lydia is told she cannot help her cousin and uncle in the roundup, so she practices with her lasso at the pond. While practicing, she hears the ice crack and sees a calf in the icy water.

Lydia first tries to save the calf by throwing her lasso around its neck, but it doesn’t reach the calf. She tells herself to relax and tries again. She still doesn’t throw it far enough. Finally, on her third try, she successfully lassos the calf and pulls it out of the water. If Lydia hadn’t kept trying, she would never have been successful and the calf may not have survived.

## Listening/Writing Rubric Key Points (continued)

### Listening/Writing Task: “Lydia’s Lasso”

#### Possible details to include in answer:

- Lydia throws the lasso at the calf’s head, but the lasso falls short.
- On Lydia’s second try to lasso the calf, the lasso bounces off the calf’s nose.
- On Lydia’s third attempt, the loop drapes perfectly around the calf’s neck.
- Lydia pulls the calf from the water and saves its life.
- other relevant text-based detail

#### Possible Exemplary Response:

Do not be too quick to judge others: Mike teaches Lydia how to tie a lasso and gives it to her. This makes her think she is going to join him on the roundup. Lydia is disappointed when Mike tells her she cannot go along because the work is hard and can be dangerous. He doesn’t think she will be a help to him or Uncle Carlos.

While Lydia is by the pond she sees a calf has fallen into the icy water. Lydia uses her lasso to safely pull the calf from the water. When Mike and Uncle Carlos see what Lydia has done they are very happy and excited. Lydia proved to them that they had misjudged what she could do.

#### Possible details to include in answer:

- Mike tells Lydia she cannot join the roundup because it is hard work and can be dangerous.
- Mike tells Lydia it is best if she watches from by the pond.
- Lydia successfully throws a lasso around the neck of the calf in the pond.
- Lydia pulls the calf from the water and saves its life.
- Mike and Uncle Carlos are happy Lydia saved the life of the calf.
- Mike and Uncle Carlos needed Lydia’s help after all.
- other relevant text-based detail

This response provides an accurate feeling (sad) and action (drags her feet) that correctly supports the feeling.

- 27** Complete the chart below by giving **one** word to describe how Lydia **most likely** feels when she is not allowed to join the roundup. Then, describe an action from the story that supports this feeling.

How Lydia most likely feels	Action from story that supports this feeling
Sad	She dragged her feet all the way to the Pond

correct

text detail

- 28** Explain how Lydia's feelings change during the story. Support your answer with details from the story.

Lydia's feelings change in the story because, in the begining she was dissappointed that she was not aloud to go help round up cattle.

I think she's sad because she dragged her feet all the way to the pond. In the middle she was bored because all she could lasso

was a bush and a fence post. She wanted to lasso cattle from on top of a horse. In the end she was excited because she saved a cave's life.

text detail

text detail

text detail

This response includes two correct feelings (disappointed, excited) and a middle transition feeling (bored). The supporting details (not allowed to help, lassoed a fence post, and saved a calf's life) are accurate.

**Score Point - 5**



29

At the end of the story, Mike and Uncle Carlos throw up their hats and cheer. Explain why they do this. What do their actions **most likely** mean for Lydia's future? Use details from the story to support your answer.

Mike and Uncle Carlos throw up their hats because they're happy

← text detail

Lydia saved the calf's life, and they're proud of Lydia.

→

Uncle Carlos' actions and Mike's are probably to let Lydia herd

← text detail

cattle instead of just making her watch them by the pond.

→

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This response contains a correct explanation (happy Lydia saved the calf) and a supporting detail (probably let Lydia herd cattle).

**Score Point - 5**

Study the two lessons below.

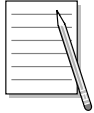
**If at first you don't succeed, try, try again.**

**Do not be too quick to judge others.**

Write an essay in which you tell which lesson **better** fits the story "Lydia's Lasso." Use details from the story to support your answer.

In your answer, be sure to

- choose **one** of the two lessons
- explain why this lesson is appropriate to the story
- use details from the story to support your answer



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

The lesson I believe is most appropriate is the second one.

do not be too quick to judge others. This lesson fits the story

text detail

because. Lydia wanted to help round up cattle, but Uncle Carlos

and Mike don't let her because she's a girl and is too young.

One thing they do to judge her is they make Lydia sit by the pond.

text detail

and watch them round up cattle. Another reason Uncle Carlos and

Mike were too quick to judge Lydia is she is a girl and too young.

text detail

but she could lasso a bush and fence post. In the end of the story

Lydia saved a young calf's life and Uncle Carlos' opinion changed

shows a logical sequence of ideas

toward Lydia. I think they'll let Lydia help round up cattle next time.

This extended response chooses the second lesson from the story. The response tells why that lesson best fits the story and includes text-based details. The writing maintains a clear focus and is fluent, with a sense of voice.

**Cluster Score = 5**  
Taken as a whole, the responses fulfill the requirement of the tasks and show a thorough understanding of the text. The response addresses the key elements of the text. The ideas are fully developed, and accurate examples from the text are included.

**Score Point - 5**

This response provides a correct feeling (useless) and a supporting action from the story.

- 27** Complete the chart below by giving **one** word to describe how Lydia **most likely** feels when she is not allowed to join the roundup. Then, describe an action from the story that supports this feeling.

How Lydia most likely feels	Action from story that supports this feeling
correct useless	text detail Mike and Uncle Carlos didn't want Lydia to help round up cattle.

- 28** Explain how Lydia's feelings change during the story. Support your answer with details from the story.

Lydia's feelings in the story change from unwanted to helpful  
because near the beginning they didn't want her to help herd the cattle  
because it was dangerous. Then she saves a calf's life and Carlos,  
and Mike are happy she was around.

correct  
text detail  
text detail

This response provides two accurate feelings (unwanted/helpful) and relevant support (didn't want her to help/saves a calf's life).

**Score Point - 4**

29

At the end of the story, Mike and Uncle Carlos throw up their hats and cheer. Explain why they do this. What do their actions **most likely** mean for Lydia's future? Use details from the story to support your answer.

Mike and Uncle Carlos throw up their hats and cheer because \_\_\_\_\_

they saw Lydia save a calf's life. I think their actions mean that \_\_\_\_\_

text detail

Lydia can help herd cattle the next time. I figure this because Carlos \_\_\_\_\_

text detail

and Mike cheered with delight when they saw that Lydia didn't give \_\_\_\_\_

up to save the calf.

\_\_\_\_\_

\_\_\_\_\_

This response provides an accurate explanation (Lydia saved a calf's life) and a correct prediction (can help herd cattle next time).

**Score Point - 4**

30

Study the two lessons below.

**If at first you don't succeed, try, try again.**

**Do not be too quick to judge others.**

Write an essay in which you tell which lesson **better** fits the story "Lydia's Lasso." Use details from the story to support your answer.

In your answer, be sure to

- choose **one** of the two lessons
- explain why this lesson is appropriate to the story
- use details from the story to support your answer



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

I think the lesson that best fits the story "Lydia's Lasso" would be

if at first you don't succeed, try, try again. This lesson is appropriate

lesson cited

because Lydia doesn't give up when she misses the calf the first two

times she throws her lasso. Some details that support this are that

Lydia tries to help Carlos and Mike herd the cattle but they don't

let her. Also Lydia doesn't give up trying to save the calf that fell in

the pond. The first couple of tries missed the calf but Lydia was

determined to lasso the calf and pull it to safety. After Lydia saved

the calf Carlos and Mike were glad that Lydia was there to save it.

text detail

This extended response is generally focused. The first lesson is chosen as better fitting the story. There are some details and examples from the text to support this choice. The response is readable and shows some sense of engagement.

**Cluster Score = 4**

The responses, taken as a whole, fulfill some requirements of the tasks and show an understanding of the text. Some key elements of the text are addressed. The answers provide some details and examples from the text.

**Score Point - 4**

This response gives two acceptable words (upset, bored) for the feeling. The action (dragged her feet) is accurate.

**27**

Complete the chart below by giving **one** word to describe how Lydia **most likely** feels when she is not allowed to join the roundup. Then, describe an action from the story that supports this feeling.

correct

How Lydia most likely feels	Action from story that supports this feeling
upset bored	She dragged her feet to the pond She said she was

text detail

**28**

Explain how Lydia’s feelings change during the story. Support your answer with details from the story.

At first when Mike told her she couldn't do the roundup

She was sad and upset so she dragged her feet to the pond.

correct

At the end when she saved the calf she was really happy because

when she saw the guys watching her she let out a big smile.

correct

This response contains accurate feelings (sad/happy) and correct support (couldn't go to the roundup/drag her feet/saved the calf).

**Score Point - 3**

29

At the end of the story, Mike and Uncle Carlos throw up their hats and cheer. Explain why they do this. What do their actions **most likely** mean for Lydia's future? Use details from the story to support your answer.

They threw there hats in the air showing that they were happy ← correct

for her and excited. There actions most likely mean that Lydia will be  
joining the roundups. Because they said we did need your help after all.

← correct →

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This response provides an accurate explanation (happy for her and excited) and a correct prediction (joining the roundup). The supporting details are brief.

**Score Point - 3**

Study the two lessons below.

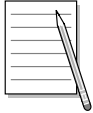
**If at first you don't succeed, try, try again.**

**Do not be too quick to judge others.**

Write an essay in which you tell which lesson **better** fits the story "Lydia's Lasso." Use details from the story to support your answer.

In your answer, be sure to

- choose **one** of the two lessons
- explain why this lesson is appropriate to the story
- use details from the story to support your answer



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

I think the story uses the If at first you don't succeed try again. lesson cited

I think this lesson is appropriate for this story because Lydia kept on wanting to join the round up when they said no she asked again.

text detail Another example is when she tried to save the calf she missed the first and second time but the third time she pulled it out of the water. lacks elaboration and connection

This extended response does cite the chosen lesson in the introduction, but the supporting details are brief. The response lacks connection and elaboration.

**Cluster Score = 3**

The responses as a whole address a few elements of the text. The short responses contain accurate information, but are brief, with little development.

**Score Point - 3**



This response states a feeling (disappointed). The action given, however, is done “to” her and not “by” her.

**27** Complete the chart below by giving **one** word to describe how Lydia **most likely** feels when she is not allowed to join the roundup. Then, describe an action from the story that supports this feeling.

	How Lydia most likely feels	Action from story that supports this feeling	
correct	Dissappointed	When she had to sit from sides and watch her cousin and uncle.	text detail

**28** Explain how Lydia’s feelings change during the story. Support your answer with details from the story.

lacks connection Lydia’s feelings changed at the end of the story when she saves the baby calf.

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This response does not explain how Lydia’s feelings changed, nor does it indicate what the feelings were.

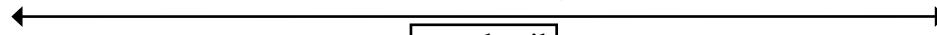
**Score Point - 2**

29

At the end of the story, Mike and Uncle Carlos throw up their hats and cheer. Explain why they do this. What do their actions **most likely** mean for Lydia's future? Use details from the story to support your answer.

Mike and Uncle Carlos throw up their hats and cheer Because \_\_\_\_\_

Lydia saved a Baby calf and they might let her in the round up. \_\_\_\_\_



text detail

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This response gives an accurate explanation (Lydia saved a baby calf) and an accurate prediction (they might let her in the roundup).

**Score Point - 2**

Study the two lessons below.

**If at first you don't succeed, try, try again.**

**Do not be too quick to judge others.**

Write an essay in which you tell which lesson **better** fits the story "Lydia's Lasso." Use details from the story to support your answer.

In your answer, be sure to

- choose **one** of the two lessons
- explain why this lesson is appropriate to the story
- use details from the story to support your answer



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

I think that Do not be too quick to Judge others is the best lesson lesson cited

because Mike thought that Lydia was too young to join the roundup

until she herodd the ice crack and saw a Baby calf on thin ice. Lydia

lasoed the cows neck and got it off The Thin ice. incorrect

incorrect

This extended response cites the lesson, but does not provide any supporting detail. The story is retold without making any connections. The response also contains an inaccuracy (off the ice). The response is readable, but is brief, with little sense of engagement.

**Cluster Score = 2**

The responses as a whole address basic elements of the text. The short and extended responses provide very few text-based details. Few connections are made in these responses.

**Score Point - 2**

This response provides a feeling (depressed), but lacks a correct action. The action stated (wanted to lasso cattle) is more of a feeling.

**27** Complete the chart below by giving **one** word to describe how Lydia **most likely** feels when she is not allowed to join the roundup. Then, describe an action from the story that supports this feeling.

How Lydia most likely feels	Action from story that supports this feeling
Deprested	because she really wanted to lasso a cattle only if they would give her a chance

correct

incomplete

**28** Explain how Lydia’s feelings change during the story. Support your answer with details from the story.

no feeling stated

Her feelings change during the story when she lassoed the animal out of the pond and when Mike and her uncle needed her after all.

lacks connection

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This response fails to state any feelings. The brief detail lacks connection to how Lydia’s feelings changed.

**Score Point - 1**

29

At the end of the story, Mike and Uncle Carlos throw up their hats and cheer. Explain why they do this. What do their actions **most likely** mean for Lydia's future? Use details from the story to support your answer.

Mike and uncle carlos threw up their hats because she saved  
the animal from the water. The actions most likely mean for her  
future is that she can help them with the cattle.

This response provides a correct explanation (she saved the animal from the water) and an accurate prediction (she can help them with cattle).

**Score Point - 1**

30

Study the two lessons below.

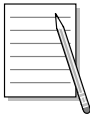
**If at first you don't succeed, try, try again.**

**Do not be too quick to judge others.**

Write an essay in which you tell which lesson **better** fits the story "Lydia's Lasso." Use details from the story to support your answer.

In your answer, be sure to

- choose **one** of the two lessons
- explain why this lesson is appropriate to the story
- use details from the story to support your answer



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

lesson cited

The lesson I chose is if you don't succeed, try, try again.

This lesson is appropriate to the story because, like lassoing the

very brief

no explanation

cattle and you don't succeed keep trying until you get it right.

This extended response cites the lesson and includes only one detail (lassoing the cattle) from the story. The response is too brief to establish a focus and shows little attempt at organization.

**Cluster Score = 1**

Taken as a whole, the responses fulfill very few requirements of the tasks. There is little evidence the student understood more than sections of the text.

**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 31, 32, 33, 34) “Flights of Fancy” and “A Fish with Whiskers”**

#### **5 Points**

The 5-point responses demonstrate a thorough understanding of the articles and support that understanding with text-based details. The student understands how birds and catfish are adaptable and the associations the authors make in the articles. The graphic organizer (Question 31) is accurate, complete, and thorough, citing one type of bird, a specific trait it possesses, and how that trait provides protection. The first short response (Question 32) explains how airplane designers have been influenced by the study of birds and supports that explanation with text-based details. The second short response (Question 33) compares the coloring of catfish living in two different environments and explains how their environments affect their coloring, using text-based details. In the extended response (Question 34), students describe which animal they would rather be, a catfish or a bird, and explain their choice using ample text-based details. The response is organized, focused, and addresses all parts of the task. The writing is fluent and has a sense of engagement or voice.

#### **4 Points**

The 4-point responses are essentially logical and accurate, but may reflect a predominantly literal understanding of the articles. The responses may generalize or present facts without synthesizing them. The graphic organizer (Question 31) is essentially correct. The first short response (Question 32) may explain how airplane designers have been influenced by the study of birds but may not provide many details. The second short response (Question 33) may be somewhat general or may not include much text-based support. In the extended response (Question 34), students may describe which animal they would rather be without fully supporting their choice with many text-based details. In addition, the response shows a clear attempt at organization, but may occasionally introduce extraneous information.

#### **3 Points**

The 3-point responses indicate only a partial understanding of the articles. The student may draw some accurate conclusions about the information, but the responses may be sketchy, or reflect some misinterpretation of the texts. The graphic organizer (Question 31) may be very brief or may contain some inaccuracies. The short responses and the extended response may contain some accurate information, but they may be incomplete or may include unrelated, unsustained ideas. For example, the first short response (Question 32) may only briefly describe how airplane designers have been influenced by the study of birds. The second short response (Question 33) may generalize the comparison of the catfish living in different environments and the effect it has had on their coloring, without much detail. The extended response (Question 34) may attempt to address all parts of the task, but may be incomplete or weakly organized.

## **Reading/Writing Specific Rubric (continued)**

### ***2 Points***

The 2-point responses are readable but indicate a limited understanding of the articles. The graphic organizer (Question 31) is incomplete or contains inaccuracies. The short responses and the extended response may address only parts of the tasks, show a misinterpretation of the tasks, or display gaps in understanding of the texts. They may contain some accurate details, but may not make meaningful connections or draw conclusions. For example, the first short response (Question 32) may describe some features of an airplane but fail to make the connection to how the feature was influenced by the study of birds. The second short response (Question 33) may show difficulty in describing how the environment affects the coloring of catfish. In the extended response (Question 34), students may only explain in general terms which animal they would rather be, and may be very brief or not sustain their focus.

### ***1 Point***

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

### ***0 Points***

The responses are completely incorrect, irrelevant, or incoherent.



**Reading/Writing Specific Rubric Chart**  
**Reading/Writing Task: “Flights of Fancy” and “A Fish with Whiskers” (Questions 31, 32, 33, 34)**

<b>Points</b>	<b>5</b> <b>Responses at this level:</b>	<b>4</b> <b>Responses at this level:</b>	<b>3</b> <b>Responses at this level:</b>	<b>2</b> <b>Responses at this level:</b>	<b>1</b> <b>Responses at this level:</b>
<b>Overall</b>	demonstrate a thorough understanding of the articles and support that understanding with text-based details. Responses reveal that the student understands how birds and catfish are adaptable and the associations the authors make in the articles.	are essentially logical and accurate, but may reflect a predominantly literal understanding of the articles. Responses may generalize or present facts without synthesizing them.	indicate only a partial understanding of the articles. Responses may draw some accurate conclusions about the information, but the responses may be sketchy, or reflect some misinterpretation of the texts.	are readable but indicate a limited understanding of the articles.	are often very brief or repetitive, indicating that the student has understood only sections of the articles.
<b>Graphic Organizer (Question 31)</b>	are accurate, complete, and thorough, citing one type of bird, a specific trait it possesses, and how that trait provides protection.	are essentially correct.	may be very brief or may contain some inaccuracies.	are incomplete or contain inaccuracies.	are incomplete or inaccurate.
<b>Short Response (Question 32)</b>	explain how airplane designers have been influenced by the study of birds and support that explanation with text-based details.	may explain how airplane designers have been influenced by the study of birds but may not provide many details.	may contain some accurate information, but may be incomplete or may include unrelated, unsustainable ideas (e.g., may only briefly describe how airplane designers have been influenced by the study of birds).	may address only parts of the task, show a misinterpretation of the task, or display gaps in understanding of the texts. Responses may contain some accurate details, but may not make meaningful connections or draw conclusions (e.g., may describe some features of an airplane but fail to make the connection to how the feature was influenced by the study of birds).	show confusion and misunderstanding of the texts.
<b>Short Response (Question 33)</b>	compare the coloring of catfish living in two different environments and explain how their environments affect their coloring, using text-based details.	may be somewhat general or may not include much text-based support.	may contain some accurate information, but may be incomplete or may include unrelated, unsustainable ideas (e.g., may generalize the comparison of the catfish living in different environments and the effect it has had on their coloring, without much detail).	may address only parts of the task, show a misinterpretation of the task, or display gaps in understanding of the texts. Responses may contain some accurate details, but may not make meaningful connections or draw conclusions (e.g., may show difficulty in describing how the environment affects the coloring of the catfish).	show confusion and misunderstanding of the texts.
<b>Extended Response (Question 34)</b>	describe which animal the student would rather be, a catfish or a bird, and explain their choice using ample text-based details. Responses are organized, focused, and address all parts of the task; writing is fluent and has a sense of engagement or voice.	may describe which animal they would rather be without fully supporting their choice with many text-based details. Responses show a clear attempt at organization, but may occasionally introduce extraneous information.	may contain some accurate information, but may be incomplete or may include unrelated, unsustainable ideas (e.g., may attempt to address all parts of the task, but may be incomplete or weakly organized).	may address only parts of the task, show a misinterpretation of the task, or display gaps in understanding of the texts. Responses may contain some accurate details, but may not make meaningful connections or draw conclusions (e.g., students may only explain in general terms which animal they would rather be, and the response may be very brief or not sustain their focus).	are unfocused, or focus solely on minor details or extraneous information; the explanation of which animal the student would rather be may not be based on ideas contained in the articles.

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

## Reading/Writing Rubric Key Points

### Reading/Writing Task: “Flights of Fancy” and “A Fish with Whiskers”

#### Question 31

The author of “Flights of Fancy” describes several different traits of birds. Complete the chart below by identifying one bird discussed in the article and a specific trait that helps protect it from enemies. Then explain how this trait helps to provide protection. Use details from the article in your answer.

#### Possible Exemplary Responses:

<i>Type of Bird</i>	<i>/ Protective Trait</i>	<i>/ How the Trait Protects</i>
• swift	/ speed	/ can outfly its enemies
• pheasant	/ short, broad wings	/ can fly straight up to avoid enemies
• albatross	/ long wings	/ can stay aloft for months
• other relevant text-based response		

#### Question 32

Using details from “Flights of Fancy,” explain how airplane designers have been influenced by the study of birds in flight.

#### Possible Exemplary Response:

Airplane designers have used many features of birds to design airplanes. They gave airplanes curved wings to help the plane lift off just like curved wings help birds to take flight. They built rudders and elevators on airplanes that help steer and stop the way birds use their tails to do the same thing.

#### Possible details to include in answer:

- Inventors used birds as models for the first successful airplanes.
- Birds have curved wings that give birds their lift.
- Inventors copied the curved wings of birds when building wings on planes.
- Birds use their tails for steering and braking.
- Airplane designers added rudders and elevators on the airplane tail for balance and steering.
- Birds use feathers at their wingtips to keep from rolling.
- Airplanes have ailerons on their wings to prevent rolling.
- other relevant text-based detail

## Reading/Writing Rubric Key Points (continued)

### Reading/Writing Task: “Flights of Fancy” and “A Fish with Whiskers”

#### Question 33

*Using information from “A Fish with Whiskers,” compare the coloring of the catfish that live in the Texas caves with the coloring of the upside-down catfish. Explain how the environment around them has affected their coloring. Use details from the article to support your answer.*

#### **Possible Exemplary Response:**

The Texas catfish is white all over and the upside-down catfish is dark on its stomach and white on its back. Color does not matter to the Texas catfish since it lives underground and does not need a dark color for protection. The upside-down catfish relies on its colors to help it hide from predators.

#### **Possible details to include in answer:**

- Catfish living in Texas caves have no light and live in total darkness.
- The catfish living in caves do not need a dark color to help it hide.
- The upside-down catfish has a white back and a dark belly.
- The coloring of the upside down catfish helps it hide from predators.
- other relevant text-based detail

## Reading/Writing Rubric Key Points (continued)

### Reading/Writing Task: “Flights of Fancy” and “A Fish with Whiskers”

#### Question 34

*If you were an animal, would you rather be a catfish or a bird? Write an essay in which you explain your choice. Use details from **both** “Flights of Fancy” and “A Fish with Whiskers” to support your explanation.*

*In your answer, be sure to*

- *describe which animal you would be*
- *explain your choice*
- *use details from both articles as support*

#### **Possible Exemplary Response:**

I would rather be a bird than a catfish. Catfish seem to live a boring life. For example, a catfish that lives in Africa may bury itself in mud for years waiting for enough water for it to swim. It would be much more fun to be a bird like a swift.

Swifts can fly very fast because their wings are long and pointed. They also do acrobatics in the air like a stunt pilot. It would be fun to zoom through the air and do fancy tricks; it would be a much more exciting life than living in the bottom of a pond.

#### **Possible Exemplary Response:**

I would rather be a catfish than a bird. There are over 2000 different kinds, so I would not be just like every other catfish in the water! Besides, many birds are easily seen so they must always be on the lookout for predators. For example, pheasants have short, broad wings to help them take off quickly in the air when they are threatened.

A catfish has a much more relaxed life. It would be fun to be a tiny madtom catfish and swim in the streams in the Ozark Mountains. Fisherman would not want to waste their time catching such a tiny fish and it would be a nice life swimming all day.

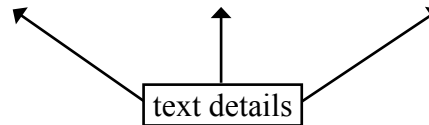
#### **Possible details to include in answer:**

- Birds are streamlined creatures made for flying.
- Flying allows a bird’s eye view of the world.
- Swifts, known for their speed, can do acrobatics in the air.
- The albatross can stay aloft for months at a time.
- A hummingbird can maneuver like a helicopter.
- There are over 2000 different kinds of catfish.
- The upside-down catfish swims upside down.
- An African catfish can sleep for several years in the mud.
- Catfish can live in different kinds of environments all over the world.
- other relevant text-based detail

**31**

The author of “Flights of Fancy” describes several different traits of birds. Complete the chart below by identifying one bird discussed in the article and a specific trait that helps protect it from enemies. Then explain how this trait helps to provide protection. Use details from the article in your answer.

Type of Bird	Protective Trait	How the Trait Protects
Albatross	Can fly for a long time	The albatross can stay in the air and when the predator gets tired of waiting for a meal, he moves off and you come down.



This response is complete and accurate. The type of bird chosen is an albatross, for its endurance in flight, which helps it escape enemies.

**Score Point - 5**

Using details from “Flights of Fancy,” explain how airplane designers have been influenced by the study of birds in flight.

Airplane designers have been influenced by the study of birds in flight because when a bird flies, the air moves over and under its wings. The top of a bird’s wing is curved and is longer than the bottom surface, the air moves faster over the top of the wing. This movement reduces the air pressure above the wing and a greater pressure below the wing pushes it up giving the bird its lift. Birds use its tail for steering and breaking. Birds also use the feathers at their wingtips to keep from rolling as they fly.

text detail

This response is complete and accurate, using appropriate details from the story (airplane inventors copied birds’ curved wings for lift; birds use their tail for steering and stopping, while planes have rudders and elevators; birds use feathers to keep from rolling, while planes have ailerons on their wings).

**Score Point - 5**

33

Using information from “A Fish with Whiskers,” compare the coloring of the catfish that live in the Texas caves with the coloring of the upside-down catfish. Explain how the environment around them has affected their coloring. Use details from the article to support your answer.

text  
detail

The catfish that lives in the Texas caves and the upside-down catfish  
both have white backs but the upside-down catfish has a black belly.  
The catfish that lives in the Texas caves is completely white because its  
home has no light so it doesn't need to blend in. The upside-down  
catfish has a white back and black belly because it swims upside-down  
and since the water has some light, the catfish needs to blend in.

This response is complete and accurate, using appropriate details from the story (the Texas catfish is white because there is no light in the cave; it doesn't need to blend into its surroundings; the upside-down catfish has a white back and black belly, which helps it blend in).

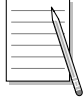
**Score Point - 5**

34

If you were an animal, would you rather be a catfish or a bird? Write an essay in which you explain your choice. Use details from **both** “Flights of Fancy” and “A Fish with Whiskers” to support your explanation.

In your answer, be sure to

- describe which animal you would be
- explain your choice
- use details from both articles as support



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

animal  
chosen

If I were an animal, I would be a bird because birds can travel further

than fish. The walking catfish in Asia can move from pond to pond or

come on shore at night to find food whereas the albatross bird can

stay in flight for months at a time, far from land. Certain birds, like the

swift, can do cool acrobatic tricks but the electric catfish can only

ample  
details

shock those who try to harm it. The swifts acrobatic tricks make it

hard for a hunter to shoot him down or catch him. In “Flights of Fancy”

the birds it talked about flew at day in the pure sunlight but the catfish

in “A Fish with Whiskers” swam mainly in the dark. The upside-down catfish

good  
sense of  
voice

boringly swims upside down but when a pheasant is threatened by an

enemy, it can fly almost straight up. A hummingbird can fly backwards

and hover but an African catfish just burrows into the mud in a dry

season. That is why if I could be any animal I would be a bird.

This extended response fulfills the task. The student chooses to be a bird, and gives ample text-based details from both articles for support. The essay is fluent, with a good sense of voice.

### Cluster Score = 5

The responses as a whole demonstrate a thorough understanding of the articles. The writer addresses key elements of the texts. There is good use of text-based details to develop ideas fully, with thorough elaboration.

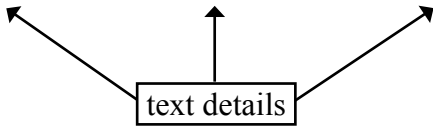
**Score Point - 5**



**31**

The author of “Flights of Fancy” describes several different traits of birds. Complete the chart below by identifying one bird discussed in the article and a specific trait that helps protect it from enemies. Then explain how this trait helps to provide protection. Use details from the article in your answer.

Type of Bird	Protective Trait	How the Trait Protects
I would be a pheasant.	short broad wings	With short, broad wings, if a predator (something who wants to feed on another animal) approaches a pheasant can fly straight up to avoid getting eaten.



This response is complete and accurate. The type of bird chosen is a pheasant. It has short, broad wings and can fly straight up for protection.

**Score Point - 4**

32

Using details from “Flights of Fancy,” explain how airplane designers have been influenced by the study of birds in flight.

Birds have influenced airplane designers because people want to get up in the air, so humans have studied birds wing structure, and they have

text detail

successfully made airplanes that fly! Airplane designers are also influenced by how birds can fly, so they study their whole body and figure out that birds have curved wings and hollow bones.

That is how airplane designers are influenced by the study of birds in flight.

This response is general but correct. Airplane designers have studied birds’ curved wing structure as well as their whole bodies.

**Score Point - 4**

33

Using information from “A Fish with Whiskers,” compare the coloring of the catfish that live in the Texas caves with the coloring of the upside-down catfish. Explain how the environment around them has affected their coloring. Use details from the article to support your answer.

general

In San Antonio, Texas and in upside-down catfish are very different. such as color. In San Antonio the fish lives in a cave, has no eyes, and is white. In Asia the upside-down catfish swims upside down, and its belly is dark to match its surroundings, but its back is white! Since it swims upside down it needs the camouflage on its belly, not its back.

text detail

This response is general. It must be inferred that the Texas catfish is white because it lives in a cave. The upside-down catfish has a dark belly to hide itself.

**Score Point - 4**

34

If you were an animal, would you rather be a catfish or a bird? Write an essay in which you explain your choice. Use details from **both** “Flights of Fancy” and “A Fish with Whiskers” to support your explanation.

In your answer, be sure to

- describe which animal you would be
- explain your choice
- use details from both articles as support



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

If I were to pick, a catfish or a bird, I think I would rather be a bird.

animal  
chosen

A bird can fly and a catfish can't. In the winter if a bird gets cold it can migrate. the most a catfish could do was burry itself under the mud.

vague  
detail

I would also like to be a bird because a bird lays eggs up in a tree, and a catfish lays eggs in the water so when animals come to get a drink or a snack, the catfish eggs aren't very protected. I would also like to be a bird because if I was a albatross I could stay in the air for months at a time, far from land. If I were a catfish the most I could do is maybe go on land. To escape predators I could fly away. the most a catfish could do is give the predators a shock up to 450 volts.

text detail

That is why I would rather be a bird than a catfish.

This extended response fulfills the task. The student chooses a bird and gives some general examples from both articles. The essay is mostly focused but does include some irrelevant details. A clear attempt at organization is shown.

**Cluster Score = 4**

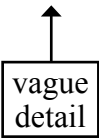
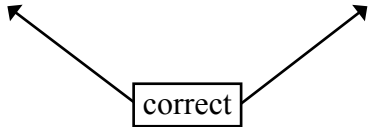
As a whole, the responses fulfill some requirements of the tasks. The short and extended responses address some key elements of the texts and provide some general examples from the texts. There are some connections made in the responses.

**Score Point - 4**

**31**

The author of “Flights of Fancy” describes several different traits of birds. Complete the chart below by identifying one bird discussed in the article and a specific trait that helps protect it from enemies. Then explain how this trait helps to provide protection. Use details from the article in your answer.

Type of Bird	Protective Trait	How the Trait Protects
Pheasant	They fly almost straight up just like a jet airplane.	You can fly far away.



The information in the first two boxes is accurate. The pheasant is chosen because it can fly straight up. The information in the third box, however, is too vague.

**Score Point - 3**

32

Using details from “Flights of Fancy,” explain how airplane designers have been influenced by the study of birds in flight.

They got the wing from the baird because the baird wing are curved  
so the are can go under neath it so it could go high. The tail so it could  
keep balance. And the beek so they can see like a baird.

← text detail

← text detail

← incorrect

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This response is general and contains some inaccuracies. However, the student correctly identifies that the birds’ wings are curved for lift, and the tail helps keep balance.

**Score Point - 3**

33

Using information from “A Fish with Whiskers,” compare the coloring of the catfish that live in the Texas caves with the coloring of the upside-down catfish. Explain how the environment around them has affected their coloring. Use details from the article to support your answer.

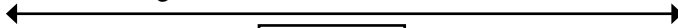
text detail

Well the up side down fish has a dark stomic so it can blend in with



dark water. Its stomic looks the same as the water. And the cat fish

that lives in the caves can be any color it wont cause it to dark to



see any fish or any thing elts.

text detail

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This response correctly identifies how the environment affects the colors of both catfish. It does not, however, provide a detailed comparison of the coloring of the two fish.

**Score Point - 3**

If you were an animal, would you rather be a catfish or a bird? Write an essay in which you explain your choice. Use details from **both** “Flights of Fancy” and “A Fish with Whiskers” to support your explanation.

In your answer, be sure to

- describe which animal you would be
- explain your choice
- use details from both articles as support



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

animal chosen

If I was to pick an animal to be I would pick a bird. I would love  
 to fly a way far. Always go to nice places in the winter like a Pheasant.  
 But I wouldn't like to live in a dark place in a caves like a cat fish in texas.  
 Or. barie my self in mud because all the water dryed up in the summer.  
 I would like to be in the sky or up in the trees not on the ground in side  
 the water. I don't won't to walk to pond to Pond like some catfish do.  
 I want to be free and fly and walk ware ever I wont. Un like the fish has  
 to swim in one place all the time. When I'm eating I can fly straight up so  
 I can get away from my enime that's why I wont to be a bird.

general  
detail  
from both  
articles

This extended response shows an attempt at organization. An animal is chosen, and a few details from the text are given. The response is readable and uses basic vocabulary.

### Cluster Score = 3

Taken as a whole, the responses fulfill some requirements of the tasks. The responses show some gaps in understanding of the texts and are brief, with little elaboration. There are few examples given from the texts.

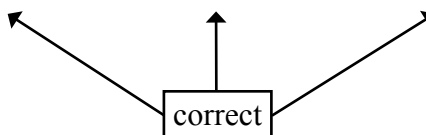
**Score Point - 3**



**31**

The author of “Flights of Fancy” describes several different traits of birds. Complete the chart below by identifying one bird discussed in the article and a specific trait that helps protect it from enemies. Then explain how this trait helps to provide protection. Use details from the article in your answer.

Type of Bird	Protective Trait	How the Trait Protects
Pheasant	Broad, short wings	Able to fly straight up



This response is complete, identifying the pheasant, with its broad wings and ability to fly straight up.

**Score Point - 2**

**32**

Using details from “Flights of Fancy,” explain how airplane designers have been influenced by the study of birds in flight.

Birds have helped us create the airplane by the way they fly

vague

and use there bodies.

This response gives a vague explanation of how birds in flight have helped in the design of airplanes. The student’s phrase “the way they fly and use there bodies” implies the designers studied their movement to design the airplane.

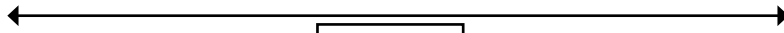
**Score Point - 2**

33

Using information from “A Fish with Whiskers,” compare the coloring of the catfish that live in the Texas caves with the coloring of the upside-down catfish. Explain how the environment around them has affected their coloring. Use details from the article to support your answer.

The cave cat fish color is different from the upside catfish  
because one is black and white, and the cave catfish is white.

incomplete



text detail

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This response correctly identifies the color of both catfish, but does not describe how the environment affects the color of either one.

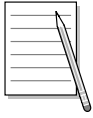
**Score Point - 2**

34

If you were an animal, would you rather be a catfish or a bird? Write an essay in which you explain your choice. Use details from **both** “Flights of Fancy” and “A Fish with Whiskers” to support your explanation.

In your answer, be sure to

- describe which animal you would be
- explain your choice
- use details from both articles as support



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

In the following paragraphs I will explain why I would rather be

animal  
chosen

a bird, then a cat fish.

First things first, if I were a cat fish, the bird might get a chance

attempts  
to focus

to eat me. There is only a slite problem with that. If I were a bird and

tried to eat an electric catfish, I would get shocked.

vague

Second, if I were a bird I could spread my wings and soar. I could

vague

loop, turn, and even perch on mountains, tops.

These are the reasons I would rather be bird then a cat fish.

In this extended response, the student chooses a bird and gives very vague references to both articles. The response is readable but uses minimal vocabulary. There is an attempt to establish focus but little attempt at organization.

**Cluster Score = 2**

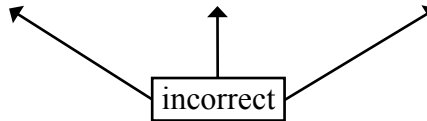
Taken as a whole, the responses fulfill some requirements of the tasks. There are very few text-based examples given. The responses show understanding of just parts of the texts.

**Score Point - 2**

**31**

The author of “Flights of Fancy” describes several different traits of birds. Complete the chart below by identifying one bird discussed in the article and a specific trait that helps protect it from enemies. Then explain how this trait helps to provide protection. Use details from the article in your answer.

Type of Bird	Protective Trait	How the Trait Protects
a big one with big wings and that can fly fast	airplane's go faster then birds some times some birds can go fast like a airplane.	It helps at flying away from a airplane the wings can go faster.



This response does not contain any accurate information.

**Score Point - 1**

**32**

Using details from “Flights of Fancy,” explain how airplane designers have been influenced by the study of birds in flight.

irrelevant airplane's are a lot mor biger then a bird and faster

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---

This response does not address the task.

**Score Point - 1**

**33**

Using information from “A Fish with Whiskers,” compare the coloring of the catfish that live in the Texas caves with the coloring of the upside-down catfish. Explain how the environment around them has affected their coloring. Use details from the article to support your answer.

irrelevant

the water and light the sun

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This response does not contain any accurate information.

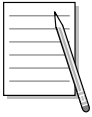
**Score Point - 1**

34

If you were an animal, would you rather be a catfish or a bird? Write an essay in which you explain your choice. Use details from **both** “Flights of Fancy” and “A Fish with Whiskers” to support your explanation.

In your answer, be sure to

- describe which animal you would be
- explain your choice
- use details from both articles as support



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

animal  
chosen

a bird. They are nice looking They have good eyes to see  
They can fly good and they are big and you can do what you  
want up in the sky.

no text details

In this extended response, the student chooses an animal to discuss, but the response is difficult to read and includes fragmented thoughts.

**Cluster Score = 1**

Taken as a whole, the responses fulfill very few requirements of the tasks. Almost no text-based examples or details are provided. The responses show little evidence of understanding of the texts.

**Score Point - 1**



**Writing Mechanics Rubric**  
**(Questions 30 and 34)**

**3 points**

---

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

**2 points**

---

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

**1 point**

---

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

**0 points**

---

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

**Writing Mechanics Rubric Chart**  
(Questions 30 and 34)

Quality	3 Points	2 Points	1 Point
<p><b>Conventions: The extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage</b></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

Study the two lessons below.

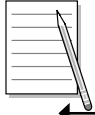
**If at first you don't succeed, try, try again.**

**Do not be too quick to judge others.**

Write an essay in which you tell which lesson **better** fits the story "Lydia's Lasso." Use details from the story to support your answer.

In your answer, be sure to

- choose **one** of the two lessons
- explain why this lesson is appropriate to the story
- use details from the story to support your answer



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

sf

missing quotation marks

→ If at first you don't succeed, try, try again. A simple but meaningful phrase that was important to this story.

Had Lydia not followed the instruction of this phrase, a calf would have lost its life. When Lydia first heard the crack in the ice, she rushed to see what it was. When she realized it was a calf,

she threw her lasso.

r-o

The first time, it fell short; the second time, it bounced off the calf's soft pink nose. The third time, it looped perfectly around the calf's neck. Lydia gently pulled the rope, as if pulling a tugboat through icy waters.

If Lydia had given up on the first or second time, the poor calf

**Score Point - 3**

would have died. \_\_\_\_\_

\_\_\_\_ Since she did not give up, she was able to rescue the calf, and \_\_\_\_\_

convinced Mike and Uncle Carlos that she could really use her lasso well. \_\_\_\_\_

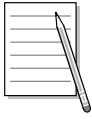
\_\_\_\_ I have learned to never give up from that story. \_\_\_\_\_

**Score Point - 3**

If you were an animal, would you rather be a catfish or a bird? Write an essay in which you explain your choice. Use details from **both** “Flights of Fancy” and “A Fish with Whiskers” to support your explanation.

In your answer, be sure to

- describe which animal you would be
- explain your choice
- use details from both articles as support



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

p

If I had to pick to be either a catfish or a bird I would choose  
to be a bird.

Just imagine. I can fly & soar above anything & get to feel  
so free! I think it would feel like magic to dip & dive. I would get a  
wonderful view of the whole world! I could be named for my speed.  
just like a swift. Or I could be an albatross with the longest of all  
bird wings.

I would rather be a bird because I do not really like the idea  
of being a catfish underwater all day & night, not knowing what is  
lurking for you next. I also would not want to have whiskers!

For example I would not want to be an upside down fish, because  
than I would have to swim around upside down! I would also not  
want to be the fish that lived in Texas, because than I would have

lu

lu

**Score Point - 3**

no eyes & not be able to see! \_\_\_\_\_

\_\_\_\_\_ As you can see I would much rather be a bird soaring in the sky

than a catfish upside down, or with no eyes! What about you? \_\_\_\_\_

**Cluster Score = 3**

The responses as a whole show a control of the conventions of written English. The first paper has a punctuation error, a sentence fragment, and a run-on sentence. The second paper has a minor punctuation error and a language usage error. The errors do not interfere with comprehension or readability.

**Score Point - 3**

Study the two lessons below.

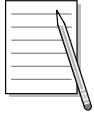
**If at first you don't succeed, try, try again.**

**Do not be too quick to judge others.**

Write an essay in which you tell which lesson **better** fits the story "Lydia's Lasso." Use details from the story to support your answer.

In your answer, be sure to

- choose **one** of the two lessons
- explain why this lesson is appropriate to the story
- use details from the story to support your answer



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

cap

lc

The lesson, "don't be too Quick to judge others." fits more into

the story than the lesson, "If at first you don't succeed, try, try again."

lu

sp

Even though the lesson, "If at first you don't succeed, try,

try again," was a little bit to do with the story, the lesson, "Do not

be too Quick to judge others" fits more.

lc

p

It fits more because in the beging they dident trust Lydia.

sp

but in the end they knew they could trust her.

**Score Point - 2**



34

If you were an animal, would you rather be a catfish or a bird? Write an essay in which you explain your choice. Use details from **both** “Flights of Fancy” and “A Fish with Whiskers” to support your explanation.

In your answer, be sure to

- describe which animal you would be
- explain your choice
- use details from both articles as support



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

p

If I were an animal I would be a catfish because they are like

humans, and I also like being a human.

r-o

I chose catfish because some can walk, some can breath on

land, some can also electricate.

sp

lu

p

All a bird can do that is amazing is fly but I can go on an

airplane for that.

sp

Catfish also get better food choses. I love to eat fish. I just

wouldn't want to be eaten as a fish.

p

Thats why I would chose catfish.

lu

**Cluster Score = 2**

The responses as a whole demonstrate partial control of the conventions of written English. In both papers, there are several errors in spelling, language usage, capitalization, and punctuation. The errors cause some difficulty in readability, but do not interfere with comprehension.

**Score Point - 2**

Study the two lessons below.

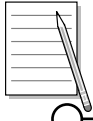
**If at first you don't succeed, try, try again.**

**Do not be too quick to judge others.**

Write an essay in which you tell which lesson **better** fits the story "Lydia's Lasso." Use details from the story to support your answer.

In your answer, be sure to

- choose **one** of the two lessons
- explain why this lesson is appropriate to the story
- use details from the story to support your answer



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

missing quotation marks

Don't be too quick to judge others. Like in the story when Mike  
 said that Lidia could not lasio cows or cattle. So he told her to  
 stay next to the pond. She started to hear the ice crack. there was  
 a calf on the ice she tried to lasio the calf 3 times. The 3<sup>d</sup> time she got  
 the calf's head. And pulled it to saftey. Mike and Uncle Carlos were  
 very happy for her, and now she will probly be in the round up  
 with them.

The

End

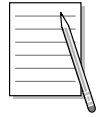
**Score Point - 1**

34

If you were an animal, would you rather be a catfish or a bird? Write an essay in which you explain your choice. Use details from **both** "Flights of Fancy" and "A Fish with Whiskers" to support your explanation.

In your answer, be sure to

- describe which animal you would be
- explain your choice
- use details from both articles as support



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

(r-o) → [If I were an animal I would be a bird I would be a phesant  
 (p) (sp) because it's wings are broad and short so it can like a jet airplane  
 (sp) (ow) to escape from it's enemies. I wouldn't want to be a cat fish because (p)  
 (sp) a cat fish has smooth slippery skin A sharp, bony spine, and don't (ow)  
 (p) have scales. I would soar in the sky like a albatross. I would flap (lu) (lu)  
 (ow) sixty to seventy times like a hummingbird. I also wouldn't want to be (ow)  
 (sp) a cat fish because they electricute people like the electric cat fish. [awkward sentence]  
 These are all reasons why I would prefer to be a bird rather than  
 a catfish because I think it would be more intruiguing to be a bird  
 (sp) (p)

**Cluster Score = 1**

The responses as a whole demonstrate minimal control of the conventions of written English. Both papers have many errors in spelling, syntax, and punctuation. The errors impede the reader's ability to comprehend.

**Score Point - 1**

30

Study the two lessons below.

**If at first you don't succeed, try, try again.**

**Do not be too quick to judge others.**

Write an essay in which you tell which lesson **better** fits the story "Lydia's Lasso." Use details from the story to support your answer.

In your answer, be sure to

- choose **one** of the two lessons
- explain why this lesson is appropriate to the story
- use details from the story to support your answer



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

Do Not be Too quick To

Sudoeo There she raaa

caw.

**Score Point - 0**

**34**

If you were an animal, would you rather be a catfish or a bird? Write an essay in which you explain your choice. Use details from **both** “Flights of Fancy” and “A Fish with Whiskers” to support your explanation.

In your answer, be sure to

- describe which animal you would be
- explain your choice
- use details from both articles as support



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

And Bird have  
wi lne sing toon the  
bold and fly in the  
sky.

**Cluster Score = 0**

The responses as a whole demonstrate a lack of control of the conventions of written English. Both papers have errors that make the writing incomprehensible.

**Score Point - 0**

## English Language Arts Grade 6 Scoring Considerations

### Reading/Multiple Choice (Questions 1–26)

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

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

### Listening/Writing (Questions 27, 28, 29, 30)

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

### Reading/Writing (Questions 31, 32, 33, 34)

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

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

### Writing Mechanics (Questions 30 and 34)

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

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

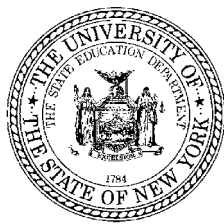
**Score of Zero**

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

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

**Condition Code A**

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



**Grade 6**  
**English Language Arts**  
**Scoring Guide**  
**Sample Test 2005**

*The McGraw-Hill Companies*

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