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**New York State Testing Program
Grade 7 Common Core
English Language Arts Test**

Released Questions with Annotations

August 2014

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

New York State Testing Program Grade 7 Common Core English Language Arts Test

Released Questions with Annotations

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

New York State administered the ELA/Literacy and Mathematics Common Core tests in April 2014 and is now making a portion of the questions from those tests available for review and use. These released questions will help students, families, educators, and the public better understand how tests have changed to assess the instructional shifts demanded by the Common Core and to assess the rigor required to ensure that all students are on track to college and career readiness.

Annotated Questions Are Teaching Tools

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

The annotated questions will include both multiple-choice and constructed-response questions. With each multiple-choice question released, a rationale will be available to demonstrate why the question measures the intended standards; why the correct answer is correct; and why each wrong answer is plausible but incorrect. Additionally, for each constructed-response question, there will be an explanation for why the question measures the intended standards and an annotated rubric with sample student responses that would obtain each score on the rubric.

Understanding ELA Annotated Questions

Multiple Choice

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

Multiple-choice questions will assess Reading Standards in a range of ways. Some will ask students to analyze aspects of text or vocabulary. Many questions will require students to combine skills. For example, questions may ask students to identify a segment of text that best supports the central idea. To answer correctly, a student must first comprehend the central idea and then show understanding of how that idea is supported. Questions will require more than rote recall or identification. Students will also be required to negotiate plausible, text-based distractors¹. Each distractor will require students to comprehend the whole passage.

The rationales describe why the distractors are plausible but incorrect and are based in common misconceptions regarding the text. While these rationales will speak to a possible and likely reason for selection of the incorrect option by the student, these rationales do not contain definitive statements as to why the student chose the incorrect option or what we can infer about knowledge and skills of the student based on their selection of an incorrect response. These multiple-choice questions were designed to assess student proficiency, not to diagnose specific misconceptions/errors with each and every incorrect option.

The annotations accompanying the multiple-choice questions will also include instructional suggestions for mastery of the CCLS measured.

Short Response

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

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

The rubric used for evaluating short-response questions can be found both in the grade-level annotations and in the Educator Guide to the 2014 Grade 7 Common Core English Language Arts Test at www.engageny.org/resource/test-guides-for-english-language-arts-and-mathematics.

Extended Response

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

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

The information in the annotated extended-response questions focuses on the demands of the questions and as such will show how the question measures the Common Core Reading standards.

The rubric used for evaluating extended-responses can be found both in the grade-level annotations and in the Educator Guide to the 2014 Grade 7 Common Core English Language Arts Test at www.engageny.org/resource/test-guides-for-english-language-arts-and-mathematics.

¹ A distractor is an incorrect response that may appear to be a plausible correct response to a student who has not mastered the skill or concept being tested.

These Released Questions Do Not Comprise a Mini Test

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

The released questions do not represent the full spectrum of standards assessed on the State tests, nor do they represent the full spectrum of how the Common Core should be taught and assessed in the classroom. Specific criteria for writing test questions as well as additional assessment information is available at www.engageny.org/common-core-assessments.

On the Roof of the World

by Benjamin Koch

A few summers ago, I was lucky to travel to Tibet, the “roof of the world.” Tibet is a small country surrounded on all sides by gigantic snowy mountain peaks. For thousands of years, these towering mountains acted like a fence, keeping people from entering the country. That’s one reason why explorers and writers have called Tibet the roof of the world. It’s hard to get to. The other reason is Tibet’s high elevation. When I climbed mountain passes over 17,000 feet above sea level, I gasped for air. I was more than three miles high!

Years ago, the people of Tibet were nomads—people without permanent homes. The ground in Tibet is much too rocky and thin to grow crops, so Tibetans centered their daily life and survival on the yak. The yaks provided the nomads with nearly everything they needed—milk, butter, meat, and wool for clothes and ropes. Even yak dung was used for fires.

Tibetan nomads would lead their herds of yak and sheep across pastures, valleys, and mountainsides in search of the best grazing lands. They did not live in permanent homes made of wood, brick, or stone.

Times are changing in Tibet, and more and more people live and work in villages and cities. But there are still nomads who survive on the high plateau just as their ancestors did.

Becoming a Modern Nomad

Some friends and I were traveling with our teacher, Dudjom Dorjee, to Kham, in the eastern part of Tibet. Dudjom was born in Tibet and lived the first years of his life as a traditional nomad. Because of political problems, Dudjom’s family had to flee to India when he was still young. We were following Dudjom back to his birthplace and getting a taste of that ancient, nomadic way of life—with a few modern updates.



The yak provides the nomads with food and clothing.

We had the advantage of automobiles—a luxury that nomads have happily survived without. When it comes time for a nomad family to move, they pack all their things into large backpacks that they strap over their yaks. A typical family might need from 30 to 50 yaks to carry all their supplies. My friends and I had more than 50 bags to carry. We stuffed them into a bus, while we piled into four-wheel drives.

Problems Along the Way

When it comes to crossing rough country, yaks are the true all-terrain travelers. Many times, the nomads have to cross raging rivers. For the loyal and determined yaks, crossing is not a problem. But when we had to cross a river, our four-wheel drives turned out to be not so loyal and reliable. We got stuck in the muddy banks of the river, and it took at least a dozen people pushing to get us out.

When nomads arrive at their destination, they are so skilled at setting up their large yak-hair tents that they have them up in minutes. My friends and I, with our fancy super-modern tents, weren't quite as quick. At one campsite, I remember wrestling with one of my tent poles trying to pass it through the loops of my tent. Some smiling nomad kids approached and had me set up in no time, though they'd never seen a tent like that before.

It's Cold Up There!

The weather in Tibet is cold, and the brutal wind seems to show no mercy. Sitting inside a nomad tent, though, you'd never know it. With a warm fire burning in the mud stove and the snug black walls of the tent, you are as comfortable as can be. This was not the case in the fancy modern tents my friends and I slept in. I remember shivering through my four sweaters, three pairs of pants, and blanket, listening to the chill rain hit my tent.

Having the Right Attitude

On this trip, I learned that it takes much more than snug tents and thick, hearty tea to survive. You need the right attitude. Everywhere we traveled, the Tibetans were generous, happy, and curious. It might be a monk warming my frozen hands in his fur robes. It might be a family of nomads taking a break to dance and sing in a circle, or a handful of kids watching me with beaming smiles.



Though their lives are full of challenges, the nomads never take their day-to-day problems too seriously. They know how impermanent things are, including their homes. We modern nomads learned some of these lessons. Perhaps when we cross the raging rivers or face the cold bitter days of our lives, we'll do it with a lot more of the right attitude—the same attitude that shines from the bright smiles of the Tibetan nomads.

Why did the author and his friends choose to travel with Dudjom Dorjee?

- A** because he could show them the nomadic life he had lived in Tibet
- B** because he was friends with many of the local Tibetans
- C** because he could teach them to communicate with the nomads
- D** because he could show them how to avoid traveling difficulties

Key: A

MEASURES CCLS: RI.7.3:

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

HOW THIS QUESTION MEASURES RI.7.3:

This question measures RI.7.3 because it asks students to analyze and make an inference about an interaction between individuals in an article. A student selecting a correct response demonstrates an understanding of how a single interaction fits into an article as a whole and is able to make a well-supported inference about this interaction.

WHY CHOICE "A" IS CORRECT:

A student selecting "A" shows an understanding of how an interaction between individuals fits into the article. Arriving at an accurate conclusion involves understanding the information the author presents about Dudjom Dorjee and making a valid inference about what motivation the author and his friends would have to travel with him. The reader learns that they wish to get a "taste of that ancient, nomadic way of life." The author and his friends see the opportunity to travel with their teacher as a chance to witness a way of life that would otherwise be unavailable to them.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice B: A student selecting "B" is making an inference that might be true but which misses the bigger picture of why the author and his friends would travel with their teacher. Although it is not stated, it is possible that Dudjom Dorjee would know many local Tibetans, having spent part of his youth in the area of his birthplace; however, the text offers no support for the inference that this is the main reason why the author and his friends choose to travel with him. The reason behind the decision to travel with Dudjom Dorjee involves the expectation that Dudjom Dorjee's personal experience of the region and its culture will be part of the group's experience.

Choice C: A student selecting "C" is making an inference that makes sense but goes beyond the information presented in the article. Although possible, the larger purpose suggested by the decision is not encapsulated by the specificity of this response. The group's decision to travel with Dudjom Dorjee is not limited to the possibility that he might teach them to communicate with the nomads; nor is this possibility specified in the article.

Choice D: A student selecting "D" is making a reasonable inference about why the group is choosing to travel with Dudjom Dorjee, presuming that difficulties will be in store for the travelers; however, the specificity of the conclusion misses a larger purpose (to experience Tibetan nomadic living) that is well supported by the text.

HOW TO HELP STUDENTS MASTER RI.7.3:

Choices "B," "C," and "D" express reasonable inferences as to why the author and his friends might choose to travel with Dudjom Dorjee; however, the inferences miss the larger purpose of their choice. "A" and "D"

describe possible reasons subsumed under the goal of learning about nomadic life. "C" expresses a conclusion that goes slightly beyond the scope of the passage while still being a believable goal for the group. To help students master RI.7.3, teachers might provide opportunities to discuss stronger and weaker inferences about interactions between individuals presented in a text, focusing on why one inference is more strongly supported than another.

What does the author mean by describing yaks as “true all-terrain travelers”?

- A** The yaks are not afraid of rough country.
- B** The yaks are very gentle and good-natured.
- C** The yaks manage Tibet’s geographic obstacles very well.
- D** The yaks provide everything the Tibetan nomads need.

Key: C

MEASURES CCLS: RI.7.4:

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

HOW THIS QUESTION MEASURES RI.7.4:

This question measures RI.7.4 by asking students to interpret the meaning of a metaphorical phrase within the context of its use. A student selecting the correct response demonstrates an understanding of the meaning of a metaphorical phrase within the context of an article.

WHY CHOICE “C” IS CORRECT:

A student selecting “C” shows an accurate understanding of what a metaphorical phrase means in the context of the article. “True all-terrain travelers” suggests that the yaks are well-adapted to the challenges of all landscapes in Tibet like an “all-terrain” vehicle and that the yaks greatly expedite travel for the Tibetans who use them. The use of “true” suggests that absolutely nothing the geography of Tibet has to offer daunts these intrepid creatures, making yaks possibly a “truer” “all-terrain” vehicle than actual all-terrain vehicles themselves would be in this environment.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: A student selecting “A” demonstrates understanding that describing yaks as “all-terrain travelers” means that yaks can handle rough country just as much as an all-terrain vehicle can. However, the yaks encounter more than just rough country, and suggesting they lack fear does not as completely encompass the author’s meaning as does “C,” which describes the yaks as managing all the specific obstacles in Tibetan geography very well.

Choice B: A student selecting “B” is making an inference that suggests a possible characteristic of a “true all-terrain traveler,” but this option is otherwise not well-supported by the text and not a necessary characteristic of a beast able to easily manage Tibet’s geographic obstacles. The yaks could be ornery and cantankerous and still be characterized as “true all-terrain travelers.” The inference about a yak’s nature goes somewhat beyond what can be deduced from the phrase and misses the specific characteristic the author is implying in the description.

Choice D: A student selecting “D” is making a slightly inaccurate inference based on the text and one which goes beyond the characteristic the author is specifically pointing to with the phrase “true all-terrain traveler.” The interpretation in “D” fails to focus on the specific comparison the author is making. In addition, the author states that yaks provided “nearly” everything Tibetans need, making the statement inaccurate.

HOW TO HELP STUDENTS MASTER RI.7.4:

“A,” “B,” and “D” present possible conclusions about yaks, but each fails to accurately identify the meaning of the author’s description of yaks as “true all-terrain travelers.” Helping students succeed with questions

measuring RI.7.4 may involve providing practice interpreting figurative language in grade-level complex texts and having students justify their interpretations.

Why does the author include the story about his trouble setting up a tent?

- A** to explain why he wished he had bought a better tent
- B** to demonstrate the difficulty of working in the harsh climate
- C** to show why he would have preferred a Tibetan yak-hair tent
- D** to provide an example of the abilities and generosity of young Tibetans

Key: D

MEASURES CCLS: RI.7.3:

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

HOW THIS QUESTION MEASURES RI.7.3:

This question measures RI.7.3 by asking students to demonstrate understanding of how an interaction among individuals in a text develop and illustrate ideas the author seeks to convey. A student selecting a correct response shows an understanding of how examples provided by the author build and convey ideas in the article.

WHY CHOICE "D" IS CORRECT:

A student choosing "D" shows an understanding of how an example illustrating an interaction among individuals supports the central ideas of an article. The example that describes the Tibetan children helping the author set up his tent, a tent the children have never seen before, illustrates the abilities and the generosity of the young Tibetans. The example of this interaction serves the goal of illustrating reasons for the author's overall admiration of the Tibetans, a central idea of the article.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: A student selecting "A" has interpreted the event of setting up the tent literally and failed to miss the event's larger significance within the article. In addition, the student has made an inference about the author that is not well-supported. The role played by the event in the article is to illustrate what the author saw as a characteristic of the Tibetans. At this point in the article, the author has not indicated that he wants a better tent. Even if he did, the role played by the event in the article is to illustrate what the author saw as a characteristic of the Tibetan people, not to illustrate his own shortcomings in choosing equipment for his travels.

Choice B: A student selecting "B" shows an understanding of a larger thread present in the article—that the weather could be punishing; however, the question refers to the section of text about erecting the tent, not the section describing the lackluster performance of the tent itself. Drawing conclusions about the weather, at this point, is premature. Moreover, the anecdote reveals qualities of the Tibetans themselves more than the nature of their environment.

Choice C: A student selecting "C" has made an inference better supported by an upcoming portion of the article than by the identified anecdote. When the author is erecting his tent, he has yet to discover its failings in the Tibetan cold. Preference for a yak-hair tent is not likely to have entered his mind at the time the Tibetan youths help him with his tent. In addition, the anecdote supports the author's conclusions about tents less than his conclusions about the nature of the Tibetan people.

HOW TO HELP STUDENTS MASTER RI.7.3:

“A,” “B,” and “C” all present somewhat reasonable possibilities for why the author would include the anecdote about setting up his tent, but only “D” describes a purpose for including this interaction that fits with the purpose of the article; in this case, describing the nature of the Tibetan people. To help students master RI.7.3, instruction should focus on building students’ capacity to comprehend grade-level texts and include instructional activities that focus on the way anecdotes and other details can develop ideas in articles, connecting to and supporting their central ideas. Students could also benefit from regular practice in thinking through the reasons for—and the benefits of—including particular anecdotes and details in their own writing.

Which sentences from the article **best** explain why Tibet is called “the roof of the world”?

- A** “When I climbed mountain passes over 17,000 feet above sea level, I gasped for air. I was more than three miles high!” (lines 5 through 7)
- B** “Times are changing in Tibet, and more and more people live and work in villages and cities. But there are still nomads who survive on the high plateau just as their ancestors did.” (lines 25 through 27)
- C** “But when we had to cross a river, our four-wheel drives turned out to be not so loyal and reliable. We got stuck in the muddy banks of the river, and it took at least a dozen people pushing to get us out.” (lines 40 through 42)
- D** “The weather in Tibet is cold, and the brutal wind seems to show no mercy. Sitting inside a nomad tent, though, you’d never know it.” (lines 48 and 49)

Key: A

MEASURES CCLS: RI.7.1:

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

HOW THIS QUESTION MEASURES RI.7.1:

This question measures RI.7.1 by asking students to identify textual evidence that supports an analysis of the article. A student choosing the correct response is able to choose evidence that is relevant and supportive of statements made in or about the text.

WHY CHOICE “A” IS CORRECT:

Students selecting “A” demonstrate competence in identifying textual evidence that supports a statement in the text. Tibet is called “the roof of the world” because of its high elevation and presence amongst some of the highest mountain peaks in the world. Understanding the full import of this phrase requires combining a metaphorical interpretation of the phrase with evidence sufficient to support the interpretation. A “roof of the world” could indicate any number of things, but in the context of the article, it ties in best with the idea that elevations in Tibet are high as though Tibet were a “roof of the world” just like a roof is the highest part of a building. The quotation in “A” directly states that the region has elevations “over 17,000 feet above sea level,” or “more than three miles high,” making this choice the best fit.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice B: A student selecting this response may have noted the connection between “high plateau” and “roof of the world”; however, the other details in the statement that discuss demographic changes do not provide the strongest support for the idea behind calling Tibet “the roof of the world.” The movement of people from country to city and the persistence of some groups that choose a nomadic and traditional life, do not fit well with the intended figurative meaning of “roof of the world.”

Choice C: A student selecting this response has chosen support that describes some of the challenges of the terrain in this region of the world; however, the description focuses on the difficulty of forging rivers in the travelers’ four-wheel-drive vehicles, an idea that does not support or explain why the author calls Tibet “the roof of the world.”

Choice D: A student selecting this response has chosen text that describes one of the ways nomads overcome the challenges of living in Tibet. The weather is brutal, but nomadic tents provide protection. Although having

a roof during poor weather is helpful, this information does not support a figurative interpretation of Tibet as “the roof of the world” since Tibet is not providing protection during inclement weather.

HOW TO HELP STUDENTS MASTER RI.7.1:

Answer choices “B,” “C,” and “D” are attractive for describing information about Tibet; however, none of them includes enough details to show why the author describes Tibet as “the roof of the world.” In interpreting this phrase, students might consider possible meanings for “roof of the world” and look in the text for details that support their interpretation. To help students master RI.7.1, teachers can focus instruction on building students’ capacity to comprehend grade-level complex texts. In addition, students who struggle with interpreting text in questions measuring RI.7.1 might benefit from practice in close reading of texts that use figurative language. Instructors might also provide opportunities to practice interpreting figurative language by having students brainstorm and justify their ideas and eliminate interpretations that are not well-supported.

Which sentence from the article **best** supports the conclusion that traditional nomadic customs can be as good as modern conveniences?

- A** “We had the advantage of automobiles—a luxury that nomads have happily survived without. When it comes time for a nomad family to move, they pack all their things into large backpacks that they strap over their yaks.” (lines 33 through 35)
- B** “At one campsite, I remember wrestling with one of my tent poles trying to pass it through the loops of my tent. Some smiling nomad kids approached and had me set up in no time, though they’d never seen a tent like that before.” (lines 45 through 47)
- C** “With a warm fire burning in the mud stove and the snug black walls of the tent, you are comfortable as can be. This was not the case in the fancy modern tents my friends and I slept in.” (lines 49 through 51)
- D** “Though their lives are full of challenges, the nomads never take their day-to-day problems too seriously. They know how impermanent things are, including their homes.” (lines 65 and 66)

Key: C

MEASURES CCLS: RI.7.1:

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

HOW THIS QUESTION MEASURES RI.7.1:

This question measures RI.7.1 by asking students to identify textual evidence that supports a conclusion based on the text. A student selecting the correct response has determined which lines of text most strongly support the given conclusion and has eliminated those lines of text which do not.

WHY CHOICE “C” IS CORRECT:

A student selecting “C” has ranked the quotations and reasoned that the lines in choice “C” most strongly support the conclusion stated. Choice “C” compares traditional tents and their amenities with modern ones and finds modern ones lacking and not up to the task of providing maximum comfort. This example most strongly supports the conclusion that traditional nomadic customs are as good as modern conveniences.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: A student selecting “A” may have noted that both automobiles and yaks are helpful in nomadic travel; however, the author states that automobiles are an advantage the travelers readily choose, even though the nomads have “happily survived without” them. This statement suggests the nomads have reasons for not incorporating vehicles into their lives and have no desire to; however, these reasons are not elaborated. On the other hand, the phrase “We had the advantage of automobiles” makes clear the travelers prefer using automobiles even if they understand nomadic techniques. Due to what appears to be a disagreement, the idea that traditional ways are as good as modern conveniences is not as well-supported here as in choice “C.”

Choice B: A student selecting “B” may have noted that the nomads are more adept at tent-raising than the travelers. The incident depicted in “B” suggests that the nomadic youths who helped set up the author’s tent are skilled at figuring things out and putting things together. The quality of the tent is unclear, though, as are the reasons why the tent was difficult for the author to erect. The incident does not provide the best support for an evaluation of nomadic customs against modern conveniences.

Choice D: A student selecting this choice may have noted the author’s description of how the nomads view the world, and it can be deduced that the author sees value in this perspective. Because the information is presented in a largely objective manner and does not compare traditional nomadic customs with modern conveniences, it does not provide the best support for evaluating nomadic customs against modern conveniences.

HOW TO HELP STUDENTS MASTER RI.7.1:

“A,” “B,” and “D” are attractive because they offer the author’s thoughts and opinions on nomadic Tibetan life; however, only “C” fully supports the idea that traditional nomadic customs can be as good as modern conveniences by showing that traditional tents provide comfort that the modern tents do not. To help students succeed with questions like this, focus instruction on building students’ capacity to comprehend grade-level complex texts and on practicing close reading techniques that lend themselves to making inferences and conclusions. Coupling this activity with having students locate evidence in the text to support their inferences and conclusions and eliminating weaker support may also help students improve this skill.

How is the article **mainly** structured?

- A** with sub-sections focused on specific topics
- B** with an exploration of one nomadic group's life
- C** by presenting observations in chronological order
- D** by contrasting positive and negative aspects of nomadic life

Key: A

MEASURES CCLS: RI.7.5:

Determine the main idea of a text; recount the key details and explain how they support the main idea.

HOW THIS QUESTION MEASURES RI.7.5:

This question measures RI.7.5 by asking students to describe how an author has organized an article. A student selecting the correct response is able to describe how an author has arranged the parts of an article.

WHY CHOICE "A" IS CORRECT:

A student selecting "A" demonstrates the capacity to describe how an article is organized separate from, but in conjunction with, its specific content. In this article, the author provides discussion of several topics to do with time spent with Tibetan nomads. The headings "Becoming a Modern Nomad," "Problems Along the Way," "It's Cold Up There!" and "Having the Right Attitude" suggest discussions of various topics, which is confirmed after closer reading of the information provided in each of these sub-sections.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice B: A student choosing "B" has selected a thread that runs through the article: the reader does learn about nomadic life; however, there are other topics touched upon, such as yaks, Tibet itself, and how the author came to spend time with some nomads—none of which are included in this description of how the article is organized.

Choice C: A student selecting "C" has chosen a popular organizational method, but one which does not accurately describe how this article is organized. Although parts of the article, particularly examples, are presented chronologically, as a whole the article is better described as a collection of discussions of various subtopics.

Choice D: A student selecting "D" has noted that the author describes both positive and negative aspects of nomadic life; however, the article is not organized as a comparison of positive and negative aspects of nomadic life.

HOW TO HELP STUDENTS MASTER RI.7.5:

"B," "C," and "D" are attractive for touching upon aspects of the article as a whole. "B" and "D" describe components of the author's discussion, and "C" describes the way parts of the article are conveyed. Only "A" accurately describes how the author presents the information. To help students with questions measuring RI.7.5, teachers might have students collect examples of articles organized in a range of ways, as well as analyze how an author uses these same organizational methods within an article. For example, this article is organized as a collection of discussions on various topics, but some of these topics are discussed using examples that are presented in chronological order.

Which of these is the **best** summary of this article?

- A** On his travels to Tibet, the author found that although many Tibetan people have moved to cities, there are still those who prefer the nomadic life. They do not live in permanent homes but instead move around in this three-mile high country. Their yak-hair tents provide greater warmth than the author’s modern tents.
- B** As the author learned during his visit to Tibet, Tibetan weather is harsh. However, the Tibetan nomads continue to follow the old ways, raising yaks for all of their survival needs. During their moves from place to place, they often have to cross difficult rivers and rough terrain. Nevertheless, they maintain a wonderful attitude about life.
- C** When the author traveled with friends to Tibet, he learned that many Tibetans continue to live as nomads. They follow the old customs of raising yaks, which help the nomads move from place to place as well as provide for their basic needs. Though the lives of the nomads present many difficulties, they have developed happy attitudes that suit their lives.
- D** Traveling in Tibet, the author saw that Tibetan nomads have learned to depend on the yaks for survival. They get food, clothing, shelter, and even warmth from the animals, which are extremely good natured. The author refers to them as “all-terrain vehicles” for their ability to cross any river without problem. In one situation, the yaks proved to be more dependable than automobiles.

Key: C

MEASURES CCLS: RI.7.2:

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

HOW THIS QUESTION MEASURES RI.7.2:

This question measures RI.7.2 because it asks students to identify the best objective summary of a text. A student selecting the correct response demonstrates an ability to eliminate responses which include evaluations or judgments instead of objective description. In addition, the student also demonstrates an understanding of which information is most important to include in a summary, how to effectively organize and present this information, and how to avoid including extraneous, superficial, and/or unnecessary information.

WHY CHOICE “C” IS CORRECT:

A student choosing “C” shows an ability to select an objective summary that emphasizes the most important information in the article, organizes the information appropriately, and avoids unnecessary information. “C” describes the major components of the article: the author’s travels to Tibet and participation in—and observation of—nomadic life. Yaks, a central aspect of the article, are also mentioned. The answer is completed with an inclusive conclusion. No evaluation of the article is presented, and no major information is omitted. The summary gives appropriate space to the key points without mentioning less-important details.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: A student selecting "A" has chosen an objective summary, but one which focuses too closely on specific details in favor of providing a bigger, more general picture that cites the major ideas. Although the details are accurate, their organization is not cohesive and does not reflect what is emphasized in the article itself.

Choice B: A student selecting "B" has chosen a summary, but one which focuses too closely on specific details like the weather or crossing difficult rivers. At the same time, it fails to describe more significant components like nomadic life or the landscape. In addition, the final conclusion that the nomads maintain a "wonderful attitude" is more of an evaluation than an objective description of nomadic philosophical beliefs.

Choice D: : A student selecting "D" has chosen a summary focused on a specific part of the article: the value of yaks to Tibetan nomads. Because the summary fails to include information from the entire article, it is not the best summary.

HOW TO HELP STUDENTS MASTER RI.7.2:

"A," "B," and "D" are appealing for summarizing some or all of the article; however, each exhibits flaws that prevent it from being the best summary. A high-quality summary, like "C," mimics the emphasis of the article it is summarizing and remains objective. To help students master RI.7.2, teachers should first focus instruction on building students' capacity to comprehend grade-level complex texts, because without comprehension, there can be no summarizing. If students are able to comprehend the text, teachers can then proceed by providing opportunities for students to practice writing summaries, obtaining feedback, and rewriting to incorporate that feedback. Instruction could also focus on support techniques, like outlining, and practice differentiating objective statements from non-objective statements. In addition, students may need guidance determining the scope and length of a summary in relation to its full text and in rephrasing sections of a text in their own words.

Directions

207038P

Read this story. Then answer questions XX through XX.

Molly is the only girl on the eighth-grade baseball team. This story takes place during her first weeks of practice.

The Girl Who Threw Butterflies

by Mick Cochrane

During practice that week, the team worked on the finer points of playing the field—defending against the bunt, executing cutoffs. Molly learned that if she gave up a big hit she couldn't just stand on the mound and kick the rubber in disgust. There was no time to be angry with herself. She had to back up third base.

5 Every day Molly learned how much more there was to baseball than what the camera showed on television. With a runner on first base, it was the pitcher's responsibility to talk to the shortstop and second baseman, letting them know who should cover second. When a ball was hit into the air, Molly was supposed to point at it so that her fielders could pick it up. And if the first and third basemen were both charging a bunt, it was Molly's job to
10 call out who should take it and where to throw it. Shouting didn't come naturally to Molly, but Morales teased her into it. He cupped his ear like an old, hard-of-hearing man. "Did someone say something?" Before long, Molly was hollering out instructions to her infielders loud and clear. She stopped worrying about sounding ladylike and concentrated on being heard.

15 Morales was gentle with physical errors. They were unavoidable, part of the game. What really bugged him were examples of what he called a failure to communicate. Two outfielders running into each other because neither called for the ball, that sort of thing. "You gotta talk to each other," he told them over and over again.

20 At the last practice before their game Morales sat them on the bench and taught them a simple set of signs they'd use when the team was up at bat. If he touched his belt buckle, that was the indicator: What followed then was the real sign, the rest was gibberish. A touch of the forearm meant steal, the bill of his cap was bunt.

25 Molly had always liked to watch the third-base coaches in big league games, all their twitchy antics, their elaborate coded messages, all that clapping, pointing, wiping. It was comical, but beyond the goofy theatrics, the whole idea fascinated her: an entire system of wordless communication. She loved the beautiful, perfect clarity of it. A touch of the forearm meant steal. Nothing more, nothing less. There was no chance to be misunderstood. There was no need to puzzle over what it meant.

30 It occurred to Molly that maybe she and her mother ought to try communicating
using signs. It was an appealing fantasy. The two of them sitting across from each other at
dinner, silent, just touching their elbows, going to their belt buckles, tugging their
earlobes. It would make for a funny skit. But what if you wanted to convey something
more complicated than “bunt” or “steal”? That was the trouble. “I love you and all that, but
35 right now everything about you bothers me.” What would be the sign for something like
that? Or how about this: “Please don’t make me move to Milwaukee.” Half the time Molly
had no idea what she wanted to get across. No signs could help with that.

40 During the last practice, it occurred to Molly that in this country of baseball, she
was still a kind of alien. Not a tourist. She was learning the customs, could speak the
language well enough to get by. But she still didn’t quite fit in. Someone like Ben Malone
was native born, fluent. He belonged so naturally, he didn’t even know it. He took it for
granted, he didn’t have to think about it. He had no idea how much energy it took to be as
ever-vigilant as Molly had to be on the field, always watching herself, always planning her
next move, rehearsing, calculating.

Morales's coaching style affects Molly by

- A** pushing her to develop skills she has never used before
- B** allowing her to grow in other areas of her life
- C** helping her feel comfortable on the team
- D** showing her how good she is at baseball

Key: A

MEASURES CCLS: RL.7.3:

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

HOW THIS QUESTION MEASURES RL.7.3:

This question measures RL.7.3 by asking students to explain the outcome of an interaction between two characters. Students choosing a correct response demonstrate an understanding of characterization and character interaction.

WHY CHOICE "A" IS CORRECT:

Students selecting "A" understand the main impact that Morales's coaching style has on Molly by summarizing the descriptions of their interactions provided in the text. Morales's coaching style is described in lines 7 through 22, which detail his emphasis on communication and his demands that his players use it. The text states that "Shouting didn't come naturally to Molly, but Morales teased her into it. . . . Before long, Molly was hollering out instructions to her infielders loud and clear." In lines 29 through 36, Molly's issue with communication is developed, further implying an issue with communication. This underscores that Morales's coaching techniques are pushing her to develop skills she did not previously have.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice B: Students may have chosen "B" recognizing that Morales's coaching is helping Molly learn to communicate better; however, this skill is mainly, if only, helping her in baseball, not other areas of her life. The text only establishes how her coach helps her communicate better.

Choice C: Students may have chosen "C" because as Molly improves from Morales's coaching it could be inferred that her level of comfort on the team increases. In addition, lines 23 through 28 detail her appreciation of her new found communication skills in baseball; however, lines 37 through 44 reveal that Molly continues to feel that "she still didn't quite fit in." The text explicitly establishes a connection between her coach and improving Molly's communication, making "A" the best choice.

Choice D: Students may have chosen "D" because lines 1 through 4 open with a brief description of baseball skills practiced by the team and Molly does show improvement in communicating; however, no overall assessment of her abilities in baseball are discussed in the text nor are the specific techniques Morales employs focused on revealing to Molly her skill level.

HOW TO HELP STUDENTS MASTER RL.7.3:

Choices "B," "C," and "D" make reasonable inferences about Morales's teaching techniques; however, only "A" expresses their impact as supported by the text. Improving students' ability to answer questions assessing RL.7.3 may involve practice in close reading of complex texts as well as providing the opportunity for students to notate their thoughts and inferences as they read. In particular, instruction can focus on identifying how relationships and interactions between characters develop in a text.

Which important idea does the author develop by repeating the line, “A touch of the forearm meant steal” (lines 21 and 22 and lines 26 and 27)?

- A** Different coaches communicate differently.
- B** Molly needs to learn more about signals.
- C** Baseball requires patience and attention.
- D** Molly appreciates clear messages.

Key: D

MEASURES CCLS: RL.7.2:

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

HOW THIS QUESTION MEASURES RL.7.2:

This question measures RL.7.2 by assessing a student’s understanding of how themes and central ideas are developed in texts. A student selecting the correct response demonstrates an understanding of techniques authors use to communicate themes and central ideas in stories and is able to recognize how a particular technique interacts with the text to develop a story.

WHY CHOICE “D” IS CORRECT:

Students selecting “D” show an understanding of the repeated line as pointing to a central idea or theme in the story, in this case, Molly’s appreciation of clear messages. Much of the story describes aspects of communication in Molly’s life, whether on her baseball team, with her mother, or with other individuals; therefore, repeating lines about this topic point to an overall theme or idea about it that the author is developing.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen “A” because touching the forearm to mean steal describes a sign the baseball team uses to communicate; however, in the context of the story, the statement has meaning beyond its literal interpretation. The text does not elaborate on different communication styles, but only that they used this system to communicate. These lines are repeated to emphasize Molly’s appreciation of clear signals, a theme that is born out in other parts of the story.

Choice B: Students may have chosen “B” believing the lines are repeated to show the importance of Molly learning them. Although it is important Molly learn that touching the forearm means steal, the text says she “loved the beautiful, perfect clarity of it,” implying she has little difficulty learning these signals.

Choice C: Students may have chosen “C” because learning specific signals may require patience and attention; however, the text does not discuss developing patience and attention so much as developing clear communication.

HOW TO HELP STUDENTS MASTER RL.7.2:

Choices “A,” “B,” and “C” present inferences related to the quoted lines; however, only “D” connects the quote to the rest of the story and explains the quote’s significance. To help students master questions assessing RL.7.2, teachers can focus instruction on discussing a text’s central ideas and themes and how specific quotes relate or develop them.

Why does wordless communication work in baseball but not in Molly's home?

- A** Molly's mother is not willing to communicate using signs.
- B** Molly's mother does not know the signs Molly uses in baseball.
- C** Molly needs to communicate messages that are too complicated.
- D** Molly does not have the equipment needed for using baseball signs at home.

Key: C

MEASURES CCLS: RL.7.1:

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

HOW THIS QUESTION MEASURES RL.7.1:

This question measures RL.7.1 by asking students to analyze the text to determine an inference that can be made. Students selecting the correct response demonstrate an ability to recognize and apply evidence to support an inference.

WHY CHOICE "C" IS CORRECT:

Students selecting "C" have inferred from lines 32 through 36 that the feelings Molly wants to communicate are not simple, like the instructions given through signs in baseball. Lines 33 through 34 and line 35 give two examples of things that Molly might like to say to her mother. In lines 34 and 35, she indicates she wouldn't know how to communicate something this complicated through signs. In contrast, line 33 uses "bunt" and "steal" to show the simplicity of what is being expressed through signs in baseball.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen "A" because there is no indication that Molly's mother has any interest in using signs for communication. This might lead a student to infer that the mother is unwilling to use signs; however, lines 32 through 36 make it clear that Molly is not considering the reaction of her mother to the idea. All of the references relate to Molly's own perceptions.

Choice B: Students may have chosen "B" because, based on the text, there is no reason to conclude that the mother knows the signs Molly has learned from her coach. This inference, however, is contradicted in line 34 when Molly says, "What would be the sign for something like that?" Since these words are a clear indication that Molly does not envision using the same signs, it is irrelevant whether or not her mother knows the baseball signs.

Choice D: Students may have chosen "D" because in lines 20 through 22, as well as line 31, the narrator mentions using the hat or belt buckle as part of the sign. Students might infer from this that the hat and belt buckle would be necessary equipment for communicating with signs; however, since the words in the relevant paragraph (lines 29 through 36) imply a deficiency in the signs used for baseball, it is clear that a lack of identical equipment would have no impact on the ability to use "wordless communication" at home.

HOW TO HELP STUDENTS MASTER RL.7.1:

Choices "A," "B," and "D" all refer to the text, but only "C" indicates a reason that is supported by relevant details. To help students succeed with questions measuring RL.7.1, instruction can focus on building their capacity to comprehend grade-level complex texts with a focus on drawing inferences from specific paragraphs. Practice in indicating the portion of a passage that provides evidence for a specific inference may also help students reach conclusions based on analysis of text.

Which statement **best** shows a main concern of Molly's?

- A** "There was no time to be angry with herself." (lines 3 and 4)
- B** "She stopped worrying about sounding ladylike and concentrated on being heard." (lines 13 and 14)
- C** "There was no need to puzzle over what it meant." (line 28)
- D** "Half the time Molly had no idea what she wanted to get across." (lines 35 and 36)

Key: D

MEASURES CCLS: RL.7.1:

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

HOW THIS QUESTION MEASURES RL.7.1:

This question measures RL.7.1 because it asks students to make an inference and a judgment. Students selecting the correct response show an ability to make inferences based on textual evidence. Selecting the correct response involves an understanding of the entire text in order to make a judgment of degree.

WHY CHOICE "D" IS CORRECT:

Students selecting "D" demonstrate an ability to make an inference about what most concerns Molly. Most of the story describes Molly's struggle to communicate more clearly and effectively, first in baseball, then with her mother. She admires the simple communication system developed in baseball and wishes there were such a system for talking to her mother. Choice "D" expresses Molly's frustration with communication.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen "A" because the statement expresses a concern Molly has: if she makes a mistake in baseball, she has no time to be angry with herself. Although this is a concern of Molly's, it is not as pressing to her as learning to communicate more clearly and expressing her concerns to others.

Choice B: Students may have chosen "B" because the statement suggests Molly is worrying about something and the solution is to be less ladylike. In the story, these lines refer to Molly learning how to yell loudly and forcefully enough to be heard by her teammates. Because Molly succeeds in being less "ladylike," she moves onto a greater concern about communication in general, making "B" less central to the story than "D."

Choice C: Students may have chosen "C" because it suggests a concern or puzzle; however, the line says that there is no reason to puzzle over the coded messages. Molly expresses no concern over the signs, but says the signs used in baseball are clear and in no need of interpretation (lines 19-28).

HOW TO HELP STUDENTS MASTER RL.7.1:

Choices "A," "B," and "C" all express concerns present in the story, but only "D" expresses Molly's main concern. To help students master questions assessing RL.7.1, close-reading techniques to enhance comprehension may prove helpful. Basic comprehension practice on story elements using grade-appropriate complex texts may also help students with the inferencing skills of this standard.

What effect does the author achieve by including the imagined scene in lines 29 through 36?

- A** The author creates excitement about Molly and her life.
- B** The author adds tension and depth of meaning to the story.
- C** The author changes the story’s mood from serious to humorous.
- D** The author reveals Molly’s reasons for joining the baseball team.

Key: B

MEASURES CCLS: RL.7.5:

Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

HOW THIS QUESTION MEASURES RL.7.5:

This question measures RL.7.5 by asking students to identify how a specific section of the text impacts the text’s meaning. Students selecting the correct response demonstrate an ability to comprehend complex texts and make inferences supported by textual evidence.

WHY CHOICE “B” IS CORRECT:

Students selecting “B” have understood that the selected lines represent a shift in the story that adds tension and meaning to the account of Molly’s experience with baseball. Readers learn that Molly’s struggle to communicate is complicated by deep-seated desires to have a conversation with her mother, prompting her wish that what she needs to say to her mother could be as simple or as easily communicated as signs in baseball.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students who have chosen “A” have understood that another dimension has been added to the account of Molly’s time spent in baseball and that the additional conflict with her mother adds “excitement” to the story; however, “excitement” too generally expresses the impact of the imagined scenario.

Choice C: Students may have chosen “C” because the information that Molly struggles with communicating important thoughts to her mother shifts the mood of the story; however, the mood does not shift from serious to humorous.

Choice D: Students may have chosen “D” thinking Molly joined the baseball team to learn how to communicate better so she could speak to her mother; however, this inference is not well-supported by the text. That Molly is improving her communication specifically in baseball is a side-benefit of playing the sport and not the reason why she engaged in it in the first place.

HOW TO HELP STUDENTS MASTER RL.7.5:

Choices “A,” “C,” and “D” show some understanding of how an element of the text impacts the whole; however, only “B” accurately explains how the imagined scene affects the story. Students may be helped in questions assessing RL.7.5 by focusing instruction on how different parts of a text help develop specific elements or main ideas of the text.

Asteroids, Meteoroids, Comets

by Kenneth C. Davis

Where do asteroids like to hang out?

Asteroids, or “minor planets,” can be found all over the solar system, but most orbit the Sun in an *asteroid belt* between Mars and Jupiter. Asteroids are space rocks that never formed into a planet when the solar system was born. This is probably because of the gravitational effects of Mars and Jupiter. Even if the asteroids *had* become a planet,
5 it would be less than one quarter the size of Earth.

How many asteroids are out there?

Astronomers have found more than 20,000 asteroids since 1801 and discover more every year. The largest asteroid, Ceres, was the first one found. Ceres is almost 600 miles (970 km) across, or about one quarter of the size of our Moon. But that’s pretty unusual. Though a few asteroids are 150 miles (240 km) across or more, most are less than a few
10 miles wide and many are smaller than a car. There are more small asteroids than large ones because the space rocks often crash into each other and break into smaller pieces. (The little pieces become meteoroids, some of which are sent on a path toward Earth.) That’s also why most asteroids are lopsided and full of craters.

I have a head and a tail. I can move around, but you can’t take me for a walk. What am I?

A comet. Comets are dirty, rocky snowballs
15 that orbit the Sun. They spend most of their lives far away from us, but when a comet’s orbit brings it near the Sun, part of its frozen “head” defrosts into a dusty, gaseous “tail” millions of miles long. Then the comet appears as a
20 brilliant streak we can see in the sky for weeks or even months. Since the pressure of the Sun’s radiation—which is what pushes the dust and gas away from the comet—always flows away from the Sun, the comet’s tail always points
25 away from the Sun, too. That means that sometimes the comet seems to travel backward, with the tail leading the head!

The word **comet** comes from the ancient Greek word **kometes**, meaning “long-haired.” People thought comets looked like heads with hair streaming out behind them. Comets have long inspired fear and awe because, unlike the predictable Sun, Moon, and stars, they appeared to come and go as they pleased. Ancient people believed the unannounced visitors were warnings of something unusual and terrible—war, flood, death, sickness, or earthquake.

Where do comets come from?

30 Most astronomers think that comets come from two places: the Oort Cloud, a huge icy ring around the edge of the solar system, and the Kuiper Belt, a ring of planetary leftovers inside the Oort Cloud. Comets that come in our direction have probably been pulled in slowly because of the gravitation tugs of planets or passing stars.

All comets orbit the sun in a predictable *period*, or amount of time. Short-period comets orbit at least once every 200 years and probably come from the Kuiper Belt. Long-period comets take more than 200 years and most likely come from the Oort Cloud.

Edmond Halley (1656–1742)

As a student at Oxford University in England, Edmond Halley (rhymes with valley) was so excited about astronomy that he left school to map the stars in the Southern Hemisphere's skies. Halley is best known for his groundbreaking work on comets, especially the one that bears his name. Halley was the first to say that comets sighted in 1531, 1607, and 1682 were actually the same comet returning every 76 years. He predicted the comet's return in 1758, though he knew he wouldn't live to see the prediction come true. When it did, the comet was named in his honor. Astronomy was just one of Edmond Halley's many strengths. Among countless other things, he developed the first weather map and studied Earth's magnetic field. The multitasking Halley was England's Astronomer Royal from 1719 until he died in 1742 at Greenwich Observatory in England.

Who's coming to visit in 2062?

35 Halley's Comet, the most famous of them all. Halley's visits have been connected to several historic events. The Chinese saw the comet in 240 B.C. and blamed it for the death of an empress. The Romans recorded it in 12 B.C. and thought it was connected to the death of one of their statesmen. In 1066, the Normans of France believed the comet marked the invasion of England by William the Conqueror. (The comet is even shown on
40 the Bayeux Tapestry, which records William's victory.) Halley's Comet also came through the years the famous American writer Samuel Clemens—also known as Mark Twain—was born and died.

Based on the information in lines 6 through 13, which statement is the **most likely** conclusion?

- A** A minimum of 20,000 additional asteroids will be found in the next few years.
- B** The fastest moving meteoroids are the ones that are sent on a path toward our planet.
- C** Scientists were able to compare the sizes of our Moon and Ceres because of their proximity to each other.
- D** An unusual characteristic of Ceres made it possible for it to be found more easily than other asteroids.

Key: D

MEASURES CCLS: RI.7.1:

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

HOW THIS QUESTION MEASURES RI.7.1:

This question measures RI.7.1 by asking students to comprehend the information in lines 6 through 13 and draw a conclusion based on textual evidence. Students selecting the correct answer demonstrate an ability to synthesize what they have read and make a text-supported conclusion. They also demonstrate an ability to discard conclusions not based on textual evidence.

WHY CHOICE "D" IS CORRECT:

Students selecting "D" demonstrate an ability to make a reasonable inference based on textual evidence. Ceres is the largest asteroid, almost 600 miles across. Most asteroids are less than a few miles wide and many are "smaller than a car." Ceres's size is "pretty unusual." Using this textual evidence, students can infer that its unusually large size contributed to its discovery in 1801.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen "A" because lines 6 through 13 are headed by the question "How many asteroids are out there?" and line 6 states that "Astronomers have found more than 20,000 asteroids since 1801 and discover more every year." This information may suggest that the answer to the question in the heading is that 20,000 more will be found since astronomers discover more asteroids every year. However, these lines are only meant to suggest that many asteroids continue to be discovered and that asteroids are plentiful.

Choice B: Students may have chosen "B" because lines 10 through 13 state that sometimes the smaller pieces of rock that break off when space rocks crash reach our Earth. Students may conclude that the fastest rocks are "sent on a path" to hit Earth. However, there is no textual evidence that supports that the fastest rocks are the ones that reach Earth.

Choice C: Students may have chosen "C" because lines 6 through 13 compare the sizes of Ceres and the Moon; however, the ability to compare their sizes is not due to their proximity to each other and there is no textual evidence to support this conclusion.

HOW TO HELP STUDENTS MASTER RI.7.1:

While choices "A," "B," and "C" all contain elements of the text, only "D" contains an inference that is accurate and based on the text. To help students succeed with questions that measure RI.7.1, teaching may focus on strategies to closely read for textual details using guiding questions.

According to the article, what is one difference between asteroids and comets?

- A** Comets are not affected by gravity; asteroids are affected.
- B** Comets orbit the Sun; asteroids orbit Earth.
- C** Comets are made up of dust, ice, and gas; asteroids are rocks.
- D** Comets travel backward; asteroids travel forward.

Key: C

MEASURES CCLS: RI.7.3:

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

HOW THIS QUESTION MEASURES RI.7.3:

This question measures RI.7.3 by asking students to make a distinction in the ideas presented in the article. Students selecting the correct choice demonstrate an ability to make distinctions amongst related entities, in this case, asteroids and comets.

WHY CHOICE "C" IS CORRECT:

Students selecting "C" have identified an accurate distinction between comets and asteroids. Students selecting this response have noted the composition of comets, mainly discussed in lines 14 through 27 and recalled that asteroids are rocks, which is stated in lines 2 and 3.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen "A" because the article mentions that comets are pulled toward Earth by the gravitational pull of planets and stars; however, it is also true that asteroids are affected by gravity. Lines 3 through 5 explain that the asteroid belt is affected by the gravitational pull of Mars and Jupiter.

Choice B: Students may have chosen "B" because comets orbit the Sun as stated in lines 14 and 15; however, lines 1 and 2 state that most asteroids also orbit the Sun.

Choice D: Students may have chosen "D" because lines 25 through 27 explain that sometimes comets appear to be traveling backward because the tail always flows away from the Sun regardless of the direction of the comet; however, no matter how they might appear, comets are always traveling forward, as are asteroids.

HOW TO HELP STUDENTS MASTER RI.7.3:

Choices "A," "B," and "D" all contain some information taken from the text; however, closer reading reveals that parts of each statement are not supported by the text. To help students with questions assessing RI.7.3, teachers may use complex texts to practice close reading, note-taking, outlining, using organizational diagrams, or skimming and scanning for details.

What is the impact of the phrase “planetary leftovers” in lines 29 and 30?

- A** It gives a connotation of something saved from a previous use.
- B** It suggests the importance of the planets’ gravitational pull.
- C** It provides more detail about the appearance of the comets.
- D** It gives a scholarly sound to the sentence.

Key: A

MEASURES CCLS: RI.7.4:

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

HOW THIS QUESTION MEASURES RI.7.4:

This questions measures RI.7.4 by asking students to explain the meaning of a phrase that uses a term figuratively. Students selecting the correct response demonstrate an ability to explain the figurative meaning of a term in the context of a text.

WHY CHOICE “A” IS CORRECT:

Students selecting “A” show an understanding of the meaning of “leftovers” in the context of the article. Lines 28 through 30 explain that there are two main sources of comets. One source is an area called the Kuiper Belt. The Kuiper Belt is described as being made up of “planetary leftovers” or pieces of what were once the “previously used” parts of planets.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice B: Students may have chosen “B” because line 31 explains how comets travel in “our direction”: “the gravitation tugs of planets and passing stars.” However, “planetary leftovers” refers to where comets come from but not how they come within range of Earth.

Choice C: Students may have chosen “C” because “leftovers” may create an image and some of the article discusses the appearance of comets; however, in the context of the explanation, the idea surrounding “leftovers” is related to reusing materials.

Choice D: Students may have chosen “D” because this section of the article uses terms like “Oort Cloud” and “Kuiper Belt”, which may be unfamiliar to students, leading them to think the author is trying to sound scholarly. The phrase “planetary leftovers,” however, is more colloquial and metaphorical than scholarly.

HOW TO HELP STUDENTS MASTER RI.7.4:

Choices “B,” “C,” and “D” make inferences about the meaning of the figurative phrase that are related to the surrounding text but not fully taking it into account. To help students with questions assessing RI.7.4, teachers may find it helpful to have students brainstorm connotations and multiple meanings of figuratively used words and then eliminate those that cannot be supported by the surrounding text.

The information in the text box on Edmond Halley offers support for which claim made by the author?

- A** Comets are predictable.
- B** Comets are affected by radiation from the Sun.
- C** Comets come from the edge of the solar system.
- D** Comets warn of important and sometimes terrible events.

Key: A

MEASURES CCLS: RI.7.8:

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

HOW THIS QUESTIONS MEASURES RI.7.8:

This questions measures RI.7.8 by asking students to consider how a specific section of text supports a claim presented in another section of the article. Students selecting the correct response demonstrate an understanding of how parts of an article support and interact with one another as well as the ability to state an author’s claims and deduce which evidence supports which claims.

WHY CHOICE “A” IS CORRECT:

Students selecting “A” have connected the information in the text box whereby Halley discovers that Halley’s comet returns at regular, predictable intervals of 76 years with the author’s claim in line 32 that “All comets orbit the sun in a predictable *period*, or amount of time.”

WHY THE OTHER CHOICES ARE INCORRECT:

Choice B: Students may have chosen “B” because lines 21 through 25 explain how radiation from the Sun affects comets; however, there is no support for this claim in the text box.

Choice C: Students may have chosen “C” because lines 28 and 29 claim that “most astronomers think that comets come from two places: the Oort Cloud, a huge icy ring around the edge of the solar system, and the Kuiper Belt”; however, even though the text box discusses the predictability of comets and Halley’s work studying them, there are no details in the text box that support this specific claim by the author.

Choice D: Students may have chosen “D” because the first text box explains that “Comets have long inspired fear and awe” because of their unpredictability. Ancient people felt comets warned of something “unusual or terrible.” However, the second text box explains how comets came to be understood as predictable, so although this text box discusses comets, it provides no support for the claim that comets predicted unusual or terrible events.

HOW TO HELP STUDENTS MASTER RI.7.8:

Choices “B,” “C,” and “D” present claims or assertions made in the article but none of them are supported by the details in the second text box. To help students master questions assessing RI.7.8, teachers might help students determine claims made in complex texts, then help students locate and evaluate support for these claims.

Which sentence **best** states the main idea of the text box about Edmond Halley?

- A** “As a student at Oxford University in England, Edmond Halley (rhymes with valley) was so excited about astronomy that he left school to map the stars in the Southern Hemisphere’s skies.”
- B** “Halley is best known for his groundbreaking work on comets, especially the one that bears his name.”
- C** “Halley was the first to say that comets sighted in 1531, 1607, and 1682 were actually the same comet returning every 76 years.”
- D** “The multitalented Halley was England’s Astronomer Royal from 1719 until he died in 1742 at Greenwich Observatory in England.”

Key: B

MEASURES CCLS: RI.7.2:

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

HOW THIS QUESTION MEASURES RI.7.2:

This questions measures RI.7.2 by asking students to determine the main idea of a section of an article, then select a quote which best expresses that main idea. Students who select a correct response demonstrate an ability to synthesize information in a portion of complex text to determine its main idea.

WHY CHOICE “B” IS CORRECT:

Students selecting “B” have determined that the main idea of the information in the text box is Edmond Halley’s contribution to knowledge of comets and selected the statement “Halley is best known for his groundbreaking work on comets, especially the one that bears his name.” Since Halley’s comet is one of the most famous comets and named after a person who contributed important information to the field, this quote represents the best expression of the main idea of the text box.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen “A” because it is the first sentence of the paragraph and introduces Halley’s career in astronomy. That the information in the text box is organized chronologically also makes this choice appealing. However, the information in this sentence acts as a supporting detail, not an expression of a main idea.

Choice C: Students may have chosen “C” because the finding expressed in the sentence represents a groundbreaking moment in Halley’s work. However, the information presented is a supporting detail, not an expression of the main idea of the text box.

Choice D: Students may have chosen “D” because Halley’s appointment as Astronomer Royal sums up the significance of his achievements and contributions to astronomy; however, this information is acting as support for the main idea, not expressing it.

HOW TO HELP STUDENTS MASTER RI.7.2:

Choices “A,” “C,” and “D” are appealing because they contain information that is important to understanding the main idea, but “B” most closely expresses the main idea of the text box. Teachers may find it helpful to have students outline sections of complex texts, separating supporting details from main ideas. If main ideas are not expressed, practice creating a statement that takes into account the supporting details may prove helpful.

Read this sentence from the text box on comets.

Ancient people believed the unannounced visitors were warnings of something unusual and terrible—war, flood, death, sickness, or earthquake.

Which section of the article supports this claim?

- A** How many asteroids are out there?
- B** Where do comets come from?
- C** Edmond Halley
- D** Who’s coming to visit in 2062?

Key: D

MEASURES CCLS: RI.7.8:

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

HOW THIS QUESTION MEASURES RI.7.8:

This questions measures RI.7.8 by asking students to locate the section of a text that has information that supports a claim made by the author. Students selecting the correct response demonstrate an understanding of how support and claims interact.

WHY CHOICE “D” IS CORRECT:

Students selecting “D” demonstrate an ability to locate support for a claim. The section **Who’s coming to visit in 2062?** provides numerous historical examples of ancient people who used the seemingly random appearances of Halley’s comet to explain terrible events such as death and war.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen “A” because the section **How many asteroids are out there?** explains that space rocks and meteoroids do reach Earth, an unusual and irregular event; however, the claim refers to the effect of the irregular appearance of comets, not that of asteroids or meteoroids.

Choice B: : Students may have chosen “B” because the section **Where do comets come from?** describes the distant source of comets and the different orbit times of different comets, suggesting irregular appearances; however, although irregularity is suggested, this information is not the strongest support for the author’s claim.

Choice C: Students may have chosen “C” because the section **Edmond Halley** describes how the orbits of comets were considered irregular before Halley discovered their regularity; however, this information is tangentially related to the author’s claim and does not provide clear support.

HOW TO HELP STUDENTS MASTER RI.7.8:

Choices “A,” “B,” and “C” provide support for topics related to the stated claim, but only “D” provides clear support. To help students with questions assessing RI.7.8, teachers can provide students with practice identifying support for claims in grade-appropriate complex texts.

The purpose of the article's structure is to

- A** provide a guide to the topics that are discussed
- B** indicate the vocabulary that may be unfamiliar to readers
- C** provide a historical background for the scientific discussion
- D** show readers what major questions still puzzle the scientific community

Key: A

MEASURES CCLS: RI.7.5:

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

HOW THIS QUESTION MEASURES RI.7.5:

This question measures RI.7.5 by asking students to determine the purpose of the article's structure. Students selecting a correct response demonstrate how structure and author's purpose interact.

WHY CHOICE "A" IS CORRECT:

Students selecting "A" have deduced that the headings and text boxes help guide the reader through the various topics that are discussed and help fulfill the author's purpose of answering pertinent questions about asteroids, meteoroids, and comets. The questions that form each heading are answered in the following paragraphs. The text boxes indicate with bold lettering the topics that will be discussed. In this way, the structure of the article interacts with the author's purpose.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice B: Students may have chosen "B" because vocabulary is presented and defined throughout the article, most notably "comet" in the first text box. Though many of the terms presented are central to the author's purpose, vocabulary does not structure the article as the headings and text boxes do.

Choice C: Students may have chosen "C" because historical background is given throughout the article to support the scientific information about asteroids, meteoroids, and comets. However, historical information is interwoven into the main discussion in a variety of ways but not consistently for every point made. Isolating the historical details as a main structuring element does not accurately describe how the article's structure interacts with the author's purpose.

Choice D: Students may have chosen "D" because the article is structured with headings phrased as questions. However, these questions do not puzzle the scientific community but have been answered by it. Thus, each paragraph contains a response to the questions posed in the headings.

HOW TO HELP STUDENTS MASTER RI.7.5:

Choices "B," "C," and "D" present elements of the article's structure or author's purpose, but only "A" accurately describes how the effect of the article's structure. To help students with questions assessing RI.7.5, teachers might have students write their own statements of both an author's purpose and an author's organizational method, then discuss how the two interact, using a variety of complex texts.

Bringing Solar Power to Indian Country

by Harriet Rohmer

Debby Tewa is a solar electrician—and a light-bringer. She brings electric light and power to some of the most isolated places on the Hopi and Navajo reservations—communities like the one where she grew up. “I can identify with the people I’m helping,” she says. “I really understand their excitement when they turn on a light for the first time.”

5 Hopi land has been home to Debby’s family for many generations. It is a beautiful, dry desert environment, with three major mesas (rocky tables of land) that rise as high as 7,200 feet (nearly 2,200 meters). Surrounding the mesas are low-altitude deserts and gullies. Most people live either in the 12 traditional villages on top of the mesas or in modern communities below. The high-mesa villages are famous around the world for their
10 culture and long history. Old Oraibi, for example, is believed to be the oldest continuously inhabited community in the United States—established more than 850 years ago, around the year 1150.

Many Hopi households are connected to the electrical grid, which means they get electricity from the power company’s lines, like most city-dwellers all over the country. But
15 several hundred households on the 1.6 million-acre (647,000-hectare) reservation are too far away from the power lines to hook into the grid.

Debby was in the fourth grade and living with her parents off the reservation when she first had electricity at home. “I liked being able to study at night and watch TV,” she remembers. She started thinking about how she could help bring electricity to places like
20 her grandmother’s community.

After graduating at the top of her class from Sherman Indian High School in California, Debby returned to the Hopi Reservation, where she took a job helping other young people find summer work. One day, a woman came to the office to recruit boys to attend trade school. “Can girls go too?” Debby asked. When the woman said yes, Debby
25 jumped at the chance.

“We could choose electricity or plumbing,” Debby remembers. “At first, I chose plumbing because I was scared of electricity. Then a couple of Hopi classmates wanted me to come over to electricity. They promised they would help me out if I did. And sure enough, they did help.” Later, she got to help them when they worked together on jobs.
30 “I’m lucky because I’ve always had a lot of support for what I’m doing.”

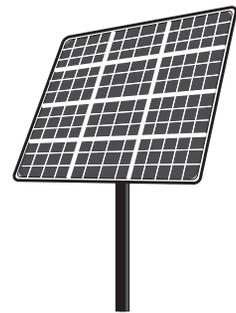
Debby's next big opportunity came in 1987, when The Hopi Foundation, created by Hopi people to improve life on the reservation, started an organization called Native Sun. The idea was to bring energy to isolated Hopi communities in a way that would fit in with their traditional way of life. Solar energy seemed like a perfect solution. It didn't cause the pollution and health problems that coal-powered plants did. It was silent, it was easy to install, and it required very little maintenance. Best of all, since the energy was coming from the sun, it was "renewable" energy, meaning the supply wouldn't get used up.

Solar power would also enable Hopi households to be "energy independent," because they wouldn't have to rely on energy from power companies outside their land. To spread the word about solar energy, The Hopi Foundation recruited several members of the tribe who could speak the Hopi language. One of them was Debby Tewa.

Part of Debby's job was to teach people about solar energy—how to choose the right solar electric system, how to use it, and how to take care of it. "I wanted them to feel that it was theirs." But first she had to get people interested.

Debby set up demonstration solar power systems in three villages on the mesas. People came to see how solar panels could be wired into their houses so they could have electricity. A 90-year-old woman was amazed that she could flick a switch and light would come on. A seamstress could use an electric sewing machine. Kids could do schoolwork and watch TV at night. And they didn't have to pay for the new system all at once, because Native Sun offered loans to their customers.

Solar panels are made of many solar cells. When sunlight strikes the solar cells, the energy causes electrons in the cells' atoms to break free from the nuclei they orbit. These free electrons then flow into an electric current. Electricity is stored in batteries connected to the solar panels, so the system still works at night and on cloudy days.



When people wanted to try it out, Debby loaned them a small trailer-mounted system for a week. This helped them decide how large a system they wanted, and then Debby would drive out and install it.

She would strap on her tool belt, climb up a ladder onto the roof, and go to work. Sometimes she would be on top of a 200-year-old stone house, looking out over a hundred miles of low desert and high mesas. In the next few years, Debby installed more than 300 solar panels on Hopi houses, and people on the reservation started calling her "Solar Debby." She also installed solar panels on the neighboring Navajo Reservation and trained other electricians, especially women, in places as far away as Ecuador in South America.

Debby has four solar panels on her own house on the reservation. That's enough for lights and TV. "It's not like the power lines bring," she says, "but it's enough."

70 For people like Debby's aunt and her aunt's 90-year-old neighbor, who had never had electricity before, solar power has made a life-changing difference. They no longer have to read by the light of a propane lamp. But best of all, they know that they have control over their own electricity.

“When you get your own solar electrical system, it's yours,” Debby explains. “You're not dependent on a power company. With solar energy, we can be independent.”

MEASURES CCLS: RI.7.5:

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

HOW THIS QUESTION MEASURES RI.7.5:

This question measures RI.7.5 by asking students to demonstrate how a specific section contributes to the understanding of the rest of the article. Students who successfully respond to this question show an ability to explain how the author’s organization of an article impacts what the reader understands. These students also demonstrate an ability to cite relevant textual evidence in support of their conclusions.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

Inferences about Debby’s motivation may include information about her background and strong family ties, emphasizing her personal connection to the land and how her expertise will help the Hopi people. Evidence may include Debby’s position as a solar electrician and that her family has lived on a Hopi reservation for many generations. Students may also link the Hopi people’s strong, traditional culture and long history in an isolated area to their interest in having solar power. Furthermore, responses may comment on how these lines give an introduction to the character and setting that are elaborated throughout the rest of the article.

There is no single “correct” response, but rather responses that are defensible based on the Short-Response (2-point) Holistic Rubric and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of conclusions, inferences, and supporting details. Responses should be organized in a logical manner and composed in complete sentences. Any errors should not impact readability.

HOW TO HELP STUDENTS MASTER STANDARD RI.7.5:

To help students succeed with questions assessing standard RI.7.5, instruction can focus on building students’ capacity to comprehend grade-level texts through activities and discussions that analyze organizational patterns in texts and how the organization impacts what readers understand. Students may benefit from the opportunity to compare the structure of several texts at once.

[See Short-Response \(2-point\) Holistic Rubric](#), suggested sample student responses, and scoring: two 2-pt responses, two 1-pt responses, and one 0-pt response.

How do lines 1 through 12 of “Bringing Solar Power to Indian Country” contribute to the understanding of the rest of the article? Use **two** details from the article to support your response.

Lines 1 through 12 contribute to the rest of the article by letting the reader understand the Hobi's situation and Debby's motivation to help them. Line 5 states "Hopi land has been home to Debby's family for many generations" to let the reader know that Debby has been in the situation of the people she now helps. Within lines 5 through 10, the reader is taught about the Hobi land and how it is maintained like it was in the past generations. The author provides this background information to set the reader up for the conflict and solution of the article.

Score Point 2 (out of 2 points)

This response makes a valid inference to explain how lines 1 through 12 contribute to the understanding of the rest of the article (*by letting the reader understand the Hobi's situation and Debby's motivation*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Hopi land has been home to Debby's family for many generations and the reader is taught about the Hobi land and how it is maintained like it was in the past generations*). This response includes complete sentences where errors do not impact readability.

How do lines 1 through 12 of "Bringing Solar Power to Indian Country" contribute to the understanding of the rest of the article? Use **two** details from the article to support your response.

When you read lines 1 through 12 you know that the rest of the article will be about light and electricity. In the first sentence it says the Debby is a solar electrician and a light bringer. Also in the line 4 it says Debby knows the peoples excitement when they turn on a light for the first time. So right away you know the rest of the article will be about light and electricity.

Score Point 2 (out of 2 points)

This response makes a valid inference to explain how lines 1 through 12 contribute to the understanding of the rest of the article (*you know that the rest of the article will be about light and electricity*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*it says the Debby is a solar electrician and a light bringer and it says Debby knows the peoples excitement when they turn on a light for the first time*). This response includes complete sentences where errors do not impact readability.

How do lines 1 through 12 of “Bringing Solar Power to Indian Country” contribute to the understanding of the rest of the article? Use **two** details from the article to support your response.

Tewa is a solar electrician who helps bring solar light to different Indian reservations. She installs many houses who never even had power in their entire life. She enjoys helping out in her native community and installing as many solar panels as she needs to support the reservations in need of light!

Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text. While the response provides some information from the text (*Tewa is a solar electrician who helps bring solar light to different Indian reservations*), no valid inference and/or claim is present. This response includes complete sentences where errors do not impact readability.

How do lines 1 through 12 of “Bringing Solar Power to Indian Country” contribute to the understanding of the rest of the article? Use **two** details from the article to support your response.

The lines 1-12 contribute by talking about the area's geography, which helps to explain the problem later in the article.

Score Point 1 (out of 2 points)

This response makes a valid inference to explain how lines 1 through 12 contribute to the understanding of the rest of the article (*by talking about the area's geography, which helps to explain the problem later in the article*); however, the response does not provide two concrete details from the text for support as required by the prompt.

How do lines 1 through 12 of "Bringing Solar Power to Indian Country" contribute to the understanding of the rest of the article? Use **two** details from the article to support your response.

It tells of how those people in that country do not have much and do not have what we have here in America. For example in the story it says that they were happy when they were able to

Score Point 0 (out of 2 points)

This response does not address any requirements of the prompt (*do not have what we have here in America*).

MEASURES CCLS: RI.7.8:

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

HOW THIS QUESTION MEASURES RI.7.8:

This question measures RI.7.8 by asking students to identify the support relevant to a claim made in a text. Students successfully responding to this question demonstrate an ability to trace an argument and determine the support that is relevant to the claim.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

Support for the claim that “with solar energy, we can be independent” may include a discussion of how because solar energy is renewable, the Hopi would have an infinite supply of power that they could harness and that would belong to them (lines 36 through 40). They would not have to rely on power companies outside their community for their electricity (lines 73 and 74).

There is no single “correct” response, but rather responses that are defensible based on the Short-Response (2-point) Holistic Rubric and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of conclusions, inferences, and supporting details. Responses should be organized in a logical manner and composed in complete sentences. Any errors should not impact readability.

HOW TO HELP STUDENTS MASTER STANDARD RI.7.8:

To help students succeed with questions like this, instruction can focus on isolating claims made by authors in grade-appropriate complex text and listing support provided for each claim. Discussion of stronger and weaker support as well as modeling evaluation of support may prove beneficial.

[See Short-Response \(2-point\) Holistic Rubric](#), suggested sample student responses, and scoring: two 2-pt responses, two 1-pt responses, and one 0-pt response.

How does the author of "Bringing Solar Power to Indian Country" support the claim, "with solar energy, we can be independent" (line 74)? Use **two** details from the article to support your response.

The author of "Bringing Solar to Indian Country" states that "with solar energy, we can be independent" in line 74. She backs up this statement by explaining how when you have solar energy, then you have control over your own electricity. This explains how solar energy is independent. She also states that "When you get your own solar electrical system, it's yours." That's true because if you own it, then you don't have to be dependent on a power company. It's peace of mind.

Score Point 2 (out of 2 points)

This response demonstrates evidence of analysis of the text as required by the prompt to explain how the author supports the claim (*by explaining how when you have solar energy, then you have control over your own electricity*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*When you get your own solar electrical system, it's yours and you don't have to be dependent on a power company*). This response includes complete sentences where errors do not impact readability.

How does the author of "Bringing Solar Power to Indian Country" support the claim, "with solar energy, we can be independent" (line 74)? Use **two** details from the article to support your response.

The author supports the claim, "with solar energy, we can be independent" in many places. One example is in line 73, "... they know they have control over their own electricity." They have control because as the author says later, they don't have to expensively rely on ~~an~~ electrical company. The author also says that the several hundred people outside of the grid don't have power, but now they do and they have their own - they are independent.

Score Point 2 (out of 2 points)

This response demonstrates evidence of analysis of the text as required by the prompt to explain how the author supports the claim (*several hundred people outside of the grid don't have power, but now they do*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*they know they have control over their own electricity and they don't have to expensively rely on an electrical company*). This response includes complete sentences where errors do not impact readability.

How does the author of "Bringing Solar Power to Indian Country" support the claim, "with solar energy, we can be independent" (line 74)? Use **two** details from the article to support your response.

How can people be independent with solar energy? They are independent because they don't have to rely on electric companies to give them light. They are allowed to use solar energy anyday, at anytime they please. They also are allowed to do things they were not allowed before such as watching T.V. or anything that involves light that they could not do before. Solar energy is also good for the environment and it cost no money. Solar energy is changing the lives of the people in the Hopi and Navajo reservation greatly.

Score Point 1 (out of 2 points)

This response provides some relevant information from the text to explain how the author supports the claim (*because they don't have to rely on electric companies to give them light*). This response includes complete sentences where errors do not impact readability.

How does the author of “Bringing Solar Power to Indian Country” support the claim, “with solar energy, we can be independent” (line 74)? Use **two** details from the article to support your response.

The Author supports the claim of "with solar energy we can be independent" because the claim is that and he's saying "When you get your own solar electrical system, it yours" that when you get a solar electrical system you can keep it.

Score Point 1 (out of 2 points)

This response provides some relevant information from the text to explain how the author supports the claim (*When you get your own solar electrical system, it yours*).

How does the author of “Bringing Solar Power to Indian Country” support the claim, “with solar energy, we can be independent” (line 74)? Use **two** details from the article to support your response.

The author of "Bringing Solar Power to Indian Country" supported the claim of "with solar energy, we can be independent". This was supported by being alone in the mountains instead of having to travel to get what you need.

Score Point 0 (out of 2 points)

This response does not address any requirements of the prompt (*being alone in the mountains instead of having to travel to get what you need*).

Our Expedition

by Shaun Tan

My brother and I could easily spend hours arguing about the correct lyrics to a TV jingle, the impossibility of firing a gun in outer space, where cashew nuts come from, or whether we really did see a saltwater croc in the neighbor's pool that one time. Once we had a huge argument about why the street directory¹ in Dad's car stopped at Map 268. It was my contention that *obviously* certain pages had fallen out. Map 268 itself was packed full of streets, avenues, crescents and cul-de-sacs, right up to the edge—I mean, it's not like it faded off into nothing. It made no sense.

Yet my brother insisted, with an irritating tone of authority enjoyed by many older siblings, that the map was literally correct, because it would otherwise have “joins Map 269” in small print up the side. If the map says it is so, then so it is. My brother was like this about most things. Annoying.

Verbal combat ensued; “It's right”—“it's not”—“it is”—“not”—“is”—“not”—a ping-pong mantra performed while eating dinner, playing computer games, brushing teeth, or lying wide awake in bed, calling out through the thin partition between our rooms until Dad got angry and told us to stop.

Eventually we decided there was only one solution: go and see for ourselves. We shook hands over a mighty twenty-dollar bet, a staggering amount to gamble even on a sure thing, and planned an official scientific expedition to the mysterious outer suburbs.

My brother and I took the number 441 bus as far as it would go and set off on foot after that. We had filled our backpacks with all the necessities for such a journey: chocolate, orange juice, little boxes of sultanas and, of course, the contentious street directory.

It was exciting to be on a real expedition, like venturing into a desert or jungle wilderness, only much better signposted. How great it must have been long ago, before shops and freeways and fast-food outlets, when the world was still unknown. Armed with sticks, we hacked our way through slightly overgrown alleys, followed our compass along endless footpaths, scaled multilevel parking garages for a better view, and made careful notes in an exercise book. Despite starting out bright and early, however, we were nowhere

¹**street directory:** a book of gridded maps showing the layout of streets within a city

30 near the area in question by mid-afternoon, when we had planned to be already back
home on our beanbags, watching cartoons.

The novelty of our adventure was wearing thin, but not because our feet hurt and we
were constantly blaming each other for the forgotten sunscreen. There was some other
thing that we could not clearly explain. The farther we ventured, the more everything
35 looked the same, as if each new street, park, or shopping mall was simply another version
of our own, made from the same giant assembly kit. Only the names were different.

By the time we reached the last uphill stretch, the sky was turning pink, the trees dark,
and we were both looking forward to nothing more than sitting down and resting our feet.
The inevitable victory speech I had been mentally preparing all along now seemed like a
meaningless bunch of words. I wasn't in the mood for gloating.

40 I guess my brother felt much the same. Always the impatient walking companion, he
was some distance ahead, and by the time I caught up he was sitting with his back to me,
right in the middle of the road, *with his legs hanging over the edge.*

"I guess I owe you twenty bucks," I said.

"Yup," he said.

45 One annoying thing I forgot to mention about my brother: He is almost always right.

MEASURES CCLS: RL.7.5:

Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

HOW THIS QUESTION MEASURES RL.7.5:

This question measures a student’s mastery of RL.7.5 by asking the student to demonstrate how a specific section contributes to the overall mood of the story. Students who successfully respond to this question show an ability to explain how the author’s description in these lines lead up to the puzzling and mysterious events at the end of the story. These students also demonstrate an ability to cite relevant textual evidence in support of their conclusions.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

Responses that receive full credit identify how these lines contribute to the overall mood of the passage. For example, students may claim how the lines affect the mood of the story by making it mysterious, puzzling, perplexing, or odd. The lines also serve to foreshadow the puzzling ending of the story where the older brother’s legs are hanging over a mysterious edge. Before these lines, the narrator describes a seemingly straightforward adventure as he expects to find that the town indeed does continue beyond where the map stops. Responses may point out how lines 33–35 alter this tone by describing how “the farther we ventured, the more everything looked the same.” The lines describe a strange scene and introduce a puzzling mood to the story. Responses receiving full credit support claims by citing textual details.

There is no single “correct” response but rather responses that are defensible based on the Short-Response (2-point) Holistic Rubric and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of conclusions, inferences, and supporting details. Responses should be organized in a logical manner and composed in complete sentences. Any errors should not impact readability.

HOW TO HELP STUDENTS MASTER STANDARD RL.7.5:

To help students succeed with questions assessing standard RL.7.5, instruction can focus on building students’ capacity to comprehend grade-level texts through activities and discussions that analyze how a text is organized and how the organization impacts the tone or meaning of a passage.

[See Short-Response \(2-point\) Holistic Rubric](#), suggested sample student responses, and scoring: two 2-pt responses, two 1-pt responses, and one 0-pt response.

What is the effect of lines 33 through 35 on the mood of the story? Use **two** details from the story to support your response.

Throughout the story, many of the lines affect the mood, but lines 33 through 35 cause the mood to become puzzling and curious. To begin with, at the beginning of line 33, it says "... thing that we could not explain." This shows that the two characters are confused/puzzled. Since this story is written in 1st person, whatever the character is feeling is basically the mood. Another detail is, in line 33 and 34. To quote, "The farther we ventured, the more everything looked the same, as if each new street, park, or shopping mall was simply another version of our own..." This sentence from the story indirectly shows that the characters are puzzled and/or curious. Thus, the mood of the poem becomes curious(itly). These were two of the ways-the lines affected the poem.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain the effects of lines 33 through 35 on the mood of the story (*cause the mood to become puzzling and curious*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*thing that we could not explain* and *The farther we ventured, the more everything looked the same, as if each new street, park, or shopping mall was simply another version of our own*). This response includes complete sentences where errors do not impact readability.

What is the effect of lines 33 through 35 on the mood of the story? Use **two** details from the story to support your response.

Lines 33 through 35 has an effect on the mood of the story. When the author says that everything looks the same, it seems strange and mysterious. The places look as if they are all from the same assembly kit. The way that every place seems to be alike is very mysterious and interesting. If the author didn't say that the street names were the only difference, then the mood wouldn't be so mysterious.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain the effects of lines 33 through 35 on the mood of the story (*it seems strange and mysterious*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*The places look as if they are all from the same assembly kit and the street names were the only difference*). This response includes complete sentences where errors do not impact readability.

What is the effect of lines 33 through 35 on the mood of the story? Use **two** details from the story to support your response.

Lines 33-35 give the effect of the city seeming fake and all the same. It makes the place the two siblings are walking appear fake. When they say, "...everything looked the same, as if each new street, park, or shopping mall was simply another version of our own, made from the same giant assembly kit." ~~it seems~~ like the author's trying to make the place feel like a trap. It's forboding.

Score Point 1 (out of 2 points)

This response makes a valid inference from the text to explain the effects of lines 33 through 35 on the mood of the story (*give the effect of the city seeming fake and all the same*); however, the response only provides one concrete detail for support as required by the prompt (*everything looked the same, as if each new street, park, or shopping mall was simply another version of our own, made from the same giant assembly kit*). This response includes sentences where errors do not impact readability.

What is the effect of lines 33 through 35 on the mood of the story? Use **two** details from the story to support your response.

The mood effected by lines 33 through 35 because it seems like it sounds kind of boring. This is because in the story it says that it seemed the farther they went, the more everything looked the same.

Score Point 1 (out of 2 points)

This response makes a valid inference from the text to explain the effects of lines 33 through 35 on the mood of the story (*it seems like it sounds kind of boring*); however, the response only provides one concrete detail for support as required by the prompt (*that it seemed the farther they went, the more everything looked the same*). This response includes sentences where errors do not impact readability.

What is the effect of lines 33 through 35 on the mood of the story? Use **two** details from the story to support your response.

There adventure was coming to a end.
And they where arguing

Score Point 0 (out of 2 points)

This response does not address any requirements of the prompt (*adventure was coming to a end*).

Directions

307028P

Read this story. Then answer questions XX through XX.

In this fictionalized account, Paul Revere's horse, Scheherazade, tells the story of her master, Paul Revere, working with Patriots to protest British taxes by preventing tea brought on English ships from being unloaded in Boston and other east coast ports.

Excerpt from *Mr. Revere and I*

by Robert Lawson

It was late one evening when we got back to Boston, but late though it was there seemed to be a great bustle of excitement in the streets. As we rode into the back yard young Paul rushed out to unsaddle me.

5 “Father,” he cried breathlessly. “The *Dartmouth* is here. She came in this afternoon, loaded with tea. Mr. Sam Adams has been looking for you. Everybody’s down at Griffin’s Wharf. May I go down, Father?”

“Yes,” Mr. Revere answered absently, “but be careful. This means trouble.” Young Paul dashed off, Mr. Revere mounted again, and we trotted down to Griffin’s Wharf.

10 The whole town seemed to be gathered there. I could see, and hear, Sam Adams mounted on a molasses barrel making a speech. Around him were all the prominent Patriots: Dr. Warren, James Otis, Sam’s cousin John Adams, Mr. Hancock. The leading members of the Sons of Liberty and the Committee of Correspondence were there as well as every well-known judge, minister, banker, lawyer and merchant. All, that is, except the Loyalists, who were noticeably absent.

15 As we worked our way slowly through the throng the Captain of the *Dartmouth* was arguing with Mr. Hancock. “No tea goes ashore,” Mr. Hancock said firmly. “Not one ounce.”

“Go back to England,” the crowd roared. “Go back to England and take your rotten tea with you!”

20 “Listen, Mr. Hancock,” the Captain pleaded, “I don’t care tuppence about the blasted tea or the blasted tax or the blasted King or his blasted Ministers. I’m a good Nantucketer, I am. All I’m talking about are my ship and my crew. These men haven’t been ashore for six weeks and they’re getting ugly. Hang the tea, I’m sick and tired of the stuff.”

25 After a few moments of consultation Mr. Hancock told the Captain: “Your ship will be unharmed; the Sons of Liberty guarantee its safety. As for your men, they are at perfect liberty to come ashore—but see that they bring no tea with them, not a pocketful. And the longer they stay ashore the better for all concerned.”

At this announcement the crew broke into a cheer and came piling ashore, each man with a grin turning out his pockets to show that he bore none of the hated tea.

30 The Sons of Liberty took charge at once. Twenty-five muskets were dealt out to twenty-five men who were to act as guards, Mr. Revere one of them. The guards pushed the crowd back five paces from the ship's side and began pacing their posts as smartly as any King's sentries. The relieved Captain brought out a rocking chair and settled himself on the poop deck with his pipe and the ship's cat. Slowly the crowd melted away, leaving
35 only a small group of the Patriot leaders and the pacing sentries. Young Paul rode me home; fed, watered and bedded me down. As he stumbled sleepily into the house all the meetinghouse bells struck three.

Mr. Revere came home a little after sunrise when the guard was changed. He slumped down wearily while Mrs. Revere, Deborah and the old lady bustled about, getting him a
40 good hot breakfast. He had not eaten since noon of the previous day.

"Paul dear," old Mrs. Revere asked, "did you bring your mother just a little bit of that lovely English tea?"

"No, Mother, of course not. Not an ounce of that tea was unloaded or ever will be, in America."

45 "But I *must* have tea," the old lady wailed. "Seems to me you could have brought your poor old mother just a tiny scrap of tea."

"But Mother, you have your smuggled Dutch tea."

"Nasty old dried-up stuff," she cried, "and *so* expensive! This would be much cheaper even with the tax. I don't see why you men have to be *so* stubborn about a little old tax
50 and me practically dying for a cup of really good tea."

"But Mother, I've explained and explained. It's a matter of principle, it's not the cost. England has not the right to tax us even one penny without our say-so. If we—"

At this moment the door crashed open and Sam Adams burst in. "To horse my boy, to horse," he shouted excitedly. "Word has just come that these minions of Tyranny¹ may
55 attempt to land the cursed Bohea² at some other port. Every town on our coast must be warned. Five messengers have already left; you are the sixth. You will go to Marblehead and Salem and rouse the Sons of Liberty there. Order them to warn Gloucester, Newburyport, Portsmouth!"

"But my breakfast . . ." poor Mr. Revere protested.

60 "No time for breakfast, when duty calls," Sam cried. "I'll take care of that."

¹**minions of Tyranny:** Sam Adams is referring to the British

Young Paul had me already saddled. As Mr. Revere wearily mounted, I caught a glimpse of Sam Adams seating himself in Mr. Revere's vacant chair and contemplating with approval the steaming dishes spread before him. The last thing we heard as we headed out of the stable into a driving cold drizzle was the voice of old Mrs. Revere.

65 "Now surely, Mr. Adams," she was saying, "with your high position and great influence, surely you could manage to get a poor old Grandmother just a pound or so of that delicious tea?"

70 It was a miserable cold wet ride to Marblehead and Salem, the longest we had yet taken. In Salem I was fed and watered, while the Sons of Liberty rushed Mr. Revere off to consult with their leaders. I did hope they gave the poor man a decent meal, for he had now been twenty-four hours without food. However, I had barely finished my oats when he reappeared, mounted (with considerable groaning), and we set out on the long trip home.

75 As Mr. Revere stumbled wearily into the kitchen Mrs. Revere cried, "My poor Paul, do sit down and get a rest, supper will be ready in a moment. I hope they gave you a good dinner in Salem."

80 "Codfish," Mr. Revere answered sadly. "And Deborah, my girl, will you please fetch a pillow for my chair?" He sank onto the pillow with a groan of relief and within a few moments was enjoying his hot supper. But before he was half through his clam chowder there was a knock at the door and again Sam Adams entered. "My tea?" exclaimed old Mrs. Revere.

"Not yet, Madame," Sam answered, "but I have the matter under advisement. Come, Paul, my boy, time for changing the guard."

85 With another slight groan Mr. Revere rose stiffly from his half finished meal, and donned his greatcoat; and the two set off for Griffin's Wharf.

90 For the next two weeks there was no peace in the Revere home, in fact in all Boston. Very soon two more tea-laden vessels, the *Eleanor* and the *Beaver*, arrived and were also moored at Griffin's Wharf. Mr. Revere was on the guard over the tea ships every night. All day he was here, there and everywhere; at meetings of the Sons of Liberty, of the Caucus Club, at mass meetings in the Old North Church, riding on business for the various committees. He had no time for his shop; when he slept I cannot imagine, and he almost never was allowed to finish a meal without interruption.

MEASURES CCLS: RL.7.5:

Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

HOW THIS QUESTION MEASURES RL.7.5:

This question measures RL.7.5 by asking students to demonstrate how a story’s structure contributes to its meaning. Students successfully responding to this question show an ability to explain how the craft and structure an author chooses for a story support the intended purpose, plot, meaning, or other aspect of the text. Students also demonstrate an ability to cite relevant textual evidence in support of their conclusions.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

Supported inferences as to why the author structures the story around meals may include supporting the purpose of showing how busy and essential Paul Revere is since he never gets to finish a meal. Inferences may also show how urgent, continuous, and immediate the stand-off against the British is, or demonstrating the effort needed to advance the cause. Support may include details in lines 53 through 60, when Sam Adams prevents Paul Revere from finishing his breakfast because Revere is needed to warn the Sons of Liberty that the British are planning to dock their ships at other ports. The matter is urgent and Revere is “the sixth” (line 56) man needed to communicate the alert. Once Revere completes this task and returns home, he barely seats himself for dinner when he is interrupted again to help the cause (lines 79 through 83). Both interruptions help establish Revere’s importance to the effort to prevent the British from landing, show the urgency of the situation, and demonstrate the sacrifices individuals made at this time.

There is no single “correct” response, but rather responses that are defensible based on the Short-Response (2-point) Holistic Rubric and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of conclusions, inferences, and supporting details. Responses should be organized in a logical manner and composed in complete sentences. Any errors should not impact readability.

HOW TO HELP STUDENTS MASTER STANDARD RL.7.5:

To help students succeed with questions assessing standard RL.7.5, opportunities for practice analyzing organizing elements of dramas can be provided using grade-appropriate complex texts. Students may benefit from the opportunity to compare the structure of several texts at once.

[See Short-Response \(2-point\) Holistic Rubric](#), suggested sample student responses, and scoring: two 2-pt responses, two 1-pt responses, and one 0-pt response.

Why does the author of "Excerpt from *Mr. Revere and I*" develop parts of the story around meals? Use **two** details from the story to support your response.

The author of "Excerpt from *Mr. Revere and I*" develops parts of the story around meals. The author does this to show how busy it was. The author is saying that men didn't have even time to finish their meal during this time and when duty calls they must answer. In the story it says "Before he was half through his clam chowder there was a knock at the door and again Sam Adams entered." It goes on to say "With another slight groan Mr. Revere rose stiffly from his half finished meal, and donned his greatcoat; and the two set off for Griffin's Wharf." The author develops part of the story around meals to show the urgency of getting called.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain why the author of "Excerpt from *Mr. Revere and I*" develops parts of the story around meals (*to show how busy it was*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Before he was half through his clam chowder there was a knock at the door and again Sam Adams entered and With another slight groan Mr. Revere rose stiffly from his half finished meal, and donned his greatcoat; and the two set off for Griffin's Wharf*). This response includes complete sentences where errors do not impact readability.

Why does the author of "Excerpt from *Mr. Revere and I*" develop parts of the story around meals? Use two details from the story to support your response.

The author of "Excerpt from Mr. Revere and I" based parts of the story around meals to show that they were always going to have to warn other people about the British coming with tea even if they were busy eating. We see this when Mr. Revere is eating breakfast but is called to warn the people in Marblehead and Salem about the British coming with their tea. We see this again when Mr. Revere is eating supper and Sam Adams tells him to come and warn more people.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain why the author of "Excerpt from *Mr. Revere and I*" develops parts of the story around meals (to show that they were always going to have to warn other people about the British coming with tea even if they were busy eating). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Mr. Revere is eating breakfast but is called to warn the people in Marblehead and Salem and Mr. Revere is eating supper and Sam Adams tells him to come and warn more people*). This response includes complete sentences where errors do not impact readability.

Why does the author of “Excerpt from *Mr. Revere and I*” develop parts of the story around meals? Use **two** details from the story to support your response.

The author does this around meals because it shows how he is always interrupted. An example was when he was ^{about to} eat breakfast and Samuel Adams said that the British were going to attack. This shows how much commotion was going on, that he didn't even get to sit down and have a decent meal.

Score Point 1 (out of 2 points)

This response makes a valid inference from the text to explain why the author of “Excerpt from *Mr. Revere and I*” develops parts of the story around meals (*shows how he is always interrupted*); however, the response only provides one concrete detail from the text for support as required by the prompt (*he was about to eat breakfast and Samuel Adams said that the British were going to attack*). This response includes complete sentences where errors do not impact readability.

Why does the author of "Excerpt from *Mr. Revere and I*" develop parts of the story around meals? Use **two** details from the story to support your response.

He develops parts of the story around meals to show how the people had to get up and go easily. The parts of the story around meals were at dinner and breakfast.

Score Point 1 (out of 2 points)

This response makes a valid inference from the text to explain why the author of "Excerpt from *Mr. Revere and I*" develops parts of the story around meals (*to show how the people had to get up and go easily*); however, the response does not provide two concrete details from the text for support as required by the prompt.

Why does the author of "Excerpt from *Mr. Revere and I*" develop parts of the story around meals? Use **two** details from the story to support your response.

The author developed parts of the story around meals because they drink tea and they made Paul a good dinner in Salem.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*they drink tea and they made Paul a good dinner in Salem*).

Directions

307029P

Read this article. Then answer questions XX through XX.

Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*

by James Cross Giblin

Ships filled with cargoes of tea were already sailing toward American ports. The first to arrive in Boston was the *Dartmouth*. The Sons warned its owner not to unload the vessel “on his peril.” Twenty-five members of the Sons, armed with muskets and bayonets, stood guard that night to make sure the owner obeyed the warning. Among them was
5 Paul Revere.

The next day, the Sons decided that nearby seaports should be alerted that British tea ships might try to unload at their docks. In a time before the telegraph and telephone had been invented, the only means of speedy communication was a rider on a fast horse. So the Sons assigned five horsemen, including Paul, to carry their urgent message.

10 Paul must have been an excellent rider for this would be only the first of many rides he would make on behalf of the Revolution. We don’t know where he was headed on that December day, or how long it took him to ride there and back. But he must have had to fight weariness all the way, since he’d had no sleep the night before.

15 In Boston, meanwhile, two more tea-ships joined the *Dartmouth* at Griffin’s Wharf. A huge crowd in Old South Meeting House agreed with Samuel Adams that all three ships must return to England without unloading. But the royal governor wouldn’t let them leave the wharf.

20 Samuel Adams announced the governor’s decision to the crowd at Old South, saying, “This meeting can do nothing more to save the country.” In response, a man jumped up, shouting “To Griffin’s Wharf!” Another yelled, “Boston Harbor will be a teapot tonight!”

That night more than a hundred men, most of them Sons of Liberty, gathered at the wharf where the three tea ships were docked. The men wore ragged clothes and had darkened their faces with soot or lamp black so they would not be recognized. As part of their disguise, many of the men carried tomahawks like those used by Native Americans.

25 Hundreds of other Bostonians watched from the wharf as the men boarded the first of the ships. After getting the key to the hold, the men hauled the tea chests up onto the deck, broke them open, and hurled them into the water. Once all the tea from the first ship had been disposed of, the men moved on to the other ships and repeated the process.

30 No one tried to stop them. By the time the men had finished, Boston Harbor was awash with tea.

Was Paul one of those who dumped the tea? Legend says he was, and his name appears (along with that of his friend, Dr. Joseph Warren) in a song about the event that was written immediately afterward by an unknown poet.

35 *Rally Mohawks! Bring out your axes,
And tell King George we'll pay no taxes
On his foreign tea. . .
Our Warren's here and bold Revere
With hands to do and words to cheer
For Liberty and laws. . .*

40 What we do know for sure is that the day after the Boston Tea Party, as it came to be known, Paul Revere set out once again. This time he rode to New York and then on to Philadelphia to tell sympathizers in those cities what had happened in Boston.

45 Starting out before dawn on a hired horse, Paul followed a route mail riders—the mailmen of their day—had carved out over the years. The route headed west from Boston to Worcester and Springfield, Massachusetts, then turned south to Hartford and New Haven, Connecticut, and southwest from there to New York City. The dirt roads Paul traveled were dusty in dry weather, muddy when wet, and always rough.

50 After meeting with fellow rebels in New York, Paul climbed back into the saddle and took a ferry across the Hudson River to New Jersey. Picking up speed, he rode south through New Jersey to Trenton, where he boarded another ferry that carried him and his horse across the Delaware River to Pennsylvania. From there it wasn't far to his final destination, Philadelphia.

MEASURES CCLS: RI.7.5:

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

HOW THIS QUESTION MEASURES RI.7.5:

This question measures RI.7.5 by asking students to demonstrate their understanding of how a specific section of a text contributes to the development and ideas in an article as a whole. Students will show an ability to cite relevant textual evidence in support of their conclusions.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

A response receiving full credit will provide a text-based inference as to how lines 34 through 39 contribute to the article. The 6 lines of song, written by an unknown poet, relate directly to the night that 100 men, most of them Sons of Liberty, dumped tea from British ships into Boston Harbor. The song includes details that directly relate to information in the passage. For example, the song says, "Rally Mohawks," while the passage describes in lines 22 through 24 how the participants "wore ragged clothes" and "carried tomahawks." The lines also make reference to Paul Revere's presence, along with that of his friend Dr. Joseph Warren, at the event. Since Revere's presence that night is disputed (lines 31 through 33), the inclusion of the lines points to the author's efforts to support the idea that Revere did participate. Inferences about the author's inclusion of these lines then might include that they provide support for the idea that Revere was present, that he was a true patriot, or that the described events occurred.

There is no single "correct" response, but rather responses that are defensible based on the Short-Response (2-point) Holistic Rubric and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of conclusions, inferences, and supporting details. Responses should be organized in a logical manner and composed in complete sentences. Any errors should not impact readability.

HOW TO HELP STUDENTS MASTER STANDARD RI.7.5:

To help students succeed with questions assessing standard RI.7.5, instruction can focus on helping students to determine the purpose or central idea of specific paragraphs or sections of a text and discussing how these sections relate to the development of ideas or other elements in the text as a whole.

[See Short-Response \(2-point\) Holistic Rubric](#), suggested sample student responses, and scoring: two 2-pt responses, two 1-pt responses, and one 0-pt response.

How do lines 34 through 39 of “Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*” relate to the rest of the article? Use **two** details from the article to support your response.

The poem written through lines 34 and 39 relates to the rest of the article because it helps readers believe that Paul was present with the Sons of Liberty as they carried out their rebellion. Since the rest of the article explained the actions of the Sons, emphasizing Paul's presence with the poem removed some skepticism of his presence that was expressed earlier in the article. In addition, the author also claimed that Paul was one of the riders carrying the Sons' urgent message to nearby seaports, thus also adding to Revere's importance mentioned in the poem.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain how lines 34 through 39 relate to the rest of the article (*it helps readers believe that Paul was present with the Sons of Liberty as they carried out their rebellion*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*emphasizing Paul's presence with the poem removed some skepticism of his presence that was expressed earlier in the article and the author also claimed that Paul was one of the riders carrying the Sons' urgent message to nearby seaports, thus also adding to Revere's importance mentioned in the poem*). This response includes complete sentences where errors do not impact readability.

How do lines 34 through 39 of “Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*” relate to the rest of the article? Use **two** details from the article to support your response.

Lines 34 through 39 of the “Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*” relate to the rest of the article. The lines share a song that was written short after the Boston Tea party, which is the main topic of this excerpt. The song also mentions Paul Revere, which is the main character in this excerpt. It gives hinting evidence that Revere was one of the men who dressed up as Native Americans and went to drop the tea. It also shows that Paul Revere was a true patriot, considering he was included in a very patriotic song as a “good” guy.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain how lines 34 through 39 relate to the rest of the article (*Paul Revere was a true patriot, considering he was included in a very patriotic song as a “good” guy*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*The song also mentions Paul Revere, which is the main character in this excerpt and It gives hinting evidence that Revere was one of the men who dressed up as Native Americans and went to drop the tea*). This response includes complete sentences where errors do not impact readability.

How do lines 34 through 39 of “Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*” relate to the rest of the article? Use **two** details from the article to support your response.

Lines 34 through 39 of The many rides of Paul Revere: The Boston Tea Party relate to the rest of the article because it was a song written immediately after the patriots dumped all of the tea from the ships. The poet describes the reason for the Boston Tea Party by saying that they won't pay their taxes.

Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text as required by the prompt (*it was a song written immediately after the patriots dumped all of the tea from the ships*). While the response includes some information from the text, no inference and/or claim is present. This response includes complete sentences where errors do not impact readability.

How do lines 34 through 39 of “Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*” relate to the rest of the article? Use **two** details from the article to support your response.

The one who dumped the tea is
is the poet. They were thinking it was
Paul. If you look at the poet you will
see. He is in the poem.

Score Point 1 (out of 2 points)

This response makes a valid inference from the text to explain how lines 34 through 39 relate to the rest of the article (*They were thinking it was Paul*); however, the response does not provide two concrete details for support as required by the prompt.

How do lines 34 through 39 of “Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*” relate to the rest of the article? Use **two** details from the article to support your response.

They threw tea off the ships who had tea on them

Score Point 0 (out of 2 points)

This response does not address any requirements of the prompt (*They throw tea off the ships*).

MEASURES CCLS: RI.7.2:

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

HOW THIS QUESTION MEASURES RI.7.2:

This question measures RI.7.2 by asking students to state a central idea of the text and support their assertion with relevant textual support. Students successfully responding to the question demonstrate an ability to determine a central idea in an article and cite evidence in support of their claim.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

Responses may include the central idea that Paul Revere was essential or central to the causes and protests of the Sons of Liberty, the communication of information, or the events of the Boston Tea Party. Relevant support would include details about Revere’s participation, such as ensuring the Dartmouth obeyed the orders not to unload their tea (lines 1 through 5), alerting other ports of potential attempts by the British to land (lines 6 through 9), most likely helping to dump British tea in Boston Harbor (lines 31 through 39), and traveling again to report news of the Boston Tea Party to New York and Philadelphia (lines 40 through 42).

There is no single “correct” response, but rather responses that are defensible based on the Short-Response (2-point) Holistic Rubric and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of conclusions, inferences, and supporting details. Responses should be organized in a logical manner and composed in complete sentences. Any errors should not impact readability.

HOW TO HELP STUDENTS MASTER STANDARD RI.7.2:

To help students succeed with questions assessing standard RI.7.2, students can practice stating central and main ideas in grade-appropriate complex texts.

[See the Short-Response \(2-point\) Holistic Rubric](#), suggested sample student responses, and scoring: two 2-pt responses, two 1-pt responses, and one 0-pt response.

What is a central idea in “Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*”? Use **two** details from the article to support your response.

A central idea in “Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*” was that Paul Revere did a lot to help the Revolution. The author makes it clear that no one is sure whether or not Revere was involved in certain things, but still made a great contribution to the fight for liberty. Revere himself was a messenger for the Patriots, and made countless runs to deliver urgent messages to Patriots in other cities and states. Even though it isn't proven that Revere was a tea-dumper, he was guarding the ship. Paul Revere set out the next day to spread the news. This idea, as you can see, was clearly proven in the passage.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain a central idea in “Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*” (*Paul Revere did a lot to help the Revolution*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Revere himself was a messenger for the Patriots, and made countless runs to deliver urgent messages to Patriots in other cities and states and it isn't proven that Revere was a tea-dumper, he was guarding the ship. Paul Revere set out the next day to spread the news*). This response includes complete sentences where errors do not impact readability.

What is a central idea in “Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*”? Use **two** details from the article to support your response.

The central idea in “Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*” is Paul Revere’s contribution to the Revolution. In the article, it says there is evidence that Paul Revere was a part of the Boston Tea Party, an important part of the Revolution. The day after the Boston Tea Party, the article states, Paul Revere rode out to New York the Philadelphia to tell sympathizers what happen in Boston, another contribution to the Revolution.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain a central idea in “Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*” (*Paul Revere’s contribution to the Revolution*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*there is evidence that Paul Revere was a part of the Boston Tea Party and The day after the Boston Tea Party... rode out to New York the Philadelphia to tell sympathizers what happen in Boston*). This response includes complete sentences where errors do not impact readability.

What is a central idea in “Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*”? Use **two** details from the article to support your response.

There is a central idea in "Excerpt from The Many Rides of Paul Revere: The Boston Tea Party." It is that the Bostonians did not want the tea at Griffin's Wharf. One hundred men boarded the three ships and dumped the tea into the Boston Harbor. The next day the Boston Harbor was awash. If the ships never docked in Boston, then they would not have lost their chests of tea in the Boston Harbor.

Score Point 1 (out of 2 points)

This response makes a valid inference from the text to explain a central idea in “Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*” (It is that the Bostonians did not want the tea at Griffin’s Wharf); however, the response only provides one concrete detail from the text for support as required by the prompt (One hundred men boarded the three ships and dumped the tea into the Boston Harbor). This response includes complete sentences where errors do not impact readability.

What is a central idea in “Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*”?
Use **two** details from the article to support your response.

The central idea of "Excerpt from The Many Rides of Paul Revere: The Boston Tea Party" is Paul Revere's helping on dumping tea into the Boston Harbor. Legend has it he led the people to the boat. A song was also made about Revere and the tea party.

Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text. While the response provides some information from the text (*Paul Revere's helping on dumping tea into the Boston Harbor. Legend has it he led the people to the boat. A song was also made about Revere and the tea party*), no valid inference and/or claim is present.

What is a central idea in "Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*"?
Use **two** details from the article to support your response.

The central idea of the article is don't litter like the Boston Harbor was a teacup was when tea was dumped in the Boston Harbor.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*The central idea of the article is don't litter*).

MEASURES CCLS: RL.7.6, RL.7.9:

Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

HOW THIS QUESTION MEASURES RL.7.6 and RL.7.9:

This question measures RL.7.6 and RL.7.9 by asking students to explain how differing points of view in a fictional account and an informational article affect a reader’s understanding of a historical event. Students successfully responding to this question demonstrate the ability to describe different points of view and explain how point of view affects an author’s expression, using a fictional and an informational account of a single historical event.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

Responses will describe the point of view in the story and the article, and explain how each point of view affects a reader’s understanding of the events of the Boston Tea Party. Responses should make valid conclusions that are supported by relevant textual evidence.

In “Excerpt from *Mr. Revere and I*,” the story is told in first-person from the point of view of Paul Revere’s horse, Scheherazade, and the account is fictionalized. This version is meant to entertain as much as inform. Valid inferences may include the events of the Boston Tea Party seeming more personal, less intense, or less dangerous because a horse is telling the story. Some students might claim that the point of view makes the events more relatable or interesting because the horse reports on household events and mundane concerns of her master, like getting enough rest or food, as well as her own care and upkeep, with major historical events being reported almost incidentally. Setting much of the story in Revere’s home with descriptions of interactions with his family may help readers picture how the events of the time period were experienced, fit into or disrupted daily life, or affected those involved. Specifically, this excerpt develops lines 10–13 of *The Many Rides of Paul Revere*, focusing in on Revere’s personal experiences as a rider for the Revolution. When the horse reports the humorous conversation between Revere and his mother about pilfering tea, the reader is able to see how the issue is of historical importance and how it affected day-to-day life. Also, the horse’s account of the conversation between the Captain of the *Dartmouth* and Mr. Hancock, allows readers to better picture how events might have occurred.

“Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*” is told in third-person by an outside narrator or historical expert and is informative. Here, the author describes events in chronological order with a focus on the facts of the Boston Tea Party, but also emphasizes the drama, excitement, urgency, and heroism of the event. In contrast to *Mr. Revere and I*, this passage places central importance on the historical events; the reader has a clearer understanding of what happened and which events were consequential, but not how the events affected the personal lives of the participants. Lines 1 through 5 set up the basic conflict, focusing on the threats of violence and the pivotal role of Paul Revere. The momentum of the article continues with descriptions of how the conflict escalated, culminating in the stealth and daring of the participants dumping tea that night. Revere’s dedication and perseverance is highlighted in how he traveled long distances to report the news (lines 10–13; 40–52). Using examples from the article, students might infer that the author’s point of view in this account causes the reader to appreciate the heroism, sacrifice, daring, and bravery of those involved as well as the urgency and importance of this historical event.

There is no single “correct” response, but rather responses that sufficiently and clearly develop the topic based on the four criteria in the Extended-Response (4-point) Holistic Rubric and responses that do not. Student responses are evaluated on the relevance, accuracy, and sufficiency of conclusions and inferences made about the text and the selection, discussion, relevance, and organization of supporting details. Student

responses should include an introductory and concluding comment and be logically organized. Responses should be in complete sentences where errors, if present, do not impact readability.

HOW TO HELP STUDENTS MASTER STANDARDS RL.7.6 AND RL.7.9:

To help students succeed with questions measuring RL.7.6 and RL.7.9, instruction can be given on close reading techniques that allow students to compare elements in two grade-appropriate complex texts that recount similar events from differing points of view. Special attention can be given to comparing how each author's point of view affects the passage's purpose and development of central claims.

[See Extended-Response \(4-point\) Holistic Rubric](#), suggested sample student responses, and scoring: two 4-pt responses, two 3-pt responses, two 2-pt responses, two 1-pt responses, and one 0-pt response.

The story "Excerpt from *Mr. Revere and I*" and the article "Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*" are written from different points of view. How do the different points of view affect the understanding of the events surrounding the Boston Tea Party? Use details from **both** passages to support your response.

In your response, be sure to

- explain the point of view presented in "Excerpt from *Mr. Revere and I*"
- explain the point of view presented in "Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*"
- explain how the different points of view affect the understanding of the events surrounding the Boston Tea Party
- use details from **both** passages to support your response

Both story "Excerpt from Mr. Revere and I" and article "Excerpt from: The Many Rides of Paul Revere: The Boston Tea Party" are written from different points of view. These points of view affect the understanding of the events surrounding the Boston Tea Party.

Both article and story have different point of views. First, in the story the point of view is told by Paul Revere's horse. The narrator talks more about Mr. Revere's actions in the Boston Tea Party than the actions taken during the Boston Tea Party. Second, in the article the point of view is told by an outside narrator that did not live during the time period. In the article, the narrator speaks more of the Boston Tea Party than just talking about one person. This author listed facts and important events in the Boston Tea Party. In conclusion, both the story and the article have different point of views.

The different point of views affect the understanding of the events surrounding the Boston Tea Party.

First, in the story the surrounding events of the Boston Tea Party sounded serene. It didn't sound violent or disturbing. This is because the story was told by fictional characters. Second, in the article the surrounding events of the Boston Tea Party sounded violent and dangerous. That is because the author talked more about the event and it was told by using sources and real facts. In conclusion, the different point of views affect the understanding of the events surrounding the Boston Tea Party.

As a result, both story and article had different point of views. That influenced the readers understanding of the event, the Boston Tea Party. The story was serene and calm. In the other hand, the article was more violent and dangerous.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (*These points of view affect the understanding, the story...is told by Paul Revere's horse, the article...is told by an outside narrator*). The response demonstrates insightful analysis of the texts (*in the story the surrounding events at the Boston Tea Party sounded serene. It didn't sound violent or disturbing. This is because the story was told by fictional characters and in the article the surrounding events of the Boston Tea Party sounded violent and dangerous. That is because the author talked more about the event and it was told by using sources and real facts*). The topic is developed with the sustained use of relevant, well-chosen information from the texts (*in the story...The narrator talks more about Mr. Revere's actions in the Boston Tea Party than the actions taken during the Boston Tea Party and In the article, the narrator speaks more of the Boston Tea Party than just talking about one person. This author listed facts and important events*). Clear organization is exhibited by the skillful use of appropriate and varied transitions (*First, Second, In the article, In conclusion, As a result*). A formal style is established and maintained through the use of grade-appropriate and domain-specific vocabulary (*serene, violent or disturbing, dangerous*). The concluding section follows clearly from the topic and information presented (*The story was more serene and calm. In the other hand, the article was more violent and dangerous*). The response demonstrates grade-appropriate command of conventions, with few errors (*sorrounding*).

The story "Excerpt from *Mr. Revere and I*" and the article "Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*" are written from different points of view. How do the different points of view affect the understanding of the events surrounding the Boston Tea Party? Use details from **both** passages to support your response.

In your response, be sure to

- explain the point of view presented in "Excerpt from *Mr. Revere and I*"
- explain the point of view presented in "Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*"
- explain how the different points of view affect the understanding of the events surrounding the Boston Tea Party
- use details from **both** passages to support your response

Both stories, "Excerpt from *Mr. Revere and I*", and "Excerpt from *The Many Rides of Paul Revere*" were written from differing points of view. "Excerpt from *Mr. Revere and I*", was written in point of view from a horse, while "Excerpt from *The Many Rides of Paul Revere*" was written from the point of view of a historian ^{from} ~~the~~ ^{past} ~~the~~ ^{day}. The point of view affected the understanding of the events surrounding the Boston Tea Party. In "Excerpt from *Mr. Revere and I*", the horse was telling what he saw or heard. He didn't really have anything to do with the decisions that were made. All the horse knew was that he had to ride Paul Revere around all the time. The horse didn't know any of the details about the Boston Tea Party, therefore the reader of that article wouldn't

know either. On the other hand, in the "Excerpt from the many rides of Paul Revere: The Boston Tea Party," a person who had studied the event probably wrote it because they knew all of the details about every event that happened before the Revolution. Only someone who found all of that detailed information could have known the things that he/she wrote about. Since there were a lot of detailed events in the article I understood it better. Both articles were written from different points of views. The horse in "Excerpt from Mr. Revere and I," was vague and had no inside information. The other article was easier to understand.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose ("Excerpt from Mr. Revere and I," was written in point of view from a horse, while "Excerpt from the Many Rides of Paul Revere" was written from the point of view of a historian). The response demonstrates insightful analysis of the texts (*The horse didn't know any of the details about the Boston Tea Party, therefore the reader of that article wouldn't know either and Only someone who found all of that detailed information could have known the things that he/she wrote about. Since there were a lot of detailed events in the article I understood it better*). The topic is developed with the sustained use of relevant, well-chosen information from the texts (*The horse was telling what he saw or heard, didn't really have anything to do with the decisions that were made, he had to ride Paul Revere around all the time, knew all of the details about every event that happened before the Revolution*). Clear organization is exhibited by the skillful use of appropriate and varied transitions (*while, therefore, On the other hand, Since*). A formal style is established and maintained through the use of grade-appropriate and domain-specific vocabulary (*point of view of a historian and studied the event*). The concluding statement follows clearly from the topic and information presented (*The horse...vague and had no inside information. The other article was easier to understand*). The response demonstrates grade-appropriate command of conventions, with occasional errors (*decisions, Since, a lot, understood, horse...were*) that do not hinder comprehension.

The story "Excerpt from *Mr. Revere and I*" and the article "Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*" are written from different points of view. How do the different points of view affect the understanding of the events surrounding the Boston Tea Party? Use details from **both** passages to support your response.

In your response, be sure to

- explain the point of view presented in "Excerpt from *Mr. Revere and I*"
- explain the point of view presented in "Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*"
- explain how the different points of view affect the understanding of the events surrounding the Boston Tea Party
- use details from **both** passages to support your response

In the story, "Excerpt from Mr. Revere and I", and the article, "Excerpt from The Many Rides of Paul Revere: The Boston Tea Party" they both talk about the topic of the Boston Tea Party but in different points of view.

In the story "Excerpt from Mr. Revere and I" it is told in first person point of view which means that the narrator is also a character. This point of view is different because this person not only is telling the story but was part of the excitement and also a character. It states, "It was late one evening when we

got back to Boston..."

In the article "Excerpt from the many rides of Paul Revere: The Boston Tea Party" It was told in third person point of view, which means that the person is the narrator ~~and~~ ^{but} not a character also. It states, "ships filled with cargoes of tea were already sailing toward American Ports".

Having different points of view means that you are seeing two different sides of the story, someone might know more, and someone might know less.

As you can see, having different points of view can be a good and different thing.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*They both talk about the topic of the Boston Tea Party*). The response demonstrates grade-appropriate analysis of the texts (*told in the first person...which means the narrator is also a character and told in third person...which means that the person is the narrator but not a character*). The topic is developed with relevant information from the texts (*this person not only is telling the story but was part of the excitement and also a character...It was late one evening when we got back to Boston and ships filled with cargoes of tea were already sailing toward American Ports*). The response exhibits clear organization with the use of appropriate transitions to create a unified whole (*In the story, It states, In the article, which means, As you can see*). A formal style is established by using precise language and domain-specific vocabulary (*different points of view means that you are seeing two different sides of the story*). The concluding statement follows from the topic and information presented (*having different points of view can be a good and different thing*). The response demonstrates grade-appropriate command of conventions, with occasional errors (*veiw, narrator, Ports*) that do not hinder comprehension.

The story "Excerpt from *Mr. Revere and I*" and the article "Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*" are written from different points of view. How do the different points of view affect the understanding of the events surrounding the Boston Tea Party? Use details from **both** passages to support your response.

In your response, be sure to

- explain the point of view presented in "Excerpt from *Mr. Revere and I*"
- explain the point of view presented in "Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*"
- explain how the different points of view affect the understanding of the events surrounding the Boston Tea Party
- use details from **both** passages to support your response

In articles and other passages, the point of view of the narrator is very important to the understanding of the reader. In the passage "Mr. Revere and I" the reader may believe the info is less accurate because of its fictional point of view; the story being told by Paul Revere's horse. Someone might read an article such as this for entertainment, but not for accurate info.

In the article "The Many Rides of Paul Revere: The Boston Tea Party" the narrator, or point of view allows the reader to understand the article is non-fictional.

The reader may believe the info is more accurate, and read the passage for the purpose of gaining knowledge.

Different points of view are very important to the article. Depending on the narrator's point of view, the article may be fictional or non-fictional. Reader's understanding vary on the point of view.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*the point of view of the narrator is very important to the understanding of the reader*). The response demonstrates grade-appropriate analysis of the texts (*read an article such as this for entertainment, but not for accurate info and may believe the info is more accurate, and read the passage for the purpose of gaining knowledge*). The topic is partially developed with the use of some evidence from the texts (*the reader may believe the info is less accurate because of its fictional point of view; the story being told by Paul Raver's horse and point of view allows the reader to understand the article is non-fiction*). The response exhibits clear organization with the use of appropriate transitions to create a unified whole (*In the passage, but not, In the article, Depending on the narrator's*). A formal style is established by using precise language and domain-specific vocabulary (*less accurate, for entertainment, understand the article is non-fiction, gaining knowledge*). The concluding section follows from the topic and information presented (*Different points of view are very important to the article. Depending on the narrator's point of view, the article may be fictional or non-fictional*). The response demonstrates grade-appropriate command of conventions, with occasional errors (*believe, info, Raver's*) that do not hinder comprehension.

The story "Excerpt from *Mr. Revere and I*" and the article "Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*" are written from different points of view. How do the different points of view affect the understanding of the events surrounding the Boston Tea Party? Use details from **both** passages to support your response.

In your response, be sure to

- explain the point of view presented in "Excerpt from *Mr. Revere and I*"
- explain the point of view presented in "Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*"
- explain how the different points of view affect the understanding of the events surrounding the Boston Tea Party
- use details from **both** passages to support your response

"Excerpt from *Mr. Revere and I*" and "Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*" are told from different points of view. "Excerpt from *Mr. Revere and I*" is told from an outsider's point of view but from someone who was there. It sounded as if from the point of view ~~from~~^{of} a horse. "Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*" is told, also from an outsider's point of view but this one seems as if from a historian. These points of view help me feel as if I were there.

Just watching all this happen.
Both excerpts are told from
an outsider's point of view.

Score Point 2 (out of 4 points)

This response introduces a topic that follows generally from the task and purpose (“*Excerpt from Mr. Revere and I*” and “*Excerpt from The Many Rides of Paul Revere...are told from different points of view*”). The response demonstrates a literal understanding of the texts (*told from an outsider’s point of view but from someone was there and this one seems as if from a historian*). The topic is partially developed with the use of some textual evidence (*It sounded as if from the point of view of a horse and help me feel as if I were there. Just watching all this happen*). This response exhibits some attempt at organization, with inconsistent use of transitions (*also, but this, These points of view*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*as if I were there and watching all this happen*). The concluding statement follows generally from the topic and information presented (*Both excerpts are told from an outsider’s point of view*). The response demonstrates grade-appropriate command of conventions, with occasional errors (*from someone was there and outsiders*) that do not hinder comprehension.

The story "Excerpt from *Mr. Revere and I*" and the article "Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*" are written from different points of view. How do the different points of view affect the understanding of the events surrounding the Boston Tea Party? Use details from **both** passages to support your response.

In your response, be sure to

- explain the point of view presented in "Excerpt from *Mr. Revere and I*"
- explain the point of view presented in "Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*"
- explain how the different points of view affect the understanding of the events surrounding the Boston Tea Party
- use details from **both** passages to support your response

The different points of view in the stories "Excerpt from *Mr. Revere and I*" and "Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*" affect the understanding of the Boston Tea Party. In the first story it's told in first person, so the person was actually involved in the Boston Tea Party. The second story was told in third person so the author is pretty much telling the story. In one story you got to see what one person went through and everything that happened as if it was just happening, but in the other story all you heard was the facts and everything that people already know, the common knowledge. Also personally

I feel that the story is more interesting when the story is told in third person instead of first person.

Score Point 2 (out of 4 points)

This response introduces a topic that follows generally from the task and purpose (*The different points of view in the stories...affect the understanding of The Boston Tea Party*). The response demonstrates a literal understanding of the texts (*told in first person so the person was actually involved and told in the third person so the author is pretty much telling the story*). The topic is partially developed with the use of some textual evidence (*you got to see what one person went through and everything that happened and all you heard was the facts and everything that people already know*). This response exhibits some attempt at organization, with inconsistent use of transitions (*In the first story, In one story, but in, Also*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*in the stories, first story, second story, one story, other story, the story*). The concluding statement follows generally from the topic and information presented (*I feel that the story is more interesting when the story is told in third person instead*). The response demonstrates grade-appropriate command of conventions, with occasional errors (*veiw, acctually, knolage*) that do not hinder comprehension.

The story "Excerpt from *Mr. Revere and I*" and the article "Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*" are written from different points of view. How do the different points of view affect the understanding of the events surrounding the Boston Tea Party? Use details from **both** passages to support your response.

In your response, be sure to

- explain the point of view presented in "Excerpt from *Mr. Revere and I*"
- explain the point of view presented in "Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*"
- explain how the different points of view affect the understanding of the events surrounding the Boston Tea Party
- use details from **both** passages to support your response

In the story "Excerpt from Mr. Revere and I" and the article "Excerpt from the Many Rides of Paul Revere: The Boston Tea Party" are both written from different points of view.

In these two articles both represent the Boston party differently. In "Excerpt from Mr. Revere and I" the Boston tea party is represented by a tradition and peace.

The point of view present in "Excerpt from the Many Rides of Paul Revere: The Boston Tea Party" represent the tea party as a sign of liberty and different rights.

Score Point 1 (out of 4 points)

This response introduces a topic that follows generally from the task (*In the story...and the article... are both written from different points of view*). The response demonstrates little understanding of the texts (*the Boston tea party is represented by a tradition and peace*). The response demonstrates a minimal attempt to use evidence (*as a sign of liberty and different rights*). This response exhibits little attempt at organization and does not provide a concluding statement. The response demonstrates an emerging command of conventions, with some errors (*In these two articles both represent, Boston tea party, present in...represent*) that may hinder comprehension.

The story "Excerpt from *Mr. Revere and I*" and the article "Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*" are written from different points of view. How do the different points of view affect the understanding of the events surrounding the Boston Tea Party? Use details from **both** passages to support your response.

In your response, be sure to

- explain the point of view presented in "Excerpt from *Mr. Revere and I*"
- explain the point of view presented in "Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*"
- explain how the different points of view affect the understanding of the events surrounding the Boston Tea Party
- use details from **both** passages to support your response

In "Excerpt from *Mr. Revere and I*" the story is told by Mr. Reveres meals and the actions that follow them.
In "The Many Rides of Paul Revere" the protagonist is told about and potrayed as a hero.
The different points of view affect the story because the first story incoperates meals into it while the second story is more nonfiction.

Score Point 1 (out of 4 points)

This response introduces a topic that follows generally from the task and demonstrates a literal comprehension of the texts (*is told by Mr. Reveres meals and the actions that follow them and the proganist is told about and potrayed as a hero*). The response demonstrates a minimal attempt to use evidence (*incoperates meals into it while the second story is more nonfiction*). This response exhibits little attempt at organization and does not provide a concluding statement. The response demonstrates an emerging command of conventions, with some errors (*Mr. Reveres meals, proganist, potrayed, incoperates*) that may hinder comprehension.

The story “Excerpt from *Mr. Revere and I*” and the article “Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*” are written from different points of view. How do the different points of view affect the understanding of the events surrounding the Boston Tea Party? Use details from **both** passages to support your response.

In your response, be sure to

- explain the point of view presented in “Excerpt from *Mr. Revere and I*”
- explain the point of view presented in “Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*”
- explain how the different points of view affect the understanding of the events surrounding the Boston Tea Party
- use details from **both** passages to support your response

Both of these stories are about Paul Revere. They both happen around the Revolutionary War. Paul Revere was a big part in the war.

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the task (*Both of these stories are about Paul Revere*). The response provides no evidence from the texts (*was a big part in the war*). There is no evidence of organization. The response is minimal, making assessment of conventions unreliable.

2-Point Rubric—Short Response

Score	Response Features
2 Point	<p>The features of a 2-point response are</p> <ul style="list-style-type: none"> • Valid inferences and/or claims from the text where required by the prompt • Evidence of analysis of the text where required by the prompt • Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt • Complete sentences where errors do not impact readability
1 Point	<p>The features of a 1-point response are</p> <ul style="list-style-type: none"> • A mostly literal recounting of events or details from the text as required by the prompt • Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Incomplete sentences or bullets
0 Point*	<p>The features of a 0-point response are</p> <ul style="list-style-type: none"> • A response that does not address any of the requirements of the prompt or is totally inaccurate • A response that is not written in English • A response that is unintelligible or indecipherable

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

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

New York State Grade 6-8 Expository Writing Evaluation Rubric

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

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, or incoherent should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.
- * Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).