



***New York State
Testing Program***

2018

**English Language Arts Test
Writing**

Grade 5

Scoring Leader Materials

Training Set

Copyright Information

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Excerpt from “Printer’s Ink,” by Jerry Miller, from *Appleseeds*, Dec. 2004, Vol. 7 Issue 4. Copyright © 2004, Cricket Media. Used by permission of Cricket Media via Copyright Clearance Center. Illustration of young Ben Franklin visiting his brother’s Boston print shop. In the public domain.

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 Grades 4–5 Writing Evaluation Rubric

CRITERIA	CCLS	SCORE				
		4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0* Essays at this level:
CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text	W.2 R.1–9	—clearly introduce a topic in a manner that follows logically from the task and purpose —demonstrate insightful comprehension and analysis of the text(s)	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate comprehension and 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)	—demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided text to support analysis and reflection	W.2 R.1–8	—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	—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	—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	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
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	—exhibit clear, purposeful organization —skillfully link ideas using grade-appropriate words and phrases —use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary —provide a concluding statement that follows clearly from the topic and information presented	—exhibit clear organization —link ideas using grade-appropriate words and phrases —use grade-appropriate precise language and domain-specific vocabulary —provide a concluding statement that follows from the topic and information presented	—exhibit some attempt at organization —inconsistently link ideas using words and phrases —inconsistently use appropriate language and domain-specific vocabulary —provide a concluding statement that follows generally from the topic and information presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack the use of linking words and phrases —use language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization —exhibit no use of linking words and phrases —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement
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	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, or incoherent should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

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

Just Like Home

by Mathangi Subramanian

1 When the recess bell rang, Priya sighed and slowly hung up her smock. At her old school, she spent recess climbing the monkey bars and sharing secrets with her friends. Now she sat in the corner of the field and watched the other kids play without her.

2 The only thing Priya liked about her new school was art. They hadn't had art at her old school, but here, art was a whole hour. The studio had the most wonderful things, like aluminum pie tins, plaster of paris and India ink. During art, Priya forgot that she didn't have any friends at her new school. All she thought about was whatever she was working on.

3 As she cleared her table, Priya noticed a box of sidewalk chalk sitting on the counter by the window. She grabbed and stuffed it in her pockets. Then she took her usual place at the end of the recess line.

4 While she and her classmates filed through the halls and out into the yard, Priya thought about how she and her mother used to draw chalk patterns on the long driveway leading up to their old apartment building. The patterns were called *rangoli*, and they looked like stars and roses. Priya's mother said that the drawings were to welcome guests to their home. All the families in India, where Priya's family was from, did rangoli every morning, just like Priya and her mother. Their new apartment had barely any sidewalk in front of it, and there was no room for rangoli. Priya missed the early mornings she and her mother would spend drawing feathery, colorful patterns on the cement.

5 Priya walked over to the basketball court and sat on the hot pavement. She was glad to have something to do besides sit in her corner. She pulled the box out of her pocket and took out a bright red piece of chalk and began drawing the rangoli patterns she loved best. She drew flowers with huge, swirling petals and stars with eight points. She colored them green, yellow and blue, all colors her mother had used. She liked the soft, solid feeling of the chalk in her hand, and the way that the dust left patterns on her fingers.

6 "That's pretty," a voice said.

7 She turned around and saw that Enrique, a boy in her class, was watching her.

8 “It’s called rangoli,” she said. “They do this in India, where my parents are from.”

9 “You know what that reminds me of?” he asked, kneeling down beside her. “The floor of my grandmother’s house in Mexico has tiles that have designs like that.”

10 “What do you mean?” Priya asked.

11 “Hand me a piece of chalk,” Enrique said. “I’ll show you.” Enrique sat down on the pavement and began to draw. He used the green, orange, and yellow chalk to draw flowers that were more detailed than Priya’s, but still had huge, curvy petals. Then he drew circles inside circles, and surrounded them with small diamonds. Priya kept drawing too, in between and around Enrique’s designs.

12 “What are you guys doing?” a voice asked.

13 Priya and Enrique had been so absorbed in drawing that they hadn’t noticed that their classmate Farah had been watching them.

14 “Hey,” Farah said, sitting down beside them, “that looks like the rugs in my uncle’s house in Iran. Except on the rugs, the shapes are bigger, and aren’t as curly.”

15 “Show us,” said Enrique, handing her a piece of chalk.

16 Farah took the chalk and began drawing. She drew shapes that were full of straight lines and bold colors. They were bigger than the shapes Priya and Enrique had drawn, and they overlapped each other in diagonals to form new shapes. She colored the drawings purple, dark blue, and white.

17 “Wow!” Ms. Lopez, Priya’s teacher, said. “That’s beautiful!”

18 Priya, Enrique and Farah stood up and looked at what they had done. The pavement was covered in bright colors and shapes: triangles, circles, squares and diamonds, all mixed together. Their classmates began to drift over to see what was happening.

19 “It looks like a universe, with lots of planets and stars,” said Lily.

20 “It looks like a coral reef full of tropical fish,” said Jasper.

21 “What do you think it looks like Priya?” asked Enrique.

22 Priya looked at Enrique and Farah. Their knees, elbows, and fingers were covered in red, yellow, green and blue chalk dust. Priya smiled and said, “It looks like home.”

GUIDE PAPER 1

36

How are Priya's feelings about recess at her old school and her new school different? Use **two** details from the story to support your response.

Priya's feelings about her old school's recess and her new school's recess are different because she thinks that her old school's recess was better. For example, at recess, she watches everybody play without her, and she is usually in the back of the line all the time. Also, at her old school, she used to swing on the monkey bars, and have fun with friends. This shows she thinks her old school's recess was better, because she actually had friends and had fun, instead of sitting in the corner.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how Priya's feelings about recess at her old school and her new school are different (*she thinks that her old school's recess was better*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*at recess, she watches everybody play without her, and she is usually in the back of the line all the time and at her old school, she used to swing on the monkey bars, and have fun with friends*). This response includes complete sentences where errors do not impact readability.

How are Priya's feelings about recess at her old school and her new school different? Use two details from the story to support your response.

When Priya changes school her feelings change with her. In Priya's old school she was happy because in the text it states "At her old school she spent recess climbing the monkey bars and sharing secrets with her friends." According to the article in her new school she sat in the corner alone doing nothing. Priya changed from being happy at her old school, to being sad at her new school.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how Priya's feelings about recess at her old school and her new school are different (*Priya changed from being happy at her old school to being sad at her new school*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*At her old school she spent recess climbing the monkey bars and sharing secrets with her friends.*" and *in her new school she sat in the corner alone doing nothing*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

36

How are Priya's feelings about recess at her old school and her new school different? Use **two** details from the story to support your response.

Priya's feelings about recess at her old school and her new school are very different. For example, in paragraph 1 it says "At her old school, she spent recess climbing the monkey bars and sharing secrets with her friends." That shows that recess was fun at her old school. But, at her new school it isn't as fun. I know this because in the text it says "Now she sat in the corner of the field and watched the other kids play without her." So, her feelings about recess at her new school and old school are very different.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how Priya's feelings about recess at her old school and her new school are different (*recess was fun at her old school. But, at her new school it isn't as fun*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*At her old school, she spent recess climbing the monkey bars and sharing secrets with her friends.*" and "*Now she sat in the corner of the field and watched the other kids play without her.*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

36

How are Priya's feelings about recess at her old school and her new school different? Use **two** details from the story to support your response.

Priya's feelings about recess at her old school and her brand new school is different because her old school she spent recess climbing the monkey bars and sharing secrets with her friends. At her brand new school she sits in the corner of the field and watches the other kids play without her.

Score Point 1 (out of 2 points)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (*her old school she spent recess climbing the monkey bars and sharing secrets with her friends* and *At her brand new school she sits in the corner of the field and watches the other kids play without her*); however, the response does not provide a valid inference from the text to explain how Priya's feelings about recess at her old school and her new school are different. This response includes complete sentences where errors do not impact readability.

How are Priya's feelings about recess at her old school and her new school different? Use two details from the story to support your response.

Priya's feeling about recess in her old school and her new school are very different that is because in her old school she played with her friends during recess. But in new school since she doesn't have any friends to play with so she sits down and watches other kids play in the school yard. This shows that Priya had a very different experience during recess.

Score Point 1 (out of 2 points)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (*in her old school she played with her friends during recess and in new school since she doesn't have any friends to play with so she sits down and watches other kids play in the school yard*); however, the response does not provide a valid inference from the text to explain how Priya's feelings about recess at her old school and her new school are different. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

36

How are Priya's feelings about recess at her old school and her new school different? Use **two** details from the story to support your response.

At her new school she doesnt have any friends and she only liked art.
At her old school she had fun and played with people.

Score Point 1 (out of 2 points)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (*At her new school she doesnt have any friends* and *At her old school she had fun and played with people*); however, the response does not provide a valid inference from the text to explain how Priya's feelings about recess at her old school and her new school are different. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

36

How are Priya's feelings about recess at her old school and her new school different? Use **two** details from the story to support your response.

In priya's old School She never played with
chalk or draw beacuse she did not Have art.
And priya made New friends by useing
art and How it reminds them about there Home.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*In Priya's old school she never played with chalk or draw beacuse she did not Have art. And priya made New friends by useing art and How it reminds them about there Home*).

How are Priya's feelings about recess at her old school and her new school different? Use **two** details from the story to support your response.

Priya feels littl confortabl
because Enrigue and art.
2 detail but her old school
art wa whole hour.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*Priya feel's littl confortabl because Enrigue and art. 2 detail but her old school art wa whole hour*).

GUIDE PAPER 1

37

What do Lily and Jasper's points of view reveal about the drawing? Use two details from the story to support your response.

Lily and Jasper's Point of view reveals that depending who you are the picture seems different. For example in Paragraph 19 "It looks like a Universe, with lots of planets and stars". Also in Paragraph 20 It says "It looks like a coral reef full of tropical fish". This means each person saw different things based on the person you are. To wrap it up, Lily and Jasper's point of view reveal that depending on the type of person you are you see different things in the picture.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what Lily and Jasper's points of view reveals about the drawing (*depending who you are the picture seems different*). The response provides evidence of analysis (*This means each person saw different things based on the person you are*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*"It looks like a universe, with lots of planets and stars"* and *"it looks like a coral reef full of tropical fish"*). This response includes complete sentences where errors do not impact readability.

What do Lily and Jasper's points of view reveal about the drawing? Use **two** details from the story to support your response.

Lily and Jaspers point of view reveal about the drawing is suprising because they both liked it alot and they were proud of it. For examlpe, Lily said it looks like a universe with alot of planets and stars and Jasper said it looks like a coral reef full of tropical fish. So Lily and Jasper has completely different point of views.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what Lily and Jasper's points of view reveal about the drawing (*they both liked it alot and they were proud of it*). The response provides evidence of analysis (*Lily and Jasper has completly different point of views*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Lily said it looks like a universe with alot of planets and stars and Jasper said it looks like a coral reef full of tropical fish*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

37

What do Lily and Jasper's points of view reveal about the drawing? Use two details from the story to support your response.

Lily and Jasper's point of views reveal about the drawing is that Lily said that it looks like a universe, with lots of planets and stars. Also, Jasper's said that It looks like a coral reef full of tropical fish. So Lily and Jasper's loved the drawing. In conclusion Lily and Jasper's point of view reveal the drawing.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what Lily and Jasper's points of view reveal about the drawing (*Lily and Jasper's loved the drawing*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*Lily said that it looks like a universe, with lots of planets and stars* and *Jasper's said that It looks like a coral reef full of tropical fish*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

37

What do Lily and Jasper's points of view reveal about the drawing? Use two details from the story to support your response.

Lily said it looked like planets i think she said that because theres lots of big shapes and it's colorful. Jasper said it look like a coral reef because theres light colors and the couler ful Patterns might look like fish.

Score Point 1 (out of 2 points)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (*Lily said it looked like planets i think she said that because theres lots of big shapes and it's colorful and Jasper said it look like a coral reef because theres light colors and the couler ful Patterns might look like fish*). The response does not provide a valid inference from the text to explain what Lily and Jasper's points of view reveal about the drawing. This response includes complete sentences where errors do not impact readability.

What do Lily and Jasper's points of view reveal about the drawing? Use **two** details from the story to support your response.

Lily and Jasper's points of view about the drawing is Lily said "it looks like universe with lots of planets and stars". Jasper said "It looks like a coral reef full of tropical fish".

Score Point 1 (out of 2 points)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (*Lily said "it looks like universe with lots of planets and stars"* and *Jasper said "It looks like a coral reef full of tropical fish"*). The response does not provide a valid inference from the text to explain what Lily and Jasper's points of view reveal about the drawing. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

37

What do Lily and Jasper's points of view reveal about the drawing? Use **two** details from the story to support your response.

lily and jasper's point of views reveal about the drawing is that they like drawing with chalkyhey think it's cool.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what Lily and Jasper's points of view reveal about the drawing (*yhey think it's cool*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

37

What do Lily and Jasper's points of view reveal about the drawing? Use **two** details from the story to support your response.

Lilly and Jasper SMILED
and said It looks
like home.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*Lilly and Jasper smiled and said It looks like home*).

37

What do Lily and Jasper's points of view reveal about the drawing? Use **two** details from the story to support your response.

Lily and Jasper's point of view reveals that they have a lot in common with Priya. In paragraph 9 it says that Jasper's grandmother has drawings similar to Priya's drawing. In paragraph 14 it says that Farah's uncle has something similar to Priya's drawing.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*Lily and Jasper's point of view reveals that they have a lot in common with Priya. In paragraph 9 it says that Jasper's grandmother has drawings similar to Priya's drawing. In paragraph 14 it says that Farah's uncle has something similar to Priya's drawing.*).

GUIDE PAPER 1

38

How do Priya's actions in paragraph 5 help develop the theme of the story? Use **two** details from the story to support your response.

Priya's actions in paragraph 5 help develop the the theme of the story because she was doing what she loved. The text says "She pulled the box out of her pocket and took out a bright red piece of chalk and began to draw rangoli patterns she loved. The text also says "She liked the soft solid feeling of the chalk in her hand, and the way that the dust left patterns on her fingers." This is the details the develop the theme of the story.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how Priya's actions in paragraph 5 help develop the theme of the story (*she was doing what she loved*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*She pulled the box out of her pocket and took out a bright red piece of chalk and began to draw rangoli patterns she loved* and "*She liked the soft solid feeling of the chalk in her hand, and the way that the dust left patterns on her fingers*"). This response includes complete sentences where errors do not impact readability.

How do Priya's actions in paragraph 5 help develop the theme of the story? Use **two** details from the story to support your response.

Priya's actions in paragraph 5 help develop the theme of the story by drawing the rangoli reminding her of her culture. According to the text, "She drew flowers with huge, swirling petals and stars with eight points." This means that she is doing what her culture does.

Based on what I read, "She colored them green, yellow, and blue all colors her mother had used." She is drawing the rangoli like her family.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how Priya's actions in paragraph 5 help develop the theme of the story (*by drawing the rangoli reminding her of her culture*). The response provides evidence of analysis (*This means that she is doing what her culture does and She is drawing the rangoli like her family*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*She drew flowers with huge, swirling petals and stars with eight points.*" and "*She colored them green, yellow, and blue all colors her mother had used.*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

38

How do Priya's actions in paragraph 5 help develop the theme of the story? Use **two** details from the story to support your response.

Priya's actions in paragraph 5 help to develop the theme of the story. For example, when she "drew flowers with huge, swirling petals and stars with 8 points," she showed the readers about her culture and her home. In addition, when she colored them brightly, and said it was how her mother did it, that made me think that "It" was something she did at home.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how Priya's actions in paragraph 5 help develop the theme of the story (*she showed the readers about her Culture and her home*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*She drew flowers with huge, swirling petals and stars with 8 points,*" and *when she colored them brightly, and said it was how her mother did it*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

38

How do Priya's actions in paragraph 5 help develop the theme of the story? Use **two** details from the story to support your response.

In paragraph 5, Priya's actions help her learn about others. In the story it is kind of obvious that the art brought some people closer to priya. one example was when enrique saw the art. if he did not want to show people his what he was thinking about, why would he draw? he just wanted to show people what he had seen in other places. the same thing happened with farah.

Score Point 1 (out of 2 points)

This response provides valid inferences from the text to explain how Priya's actions in paragraph 5 help develop the theme of the story (*Priya's actions help her learn about others and the art brought some people closer to priya*); however the response only provides one concrete detail from the text for support (*when enrique saw the art. if he did not want to show people his what he was thinking about, why would he draw? he just wanted to show people what he had seen in other places*). This response includes complete sentences where errors do not impact readability.

How do Priya's actions in paragraph 5 help develop the theme of the story? Use **two** details from the story to support your response.

Priya's actions in paragraph 5 develop the theme of the story because when Priya started drawing rangoli she felt good about herself. The theme of the story is do what you love and feel good about yourself while doing it. In paragraph 5, Priya was drawing rangoli which is what she loved (and still loves) to do. That is how Priya's actions in paragraph 5 helps develop the theme of the story "Just like home."

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how Priya's actions in paragraph 5 help develop the theme of the story (*when Priya started drawing rangoli she felt good about herself*); however the response only provides one concrete detail from the text for support [*Priya was drawing rangoli which is what she loved (and still loves) to do*]. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

38

How do Priya's actions in paragraph 5 help develop the theme of the story? Use **two** details from the story to support your response.

Priya's actions lead up to the theme of the story because in paragraph 5 it says "She pulled the box out of her pocket and took out a bright red piece of chalk and began drawing the rangoli patterns she loved the best" Another detail in paragraph 5 is where it says She drew flowers with huge,swirling petals and stars with eight points."

Score Point 1 (out of 2 points)

This response provides a sufficient number of concrete details from the text for support as required by the prompt ("*She pulled the box out of her pocket and took out a bright red piece of chalk and began drawing the rangoli patterns she loved the best*" and *She drew flowers with huge,swirling petals and stars with eight points.*"); however, the response does not provide a valid inference from the text to explain how Priya's actions in paragraph 5 help develop the theme of the story. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

38

How do Priya's actions in paragraph 5 help develop the theme of the story? Use **two** details from the story to support your response.

PEOPLE liked hllart so she began
to do more so she would have
new friends.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*People liked hllart so she began to do more so she would have new friends*).

How do Priya's actions in paragraph 5 help develop the theme of the story? Use **two** details from the story to support your response.

Paragraph 5 helps develop the theme of the story by Priya is doing something new that she never does at home. Another thing is she doesn't need to be just like home at all just do something new every day. That's how paragraph 5 can develop the theme of the story.

Score Point 0 (out of 2 points)

This response is totally inaccurate (*Paragraph 5 helps develop the theme of the story by Priya is doing something new that she never does at home. Another thing is she doesn't need to be just like home at all just do something new every day. That's how paragraph 5 can develop the theme of the story*).

Excerpt from *Young Ben Franklin*

by Julie Doyle Durway

1 Ben's early childhood was happy. He spent a lot of time playing, swimming, and fishing on the Charles River in Boston. Determined to swim faster, young Ben designed and made paddles for his hands and feet to help him move through the water more easily. Even as a child, Franklin had an inventive mind and a desire to improve himself.

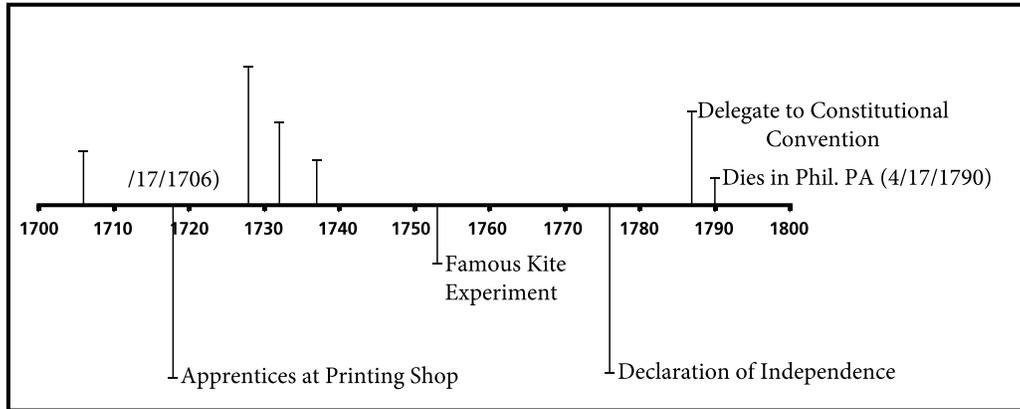
2 "From a Child I was fond of Reading," Ben wrote, "and all the little Money that came into my Hands was ever laid out in Books." Although he went to school for only two years, Ben learned about many different subjects by reading books and talking to people who knew more than he did. He looked at the world in a practical way, trying to find solutions for everyday problems.

3 When Ben was 10, he left school and began working in his father's soap and candle shop. He spent his days "employed in cutting Wick for the Candles, filling the Dipping Mold . . . attending the Shop, going on errands, etc." Although Ben did not enjoy this experience, it helped him learn the importance of hard work. He also spent time with his father watching other craftsmen at their work. He learned to appreciate good workmanship and creativity.

4 After several years, it became clear to Ben's father that his son wasn't happy in the soap and candle shop. Mr. Franklin sent Ben to work with his older brother James, who owned a print shop. Although James was often harsh with his younger brother, Ben enjoyed the printing business. "In a little time I made great Proficiency in the Business, and became a useful Hand to my Brother," he wrote later. Not only did Ben learn all the skills of printing, he also wrote poetry, essays, and articles for his brother's newspaper. Ben's natural ability as a writer developed quickly.

5 When Ben worked with his brother, he spent much of his free time reading. "Often I sat up in my Room reading the greatest part of the Night, when the Book was borrow'd in the Evening to be return'd early in the Morning." He also used this time to improve his writing skills. Studying the work of other authors, Ben would try to rewrite their essays in his own words.

- 6 When he was 17, Ben left his brother's print shop. He moved to Philadelphia and found work as a printer and writer. Eventually, he opened his own print shop. Later, his accomplishments as a scientist and statesman made him one of the most powerful and important men in America. But Ben Franklin never forgot the lessons he learned during his boyhood years.



GUIDE PAPER 1

39

In paragraphs 1 and 2 of “Excerpt from *Young Ben Franklin*,” how does the author support the idea that Franklin had a curious mind? Use **two** details from the article to support your response.

In paragraphs 1 and 2 of "Excerpt from Young Ben Franklin" the author supports the idea that Franklin has a curious mind because it showed Ben's love for books and learning. Paragraph 2 says 'From a Child I was fond of reading,' "Ben wrote, "and all the little Money that came into my hands was ever laid out in Books." Although he went to school for only two years, Ben learned about many different subjects by reading books and talking to people who knew more than he did." This shows that he wants the books and the knowledge and is curious about what he will learn.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how, in paragraphs 1 and 2 of “Excerpt from *Young Ben Franklin*,” the author supports the idea that Franklin had a curious mind (*it showed Ben’s love for books and learning*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*‘From a Child I was fond of reading, “Ben wrote, “and all the little Money that came into my hands was ever laid out in Books.”’ and Although he went to school for only two years, Ben learned about many different subjects by reading books and talking to people who knew more than he did.’*). This response includes complete sentences where errors do not impact readability.

In paragraphs 1 and 2 of "Excerpt from *Young Ben Franklin*," how does the author support the idea that Franklin had a curious mind? Use **two** details from the article to support your response.

In paragraphs 1 and 2, the author supports the idea that Franklin had a curious mind, by showing how he already had an interest in reading when he was still young. The text says, "Even as a child, Franklin had an inventive mind and a desire to improve himself." The text also says, "He looked at the world in a practical way, trying to find solutions for everyday problems." Those details show that Ben had an interest in reading and he was very practical. That is how the author supported the idea that Franklin had a curious mind.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how, in paragraphs 1 and 2 of "Excerpt from *Young Ben Franklin*," the author supports the idea that Franklin had a curious mind (*by showing how he already had an interest in reading when he was still young*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*Even as a child, Franklin had an inventive mind and a desire to improve himself.*" and "*He looked at the world in a practical way, trying to find solutions for everyday problems.*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

39

In paragraphs 1 and 2 of "Excerpt from *Young Ben Franklin*," how does the author support the idea that Franklin had a curious mind? Use two details from the article to support your response.

The author supported the idea that Franklin had a curious mind by explaining what Franklin did. For example, "Determined to help him swim faster..." tells you that he wanted to find a way to swim faster and "He looked at the world in a practical way, trying to find solutions for everyday problems" tells you that he wanted solutions for everyday problems.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how, in paragraphs 1 and 2 of "Excerpt from *Young Ben Franklin*," the author supports the idea that Franklin had a curious mind (*by explaining what Franklin did*). The response provides evidence of analysis (*... tells you that he wanted to find a way to swim faster and tells you that he wanted solutions for everyday problems*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*Determined to help him swim faster...*" and "*He looked at the world in a practical way, trying to find solutions for everyday problems*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

39

In paragraphs 1 and 2 of "Excerpt from *Young Ben Franklin*," how does the author support the idea that Franklin had a curious mind? Use **two** details from the article to support your response.

According to the text, Determined to swim faster, young Ben designed and made paddles for his hands and feet to help him move through the water more easily. Even as a child, Franklin had an inventive mind and desire to improve himself. Ben learned about many different subjects by reading books and talking to people who knew more than he did. He looked at the world in a practical way trying to find solutions for everyday problems. This shows that the author supports the idea that Franklin had a curious mind.

Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text (*Determined to swim faster, young Ben designed and made paddles for his hands and feet to help him move through the water more easily. Even as a child, Franklin had an inventive mind and desire to improve himself. Ben learned about many different subjects by reading books and talking to people who knew more than he did. He looked at the world in a practical way trying to find solutions for everyday problems*). The response does not provide a valid inference from the text to explain how, in paragraphs 1 and 2 of "Excerpt from *Young Ben Franklin*," the author supports the idea that Franklin had a curious mind. This response includes complete sentences where errors do not impact readability.

In paragraphs 1 and 2 of “Excerpt from *Young Ben Franklin*,” how does the author support the idea that Franklin had a curious mind? Use **two** details from the article to support your response.

The author support the idea of Mr.Franklin as a child having a curious mind by including "Even as a child,Franklin had an inventive mind and a desire to improve himself." and including "He looked at the world in a practical way, trying to find solutions for everyday problems.".

Score Point 1 (out of 2 points)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Even as a child, Franklin had an inventive mind and a desire to improve himself.*” and “*He looked at the world in a practical way, trying to find solutions for everyday problems.*”); however, the response does not provide a valid inference from the text to explain how, in paragraphs 1 and 2 of “Excerpt from *Young Ben Franklin*,” the author supports the idea that Franklin had a curious mind. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

39

In paragraphs 1 and 2 of “Excerpt from *Young Ben Franklin*,” how does the author support the idea that Franklin had a curious mind? Use **two** details from the article to support your response.

In paragraphs 1 and 2 of " excerpt from young ben franklin " the author supports the idea that franklin had a curious mind because he only went to school for two yearts ben learnd about many diiferet subjects by eading books and talking to pepole who knew more than he did.

Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (*he only went to school for two yearts ben learnd about many diiferet subjects by eading books and talking to pepole who knew more than he did*). The response does not provide a valid inference from the text to explain how, in paragraphs 1 and 2 of “Excerpt from *Young Ben Franklin*,” the author supports the idea that Franklin had a curious mind. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

39

In paragraphs 1 and 2 of "Excerpt from *Young Ben Franklin*," how does the author support the idea that Franklin had a curious mind? Use two details from the article to support your response.

In paragraph 1 and 2 the author supports the idea that Franklin had a curious mind. In paragraph one it explained what he liked doing. In paragraph two Franklin went to work with his father.

DO NOT WRITE BEYOND THIS AREA

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*In paragraph 1 and 2 the author supports the idea that Franklin had a curious mind. In paragraph one it explained what he liked doing. In paragraph two Franklin went to work with his father*).

In paragraphs 1 and 2 of “Excerpt from *Young Ben Franklin*,” how does the author support the idea that Franklin had a curious mind? Use **two** details from the article to support your response.

In paragraphs 1 and 2 the author supports the idea that Franklin had a curious mind meaning that he was always thinking about lots of things that he probly wanted to do during his life time.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*In paragraphs 1 and 2 the author supports the idea that Franklin had a curious mind meaning that he was always thinking about lots of things that he probly wanted to do during his life time*).

GUIDE PAPER 1

40

In "Excerpt from *Young Ben Franklin*," how does the timeline support a point the author makes in paragraph 6? Use **two** details from the article to support your response.

The timeline in the excerpt from "Young Ben Franklin," the author makes a point that Benjamin Franklin was one of the most powerful and important men in America during his time, the timeline helps support that by showing Benjamin Franklin's accomplishments and when they happened. For example, in paragraph 6, it states that Benjamin Franklin was an accomplished scientist and statesman. The timeline further proves this by highlighting Ben Franklin's kite experiment, when he was a delegate to the Constitutional Convention, and his presence during the signing of the Declaration of Independence. Also, in paragraph 6, it states that Benjamin Franklin moved to Philadelphia and found work as a printer and writer, and that he opened his own print shop. The timeline shows when that actually happened. Therefore, the timeline helps support points that the author made by highlighting important events and showing when they happened.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how, in "Excerpt from *Young Ben Franklin*," the timeline supports a point the author makes in paragraph 6 (*the timeline helps support that by showing Benjamin Franklin's accomplishments and when they happened*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (*in paragraph 6, it states that Benjamin Franklin was an accomplished scientist and statesman. The timeline further proves this by highlighting Ben Franklin's kite experiment, when he was a delegate to the Constitutional Convention, and his presence during the signing of the Declaration of Independence and in paragraph 6, it states that Benjamin Franklin moved to Philadelphia and found work as a printer and writer, and that he opened his own print shop. The timeline shows when that actually happened*). This response includes complete sentences where errors do not impact readability.

In “Excerpt from *Young Ben Franklin*,” how does the timeline support a point the author makes in paragraph 6? Use **two** details from the article to support your response.

After reading "Excerpt from Young Ben Frankiln" time line help support pargraph 6 by the time line showing what year the events were, and it also shows the events in more depth. A detail that supports my claim is " Eventually, he opened his own print shop." this detail does not show the year when he opened his shop or where he opened it. Another detail that supports my claim is " Opens Printing shop office in PA" the year is around 1728. This detail shows that the shop was in Philadelphia and the shop was opened around in 1728. These details support my claim on how the timeline and pargraph 6 work together.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how, in “Excerpt from *Young Ben Franklin*,” the timeline supports a point the author makes in paragraph 6 (*by the time line showing what year the events were, and it also shows the events in more depth*). The response provides evidence of analysis (*this detail does not show the year when he opened his shop or where he opened it and This detail shows that the shop was in Philadelphia and the shop was opened around in 1728*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*Eventually, he opened his own print shop.*” and “*Opens Printing shop office in PA*” *the year is around 1728*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

40

In “Excerpt from *Young Ben Franklin*,” how does the timeline support a point the author makes in paragraph 6? Use **two** details from the article to support your response.

The timeline supports a point the author makes in paragraph 6 because shows him moving to a different place ang making a company for himself. Acording to the article it says, "when he was 17 ,Ben left his brother's print shop." Another detail from the article is, "He moved to Philadelphia and found work as a printer and writer." These details supports how the timeline relates to paragraph 6.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how, in “Excerpt from *Young Ben Franklin*,” the timeline supports a point the author makes in paragraph 6 (*shows him moving to a different place ang making a company for himself*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*when he was 17 ,Ben left his brother’s print shop.*” and “*He moved to Philadelphia and found work as a printer and writer.*”). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

40

In "Excerpt from *Young Ben Franklin*," how does the timeline support a point the author makes in paragraph 6? Use two details from the article to support your response.

The timeline support a point the author makes in paragraph 6 because it is taking about his life.

But Ben Franklin never forgot the lessons he learned during his boyhood years.

He moved to philadelphia and found work as a printer and writer.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how, in "Excerpt from *Young Ben Franklin*," the timeline supports a point the author makes in paragraph 6 (*it is taking about his life*); however, the response only provides one concrete detail from the text for support (*He moved to philadelphia and found work as a printer and writer*). This response includes complete sentences where errors do not impact readability.

In “Excerpt from *Young Ben Franklin*,” how does the timeline support a point the author makes in paragraph 6? Use **two** details from the article to support your response.

The timeline supports a point the author made in paragraph 6. One way it shows is by showing what time he started his own printing office in Philadelphia. It also shows what time he flew his kite and made a scientific discovery. This is how the timeline supports the authors point in paragraph 6.

Score Point 1 (out of 2 points)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (*by showing what time he started his own printing office in Philadelphia and It also shows what time he flew his kite and made a scientific discovery*); however, the response does not provide a valid inference from the text to explain how, in “Excerpt from *Young Ben Franklin*,” the timeline supports a point the author makes in paragraph 6. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

40

In "Excerpt from *Young Ben Franklin*," how does the timeline support a point the author makes in paragraph 6? Use **two** details from the article to support your response.

The timeline support a point because
it is telling use about what
did he did over the pass time.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how, in "Excerpt from *Young Ben Franklin*," the timeline supports a point the author makes in paragraph 6 (*it is telling use about what did he did over the pass time*); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

40

In "Excerpt from *Young Ben Franklin*," how does the timeline support a point the author makes in paragraph 6? Use **two** details from the article to support your response.

The timeline support the author By making
a paragraph 6 Because it talks aBout his
life when he turned into 17 years old.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The timeline support the author By making a paragraph 6 Because it talks aBout his life when he turned into 17 years old*).

In "Excerpt from *Young Ben Franklin*," how does the timeline support a point the author makes in paragraph 6? Use **two** details from the article to support your response.

in the beging of the story he is young in paragraph 6 it says he will never forrget what he learnd wen he was a kid

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*in the beging of the story he is young in paragraph 6 it says he will never forrget what he learnd wen he was a kid*).

Excerpt from *Printer's Ink*

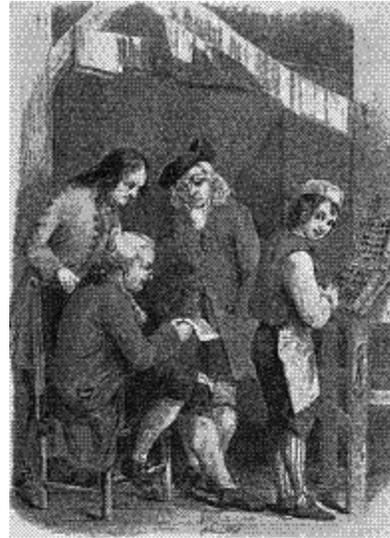
by Jerry Miller

1 When Benjamin Franklin was 12, he went to work in his brother James's print shop. Ben had trouble getting along with his brother, but he loved being a printer. Who wouldn't have loved it? Print shops were great places to be, whether you were interested in politics, science, books—or the local gossip.

2 In Ben Franklin's day, printers did more than just run the printing presses. Many printers published newspapers. When Ben was a man, he opened his own print shop in Philadelphia. Soon, he started publishing a weekly newspaper called *The Pennsylvania Gazette*. Later, he began a second newspaper, in German, to serve Pennsylvania's many German settlers. He published one of America's first magazines, too.

3 Ben Franklin also published books: novels, schoolbooks, medical books for doctors, and more. He printed books about new scientific discoveries. And he became friends with many of the people who wrote those books.

4 One of Ben Franklin's most famous works—and his first big success—was *Poor Richard's Almanack*. Ben wasn't the only printer to publish an almanac. Everyone used almanacs—helpful books that contain all sorts of useful information like calendars, weather forecasts, moon phases, and planting advice. And everyone bought a new almanac each year. What was different about Franklin's almanac were his wise and funny sayings and useful, everyday advice. Ben's sayings became popular. Today, people still repeat many of them. "Early to bed and early to rise makes a man healthy, wealthy, and wise" is one of his sayings.



Young Ben in his brother's Boston print shop

- 5 Franklin never quit printing. When he was 42, he retired from business. But printing was still his hobby. During the Revolutionary War, Franklin moved to France. In Paris, he kept a small printing press. When he had time, he printed essays for his friends to read.
- 6 Many people believe that Ben Franklin's autobiography, the story of his own life, was the first great book ever written by an American. Franklin wrote it when he was an old man, finishing it at the age of 82. He continued writing even on his deathbed. His last writings were essays against slavery.
- 7 Benjamin Franklin became famous as a scientist, inventor, writer, and statesman. But when he wrote his will, he began with the words: "I, Benjamin Franklin of Philadelphia, printer. . ."

GUIDE PAPER 1

41

In “Excerpt from *Printer’s Ink*,” how are the main ideas organized in the article? Use **two** details from the article to support your response.

The main ideas in this excerpt are organized in the way that they start when franklin was just a young boy and end when franklin is a grown man and they include things about when he was at the age of 42 and 82. One detail to support my claim is "When Benjamin Franklin was 12", This shows the 1st main idea starts from when he was a little boy and don't start from when he was a grown man. One last detail is when it says in paragraph 6 "Franklin wrote it when he was an old man, finishing it at the age of 82" this shows the last main idea is when he is an old fully grown man on his death bed instead of ending it in what inspired him to do what he did.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how, in “Excerpt from *Printer’s Ink*,” the main ideas are organized in the article (*The main ideas in this excerpt are organized in the way that they start when franklin was just a young boy and end when franklin is a grown man*). The response provides evidence of analysis (*This shows the 1st main idea starts from when he was a little boy and don't start from when he was a grown man and this shows the last main idea is when he is an old fully grown man on his death bed instead of ending it in what inspired him to do what he did*). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“*When Benjamin Franklin was 12*” and “*Franklin wrote it when he was an old man, finishing it at the age of 82*”). This response includes complete sentences where errors do not impact readability.

In "Excerpt from *Printer's Ink*," how are the main ideas organized in the article? Use two details from the article to support your response.

In the excerpt from "Printer's Ink," the main ideas are organized in chronological order. For example, the excerpt starts with, "When Benjamin Franklin was 12, he went to work in his brother James's print shop. Ben had trouble getting along with his brother, but he loved being a printer." This supports the main idea that "Benjamin Franklin's love for printing started young." The passage continues, stating, "When Ben was a man, he opened his own print shop." This supports the main idea that "Benjamin Franklin's love for printing continued into adulthood." These main ideas were presented as time passed by in Benjamin's life, not in a random order. So, the main ideas from the excerpt from "Printer's Ink" are organized in chronological order.

Score Point 2 (out of 2 points)

This response provides valid inferences from the text to explain how, in "Excerpt from *Printer's Ink*," the main ideas are organized in the article (*chronological order* and *These main ideas were presented as time passed by in Benjamin's life, not in a random order*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*When Benjamin Franklin was 12, he went to work in his brother James's print shop. Ben had trouble getting along with his brother, but he loved being a printer.*" and "*When Ben was a man, he opened his own print shop.*"). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

41

In "Excerpt from *Printer's Ink*," how are the main ideas organized in the article? Use two details from the article to support your response.

The main ideas are organized in the article in a specific way. The first main idea was when he started to print and when he retired from business. For instance, in the beginning of the excerpt it ^{showed} when he started to print in his career. "Printed newspapers and an Almanac. This example shows that the first main idea is when he started to print. Thus saying the main idea is that Ben Franklin printed books ^{and newspapers} at the beginning of his career. However, the second main idea is about after he retired. It states, "he printed essays to friends in Paris. This shows that after he retired he kept printing but those were essays to friends. He also kept writing about his autobiography. In short, the first main idea is when he started to print and second main idea is about after he retired his business.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how, in "Excerpt from *Printer's Ink*," the main ideas are organized in the article (*the first main idea is when he started to print and second main idea is about after he retired his business*). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("*Printed newspapers and an Almanac*"; "*he printed essays to friends in Paris*"; *He also kept writing about his autobiography*). This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

41

In “Excerpt from *Printer’s Ink*,” how are the main ideas organized in the article? Use **two** details from the article to support your response.

They are organized by news in news paper to one of the first magazines last to essays. In the text it says "he started publishing a weekly newspaper called *The Pennsylvania Gasette*." Also in the text it says "He published one of the first magazines." Last in the text it says his lasts were essays against slavery. This is how the story is organized.

Score Point 1 (out of 2 points)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (*he started publishing a weekly newspaper called The Pennsylvania Gasette.*”; *He published one of the first magazines; his lasts were essays against slavery*); however, the response does not provide a valid inference from the text to explain how, in “Excerpt from *Printer’s Ink*,” the main ideas are organized in the article. This response includes complete sentences where errors do not impact readability.

In "Excerpt from *Printer's Ink*," how are the main ideas organized in the article? Use two details from the article to support your response.

The main idea are organized by going from ^{when} where he went to his brothers printing shops to when he made his own shop and printed his own newspapers. Then, it went to when he was printing essays for his friends to read. Lastly, it went back to the first words of his will to end the story.

Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text (*The main idea are organized by going from when he went to his brothers printing shop to when he made his own shop and printed his own newspapers. Then, it went to when he was printing essays for his friends to read. Lastly, it went back to the first words of his will to end the story*). The response does not provide a valid inference from the text to explain how, in "Excerpt from *Printer's Ink*," the main ideas are organized in the article. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

41

In “Excerpt from *Printer’s Ink*,” how are the main ideas organized in the article? Use **two** details from the article to support your response.

The main ideas are organized in each paragraph. The text states "when Benjamin Franklin was 12, he went to in his brothers James print shop." This tells me Benjamin liked to work with printers.

Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (*when Benjamin Franklin was 12, he went to in his brothers James print shop.*). The response does not provide a valid inference from the text to explain how, in “Excerpt from *Printer’s Ink*,” the main ideas are organized in the article. This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

41

In "Excerpt from *Printer's Ink*," how are the main ideas organized in the article? Use **two** details from the article to support your response.

The Main ideas are organized
in the article in a certain way.
The way is that each main idea

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*The Main ideas are organized in the article in a certain way. The way is that each main idea*).

41

In "Excerpt from *Printer's Ink*," how are the main ideas organized in the article? Use **two** details from the article to support your response.

the main idea in this article is benjamin franklin like to print news paper.

Score Point 0 (out of 2 points)

This response does not address any of the requirement of the prompt (*the main idea in this article is benjamin franklin like to print news paper*).

EXEMPLARY RESPONSE

42

In “Excerpt from *Printer’s Ink*” and “Excerpt from *Young Ben Franklin*,” what quality about Ben Franklin is emphasized in both articles? How does each author support this quality about Ben Franklin? Use details from **both** articles to support your response.

In your response, be sure to

- identify a quality about Ben Franklin that is emphasized in both articles
- explain how each author supports this quality about Ben Franklin
- use details from **both** articles to support your response

Possible Exemplary Response:

A quality about Ben Franklin emphasized in both articles is his love of knowledge, ideas, and learning. In “Excerpt from *Young Ben Franklin*,” in paragraph 2, the author quotes Ben’s notes about being fond of reading and how he tried to learn everything he could. Working with his brother, he learned not only the technical aspects of printing, but also wrote “poetry, essays, and articles for his brother’s newspaper.” In his free time, he often read. In paragraph 5, it states he would often stay up all night in order to finish a book and that he would spend his free time rewriting the essays of others in his own words. In “Excerpt from *Printer’s Ink*,” the author also emphasizes Franklin’s desire to learn. In paragraph 1, print shops, where Franklin worked, are described as being “great places to be” especially if one is interested in “politics, science, books—or the local gossip.” Franklin also published many of his own articles and books and made friends with writers. His love of knowledge is also shown in the publication of one of his most famous works: *Poor Richard’s Almanack*. This book was a collection of facts and useful information that appeals to and shows Franklin’s love of knowledge and learning. In paragraph 6 it even states that he was writing on his deathbed. Overall, Ben Franklin showed a love of knowledge and learning throughout his lifetime. His innovative ideas were evident in his work as a printer and writer as well as a scientist and statesman.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 4-point holistic rubric.

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42

In "Excerpt from *Printer's Ink*" and "Excerpt from *Young Ben Franklin*," what quality about Ben Franklin is emphasized in both articles? How does each author support this quality about Ben Franklin? Use details from **both** articles to support your response.

In your response, be sure to

- identify a quality about Ben Franklin that is emphasized in both articles
- explain how each author supports this quality about Ben Franklin
- use details from **both** articles to support your response

In "Excerpt from *Printer's Ink*" and "Excerpt from *Young Ben Franklin*," the quality about Ben Franklin emphasized in both articles was that he was intelligent. Both authors from the two texts use their writing to support this.

For example, in the first article, it says that "some of the reasons why he liked being a printer was because he was interested in "politics, science and books". Reading and being interested in science and politics can make you successful one day. In the text, it also states that "what was different about Franklin's advice were his wise and funny sayings and useful everyday advice." This supports that Ben Franklin is smart.

In the second article, it says that "Even as a child, Franklin had an inventive mind." This shows us that from when Ben Franklin was a child, he was wise and creative. In addition it says that "Ben learned about many different subjects." During Ben Franklin's short two-years

GUIDE PAPER 1b

of school, he still learned a lot from this. It also says that even though Benjamin Franklin didn't enjoy his experience in his father's shop, he still learned lessons from this experience as well. This shows me that he was smart and later on, he used the skills and lessons he learned, which helped him to be successful.

In both articles, it says that Ben Franklin grew to become one of the most successful men in America. In the first article, it says that he "became famous as a scientist, inventor, writer and statesman. In the second article, it states that "his accomplishments as a scientist and statesman made him one of the "most powerful and important men in America." If Franklin wasn't wise, he would never have gotten up to this level.

As you can see, one of the qualities emphasized in both articles by the authors is that Ben Franklin had a smart mind, and was intelligent and wise.

GUIDE PAPER 1c

Score Point 4 (out of 4 points)

This response clearly introduces the topic in a manner that follows logically from the task and purpose (In “Excerpt from Printers Ink” and “Excerpt from Young Ben Franklin”, the quality about Ben Franklin emphasized in articles was that he was intelligent. Both authors from the two texts use their writing to support this). The response demonstrates insightful comprehension and analysis of the texts (Reading and being interested in science and politics can make you successful one day; This shows us that from when Ben Franklin was a child, he was wise and creative; This shows me that he was smart and later on, he used the skills and lessons he learned, which helped him to be successful; If Franklin wasn't wise, he would never have gotten up to this level). The response develops the topic with relevant, well-chosen details from the texts, and sustains the use of varied, relevant evidence (in the first article, it says that some of the reasons why he liked being a printer was because he was interested in “politics, science and books.”; “What was different about Franklin's alma were his wise and funny sayings and useful everyday advice.”; In the second article, it says that “Even as a child, Franklin had an inventive mind.”; Ben learned about many different subjects.” During Ben Franklin's short two-years of school, he still learned a lot from this; even though Benjamin Franklin didn't enjoy his experience in his father's shop, he still learned lessons from this experience as well; In the first article, it says that he “became famous as a scientist, inventor, writer and statesman; In the second article, it states that “his accomplishments as a scientist and statesman made him one of the “most powerful and important men in America.”). The response exhibits clear, purposeful organization, skillfully linking ideas using grade-appropriate words and phrases (For example, in the first article, In the second article, This shows us, It also says, In both articles, If Franklin wasn't wise, As you can see). The response uses grade-appropriate precise language and domain-specific vocabulary. The response provides a concluding statement that follows clearly from the topic and information presented (As you can see, one of the quality's emphasized in both articles by the authors is that Ben Franklin had a smart mind, and was intelligent and wise). The response demonstrates grade-appropriate command of conventions, with few errors.

In “Excerpt from *Printer’s Ink*” and “Excerpt from *Young Ben Franklin*,” what quality about Ben Franklin is emphasized in both articles? How does each author support this quality about Ben Franklin? Use details from **both** articles to support your response.

In your response, be sure to

- identify a quality about Ben Franklin that is emphasized in both articles
- explain how each author supports this quality about Ben Franklin
- use details from **both** articles to support your response

Did you know Benjamin Franklin dropped out of school just to work on writing newspapers and essays? Well, his dreams became true in a few years. In both articles "Excerpt from printer's ink" and "Excerpt from young Ben Franklin", they identify a quality about Ben Franklin. One quality that is emphasized in both texts is that Ben became successful after he opened his own print shop in Philadelphia. Like, the article "Excerpt from printer's ink", on paragraph 6 and 7, it talks about his greatest book he has made and his career. In the article "Excerpt from young Ben Franklin", paragraph 6 talks about when he was 17 that he left his brother's print shop and moved to Philadelphia and opened his own print shop, he was then one of the most important men in America. This makes me wonder if back then everyone knew about him and what he was. Each author supports this quality by simply stating his old life to his new life. For example, "Excerpt from printer's ink" states "Many people believe that Ben Franklin's autobiography, the story of his own life, was the first great book ever written by an American. Franklin wrote it when he was an old man, finishing it at the age of 82. He continued writing even on his deathbed. His last writings were essays against slavery." This means that people believed Ben's autobiography was the greatest book written by an American and he wrote it when he was old and finished at the age of 82, his last essays were against slavery. Also, the text states "Benjamin Franklin became famous as a scientist, inventor, writer and statesman. But when he wrote his will, he began with the words: "I, Benjamin Franklin of Philadelphia, printer . . ." This means that he became famous as many things but when he wrote his will, he started talking about him being a printer and not anything else that he became famous of. The article "Excerpt from young Ben Franklin" states "When he was 17, Ben left his brother's print shop. He moved to Philadelphia and found work as a printer and writer. Eventually, he opened his own print shop. Later, his accomplishments as a scientist and statesman made him one of the most powerful and important men in America. But Ben Franklin never forgot the lessons he learned during his boyhood years." This means that when Ben was 17, he moved to Philadelphia and opened a print shop. He became a scientist and statesman which made him powerful and important in America. As a conclusion, Benjamin Franklin became successful by moving out of his brother's print shop, and opening his own in Philadelphia. Would you drop out of school, not knowing if you'll become successful to be a printer?

Score Point 4 (out of 4 points)

This response clearly introduces the topic in a manner that follows logically from the task and purpose (*Did you know Benjamin Franklin dropped out of school just to work on writing newspapers and essays? Well, his dreams became true in a few years. In both articles "Excerpt from printer's ink" and "Excerpt from young Ben Franklin", they identify a quality about Ben Franklin. One quality that is emphasized in both texts is that Ben became successful after he opened his own print shop in Philadelphia*). The response demonstrates insightful comprehension and analysis of the texts (*This makes me wonder if back then everyone knew about him and what he was; Each author supports this quality by simply stating his old life to his new life; This means that he became famous as many things but when he wrote his will, he started talking about him being a printer and not anything else that he became famous of*). The response develops the topic with relevant, well-chosen details from the texts, and sustains the use of varied, relevant evidence (*"Excerpt from printer's ink" states "Many people believe that Ben Franklin's autobiography, the story of his own life, was the first great book ever written by an American. Franklin wrote it when he was an old man, finishing it at the age of 82. He continued writing even on his deathbed. His last writings were essays against slavery."*; *"Benjamin Franklin became famous as a scientist, inventor, writer and statesman. But when he wrote his will, he began with the words: "I, Benjamin Franklin of Philadelphia, printer..."*; *"Excerpt from young Ben Franklin" states "When he was 17, Ben left his brother's print shop. He moved to Philadelphia and found work as a printer and writer. Eventually, he opened his own print shop. Later, his accomplishments as a scientist and statesman made him one of the most powerful and important men in America. But Ben Franklin never forgot the lessons he learned during his boyhood years."*). The response exhibits clear, purposeful organization, skillfully linking ideas using grade-appropriate words and phrases (*Did you know, In both articles, This makes me wonder, Each author supports, For example, This means, As a conclusion*). The response uses grade-appropriate precise language and domain-specific vocabulary. The response provides a concluding statement that follows clearly from the topic and information presented (*As a conclusion, Benjamin Franklin became successful by moving out of his brother's print shop, and opening his own in Philadelphia. Would you drop out of school, not knowing if you'll become successful to be a printer?*). The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 3a

42

In "Excerpt from *Printer's Ink*" and "Excerpt from *Young Ben Franklin*," what quality about Ben Franklin is emphasized in both articles? How does each author support this quality about Ben Franklin? Use details from **both** articles to support your response.

In your response, be sure to

- identify a quality about Ben Franklin that is emphasized in both articles
- explain how each author supports this quality about Ben Franklin
- use details from **both** articles to support your response

In "Excerpt from *Printer's Ink*" and "Young Ben Franklin," the authors emphasize Ben's skill for writing and printing. They support his quality by stating his achievements as a writer and printer.

The text "Excerpt From *Printer's Ink*" focuses only on Ben's writing and printing experiences, hence the title. It starts from when he was 12 and became a printer's apprentice to when he opened his own print shop to when he wrote his last book. At one point, when the author is talking about Ben's almanac, he explains why Ben's almanacs were much better than the rest, because they were "wise and funny," and they were full of helpful news.

GUIDE PAPER 3b

In "Excerpt from Young Ben Franklin," the author talks about Franklin's interest in writing, reading, and printing. The text describes the many things Ben Franklin did working with his brother, and that his "natural ability as a writer developed quickly." In addition, paragraph 4, it states that "Not only did Ben learn all the skills of printing, he also wrote poetry, essays, and articles," which shows how the author admires Ben.

In conclusion, Ben Franklin was a famous scientist, inventor, statesman, and writer. The authors of the text chose to focus on his writing side, and even if Ben had just been a writer, it would still have made one of the most important men in America, for all the things he wrote and printed.

GUIDE PAPER 3c

Score Point 4 (out of 4 points)

This response clearly introduces the topic in a manner that follows logically from the task and purpose (*In “Excerpt from Printer’s Ink” and “Young Ben Franklin”, the authors emphasize Ben’s skill for writing and printing. They support his quality by stating his achievements as a writer and printer*). The response demonstrates insightful comprehension and analysis of the texts (*Ben’s almanac were much better than the rest; which shows how the author admires Ben; even if Ben had just been a writer, it would still have made one of the most important men in America*). The response develops the topic with relevant, well-chosen details from the texts (*It starts from when he was 12 and became a printer’s apprentice to when he opened his own print shop to when he wrote his last book; when the author is talking about Ben’s almanac, he explains why Ben’s almanac were much better than the rest, because they were “wise and funny,” and they were full of helpful news; “his natural ability as a writer developed quickly.”; “Not only did Ben learn all the skills of printing, he also wrote poetry, essays, and articles”*). The response exhibits clear, purposeful organization, skillfully linking ideas using grade-appropriate words and phrases (*hence, At one point, the text describes, In addition, In conclusion*). The response uses grade-appropriate precise language and domain-specific vocabulary (*focus and hence*). The response provides a concluding statement that follows clearly from the topic and information presented (*In conclusion, Ben Franklin was a famous scientist, inventor, statesman, and writer. The authors of the text chose to focus on his writing side, and even if Ben had just been a writer, it would still have made one of the most important men in America, for all the things he wrote and printed*). The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 4a

42

In “Excerpt from *Printer’s Ink*” and “Excerpt from *Young Ben Franklin*,” what quality about Ben Franklin is emphasized in both articles? How does each author support this quality about Ben Franklin? Use details from **both** articles to support your response.

In your response, be sure to

- identify a quality about Ben Franklin that is emphasized in both articles
- explain how each author supports this quality about Ben Franklin
- use details from **both** articles to support your response

One thing that was emphasized in both passages was that Benjamin Franklin was a hardworker. I know this because in text 1 it says, "...printers did more than just run the printing presses. Many printers published newspapers. when ben was a man, he opened his own print shop in Philadelphia. Soon, he started publishing weekly newspaper called the Pennsylvania Gazette." This shows that Ben was a hardworker because he had to open up a printing shop and that takes a lot of work and he was printing newspapers weekly, which also takes a lot of work to do by himself. Also in text 1, the text explains that, "Ben Franklin also published books: novels, schoolbooks, medical books for doctors and more." this takes a lot of hard work to write so many books in a lifetime because it usually takes a lot of time to write 1. In text 2 it also explains that Ben Franklin was a hard worker because in text 2 the text states that, "he spent his days employed in cutting Wick for the Candles, filling and dipping mold...attending the Shop, going on errands, etc." although Ben did not enjoy this experience, it helped him learn the importance of hard work." This also explains that he was a hardworker because even though he didn't like the job at the candle shop, he still did it to the best of his ability. In paragraph 1 it says "Determined to swim faster, young Ben designed and made paddles for his hands and feet to help him move through the water more easily." This also shows Ben was hardworking because it says he had an inventive mind and making those paddles and thinking of the idea to help him probably took a long time and a lot of perseverance.

GUIDE PAPER 4b

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from task and purpose (*One thing that was emphasized in both passages was that Benjamin Franklin was a hardworker*). The response demonstrates grade-appropriate comprehension and analysis of the texts (*This shows that Ben was a hardworker because he had to open up a printing shop and that takes a lot of work and he was printing newspapers weekly, which also takes a lot of work to do by himself; this takes a lot of hard work to write so many books in a lifetime because it usually takes a lot of time to write 1; This also explains that he was a hardworker because even though he didn't like the job at the candle shop, he still did it to the best of his ability; This also shows Ben was hardworking because it says he had an inventive mind and making those paddles and thinking of the idea to help him probably took a long time and a lot of perseverance*). The response develops the topic with relevant, well-chosen details from the texts, and sustains the use of varied, relevant evidence (*"...printers did more than just run the printing presses. Many printers published newspapers. when ben was a man, he opened his own print shop in Philadelphia. Soon, he started publishing weekly newspaper called the Pennsylvania Gazette."*; *"Ben Franklin also published books: novels, schoolbooks, medical books for doctors and more."*; *"he spent his days "employed in cutting Wick for the Candles, filling dipping mold...attending the Shop,going on errands, ect."* although Ben did not enjoy this experience, it helped him learn the importance of hard work."*"Determined to swim faster, young Ben designed and made paddles for his hand and feet to help him move through the water more easily."*). The response exhibits clear organization, linking ideas using grade-appropriate words and phrases (*I know this because, This shows, This also explains*). The response uses grade-appropriate precise language and domain-specific vocabulary (*perseverance*). The response does not provide a concluding statement. The response demonstrates a grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*emphasized, hardworker, Philadelphia, experience, probably*).

In "Excerpt from *Printer's Ink*" and "Excerpt from *Young Ben Franklin*," what quality about Ben Franklin is emphasized in both articles? How does each author support this quality about Ben Franklin? Use details from **both** articles to support your response.

In your response, be sure to

- identify a quality about Ben Franklin that is emphasized in both articles
- explain how each author supports this quality about Ben Franklin
- use details from **both** articles to support your response

In both "Excerpt from *Printer's Ink*" and "Excerpt from *Young Ben Franklin*" both emphasized that Benjamin Franklin had a passion for writing.

In "Excerpt from *Printer's Ink*" one way Ben's passion of writing is shown in paragraph 3 where it says "Ben published novels, medical books, school books and many others." Also another way his passion is shown is when in paragraph six it says "even when Ben was in his deathbed he continued to write." This is how in "Excerpt from *Printer's Ink*" Ben's passion is shown.

In "Excerpt from *Young Ben Franklin*"

Ben's passion is also showed. One way it is showed is when in Paragraph 6 it says "when Ben was 17 he left for Philadelphia and found work as a writer and printer eventually he opened his own print shop. Also on the time line it shows in 1730 Ben wrote and published Poor Richard: an Almanac wich many people bought. This how in "Excerpt from Young Franklin" Ben's passion of reading is shown.

These are 4 reasons from "Excerpt from Printer's Ink" and "Excerpt from Young Ben Franklin" how Ben's passion for writing is shown.

Score Point 3 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (*In both "Excerpt from Printer's Ink" and "Excerpt from Young Ben Franklin" both emphasized that Benjamin Franklin had a passion for writing*). The response develops the topic with relevant, well-chosen details from the texts, and sustains the use of varied, relevant evidence (*"Ben Published novels, medical book, school books and many others; "even when Ben was in his deathbed he continued to write; "when Ben was 17 he left for Philadelphia and found work as a writer and printer eventually he opened his own print shop; on the time line it shows in 1730 Ben wrote and published Poor Richard: an Almanac wich many people bought*). The response exhibits clear organization, linking ideas using grade-appropriate words and phrases (*one way, Also another way, This is how*). The response uses grade-appropriate precise language and domain-specific vocabulary (*passion*). The response provides a concluding statement that follows from the topic and information presented (*These are 4 reasons from "Excerpt from Printer's Ink" and "Excerpt from Young Ben Franklin" how Ben's passion for writing is shown*). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (*passion of writing, were it says, in his deathbed, say's, Philidelphia, wich*).

GUIDE PAPER 6a

42

In "Excerpt from *Printer's Ink*" and "Excerpt from *Young Ben Franklin*," what quality about Ben Franklin is emphasized in both articles? How does each author support this quality about Ben Franklin? Use details from **both** articles to support your response.

In your response, be sure to

- identify a quality about Ben Franklin that is emphasized in both articles
- explain how each author supports this quality about Ben Franklin
- use details from **both** articles to support your response

In both articles Ben Franklin loved to print it was his favorite thing to do and both "Excerpt from *Printer's Ink*" and "Excerpt from *Young Ben Franklin*" both emphasized that.

In "Excerpt from *Printer's Ink*" they emphasized that by saying in paragraph one "Ben had trouble getting along with his brother, but loved printing." One detail to that is that the author even said "loved printing" in the sentence which shows that Ben loves printing. Another detail is that even if Ben did not get along very well with his brother he ~~stuck~~ worked through it because he loved printing.

In "Excerpt from *Young Ben Franklin*" they

GUIDE PAPER 6b

emphasized that Ben love printing by saying "although James was often harsh with his younger brother, Ben enjoyed the printing business." One detail is that (like in the other artical) the author said "Ben enjoyed the printing business" which shows Ben's love for printing. Another detail is that Ben tries to still work hard because he loves printing even though his brother could be harsh.

All and all both of the articals show how much Ben Franklin loved printing.

Score Point 3 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (*In both articals Ben Franklin loved to print it was his favorit thing to do and both "Excerpt from Printers Ink" and "Excerpt from Young Be Franklin" emphasized that*). The response demonstrates a literal comprehension of the texts (*the author even said "loved printing" in the sentence which shows that Ben loves printing; even if Ben did not get along very well with his brother he worked through it because he loved printing; which shows Ben's love for printing; Ben tries to still work hard because he loves printing even though his brother could be harsh*). The response develops the topic with relevant details from the texts, with some lack of variety (*"Ben had trouble getting along with his brother, but loved printing."*; *"although James was often harsh with his younger brother, Ben enjoyed the printing business."*; *"Ben enjoyed the printing business"*). The response exhibits clear organization, linking ideas using grade-appropriate words and phrases (*In both articals, which shows, All and all*). The response uses grade-appropriate precise language and domain-specific vocabulary (*he worked through it*). The response provides a concluding statement that follows from the topic and information presented (*All and all both of the articals show how much Ben Franklin loved printing*). The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 7

42

In “Excerpt from *Printer’s Ink*” and “Excerpt from *Young Ben Franklin*,” what quality about Ben Franklin is emphasized in both articles? How does each author support this quality about Ben Franklin? Use details from **both** articles to support your response.

In your response, be sure to

- identify a quality about Ben Franklin that is emphasized in both articles
- explain how each author supports this quality about Ben Franklin
- use details from **both** articles to support your response

The quality that is emphasized is that Ben was a very hard worker for example, in the article "Expert from Printers Ink" He worked in his brothers shop for years then he left just so he could open up his own shop and even when he retired he still printed as a hobby. Another example is, in the passage "Expert from Young Ben Franklin" is he worked at his fathers shop and invented too. He liked to swim so he invented paddles for his hands and feet so he could move around in the water better than he could when he did not have the paddles. Lastly he was hard working because through out his holl life he was workig starting from a little kid to his lod age he ust kept on working and he never stopped and that is amazing and unique. He started working at his fathers shope when he was ten years old that amazing and even when he was in his daeth bed he kapt on riding the last thing he wrote in his will was "I Benjamin Franklin of philadelphia printer . . ." that was the last thing that Ben ever wrote.

Score Point 2 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (*The quality that is emphasized is that Ben was a very hard worker*). The response demonstrates a literal comprehension of the texts (*through out his holl life he was workig starting from a little kid to his lod age he ust kept on working and he never stopped and that is amazing and unique*). The response develops the topic with relevant details from the texts, with some lack of variety (*He worked in his brothers shop for years then he left just so he could open up his own shop and even when he retired he still printed as a hobby; He liked to swim so he invented paddles for his hands and feet so he could move around in the water better than he could when he did not have the paddles; He started working at his fathers shope when he was ten years old that amazing and even when he was in his daeth bed he kapt on riding the last thing he wrote in his will was “I Benjamin Franklin of philadelphia printer... ”*). The response exhibits some attempt at organization, inconsistently linking ideas using words and phrases (*Another example is* and *Lastly*). The response uses grade-appropriate precise language and domain-specific vocabulary (*amazing and unique*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*emphisized, brothers, hobby, fathers, sohe, through out, holl, working, lod, ust, shope, that amazing, in his daeth bed, kapt on riding, philadelphia printer, run-on sentences, spacing*).

In "Excerpt from *Printer's Ink*" and "Excerpt from *Young Ben Franklin*," what quality about Ben Franklin is emphasized in both articles? How does each author support this quality about Ben Franklin? Use details from **both** articles to support your response.

In your response, be sure to

- identify a quality about Ben Franklin that is emphasized in both articles
- explain how each author supports this quality about Ben Franklin
- use details from **both** articles to support your response

This essay tells of the qualities of Ben Franklin common in both texts and how they're supported by each author.

The common quality in both articles is **hard working**. This is one of the major qualities that the articles include examples of. This quality is the articles' most evident quality.

The articles both contain info about events connected to this quality. "When Ben was a kid, he opened his own print shop in Philadelphia." "Although Ben didn't enjoy

this experience, it help
him learn the importance
of hard work.
c) This essay is about the
quality of Benjamin Franklin
that can be found in both
articles and how each
author supports it.

Score Point 2 (out of 4 points)

This response clearly introduces the topic in a manner that follows logically from the task and purpose (*This essay tells of the qualities of Ben Franklin common in both texts and how they're supported by each author. The common quality in both articles is hard working. This is one of the major qualities that the articles include examples of. This quality is the articles' most evident quality*). The response demonstrates a literal comprehension of the texts. The response partially develops the topic of the essay with the use of some textual evidence, with inconsistency (*"When ben was a man, he opened his own print shop in Philadelphia."* and *"Although Ben didn't enjoy this experience, it help him learn the importance of hard work."*). The response exhibits little attempt at organization, and lacks the use of linking words and phrases. The response uses grade-appropriate precise language and domain-specific vocabulary (*evident*). The response provides a concluding statement that follows generally from the topic and information presented (*This essay is about the quality of Benjamin Franklin that can be found in both articles and how each author supports it*). The response demonstrates grade-appropriate command of conventions, with few errors.

GUIDE PAPER 9

42

In “Excerpt from *Printer’s Ink*” and “Excerpt from *Young Ben Franklin*,” what quality about Ben Franklin is emphasized in both articles? How does each author support this quality about Ben Franklin? Use details from **both** articles to support your response.

In your response, be sure to

- identify a quality about Ben Franklin that is emphasized in both articles
- explain how each author supports this quality about Ben Franklin
- use details from **both** articles to support your response

Both Articles "Excerpt from *Printer's Ink* by Jerry Miller" and "Excerpt from *Young Ben Franklin* by Julie Doyle Durway each tell the quality about Ben Franklin.

In the Article "Excerpt From *Printer's Ink*" By Jerry Miller, The author gives a quality by telling about Ben Life as a printer. One Detail is "Ben also published books: novels, Schoolbooks, medical books for doctors. Another detail is " Ben's most famous works-and his first big success-was poor Rischard's Alanack.

In the article " Excerpt from young Ben Franklin" By Julie Doyle Durway, tell a quality about Ben's Whole Life as a kid. One detail is " Ben left his brother printer shop. Another detail is " When Ben wa 10, he left school and began working in his farthers soap and candle shop.

Score Point 2 (out of 4 points)

This response introduces the topic in a manner that follows generally from the task and purpose (*Both Articles* “Excerpt from *Printer’s Ink* by Jerry Miller” and “Excerpt from *Young Ben Franklin* by Julie Doyle Durway each tell the quality about Ben Franklin). The response demonstrates a literal comprehension of the texts (*In the Article “Excerpt From Printer’s Ink” By Jerry Miller, The author gives a quality by telling about Ben Life as a printer and In the article “ Excerpt from young Ben Franklin” By Julie Doyle Durway, tell a quality about Ben’s Whole Life as a kid*). The response develops the topic with relevant details from the texts, with some lack of variety (“*Ben also published books: novels, Schoolbooks, medical books for doctors; “ Ben’s most famous works-and his first big success-was poor Rischard’s Alanack; “ Ben left his brother printer shop; When Ben wa 10, he left school and began working in his farthers soap and candle shop*). The response exhibits some attempt at organization, inconsistently linking ideas using words and phrases (*One detail is and Another detail is*). The response inconsistently uses appropriate language and domain-specific vocabulary (*tell a quality, Ben’s Whole Life as a kid, brother printer shop*). The response does not provide a concluding statement. The response demonstrates emerging command of conventions, with some errors that may hinder comprehension (*Articles, “ Excerpt from Printer’s Ink by Jerry Miller”, tell the quality, Ben Life, works, Rischard’s Alanack, brother printer shop, wa, farthers*).

GUIDE PAPER 10

42

In “Excerpt from *Printer’s Ink*” and “Excerpt from *Young Ben Franklin*,” what quality about Ben Franklin is emphasized in both articles? How does each author support this quality about Ben Franklin? Use details from **both** articles to support your response.

In your response, be sure to

- identify a quality about Ben Franklin that is emphasized in both articles
- explain how each author supports this quality about Ben Franklin
- use details from **both** articles to support your response

Im am going to identify a quality about Ben Fraklin in the two "Excerpt from Printer's Ink and "Excerpt from Young Ben Fraklin". Than I'm going to explain how each author supports the quality about Ben Fraklin!

In the "Excerpt from Printer's Ink" the thing that is emphasized is, from age 12 to age 42 he had his own Printing Office and he was a famous scientist, inventor, writer, and a statesman!

In the "Excerpt from Young Ben Fraklin" the thing that is emphasized is, all the events rhat happen in his life like an apprentice a a printing shop to opening his of printing office is amazing! He lived from like, 1719-1790, pretty goooooood!

Now that I told you all the flabergasting things about Ben Fraklin and most of his acomplishments try to achive as many acomplishments as he did!(!:)

Score Point 1 (out of 4 points)

This response introduces the topic in a manner that follows generally from the task and purpose (*Im am going to identify a quality about Ben Fraklin in the two “Excerpt from Printer’s Ink and “Excerpt from Young Ben Fraklin”*). The response demonstrated little understanding of the texts. The response partially develops the topic of the essay with the use of some textual evidence (*from age 12 to age 42 he had his own Printing Office and he was a famous scientist, inventor, writer, and a statesman!* and *all the events rhat happen in his life like an apprentice a a printing shop to opening his of printing office*), some of which is irrelevant (*He lived from like, 1719-1790*). The response demonstrates some attempt at organization, and lacks the use of linking words and phrases (*Than [Then]*). The response uses grade-appropriate precise language and domain-specific vocabulary (*amazing* and *flabergasting*). The response provides a concluding statement that is illogical to the topic and information presented (*Now that I told you all the flabergasting things about Ben Fraklin and most of his acomplishments try to achive as many acomplishments as he did!*). The response demonstrates emerging command of conventions, with some errors that may hinder comprehension [*Im am, Excerpt, Fraklin, Than, inventor, rhat, a a, his of printing, goooooood, flabergasting, acomplishments, (!:)*].

In “Excerpt from *Printer’s Ink*” and “Excerpt from *Young Ben Franklin*,” what quality about Ben Franklin is emphasized in both articles? How does each author support this quality about Ben Franklin? Use details from **both** articles to support your response.

In your response, be sure to

- identify a quality about Ben Franklin that is emphasized in both articles
- explain how each author supports this quality about Ben Franklin
- use details from **both** articles to support your response

Both authors show that Ben was very interested in printing. Jerry Miller shows Ben's quality by talking about his printing jobs throughout his life. Julie Doyle Durway states Ben's quality by explaining most of his life.

Score Point 1 (out of 4 points)

This response introduces the topic in a manner that follows generally from the task and purpose (*Both authors show that Ben was very interested in printing*). The response demonstrates little understanding of the texts (*Jerry Miller shows Ben’s quality by talking about his printing jobs throughout his life. Julie Doyle Durway states Ben’s quality by explaining most of his life*). The response provides no evidence. The response exhibits little attempt at organization, and exhibits no use of linking words and phrases. The response inconsistently uses grade-appropriate precise language and domain-specific vocabulary (*states Ben’s quality* and *explaining most of his life*). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension.

GUIDE PAPER 12

42

In “Excerpt from *Printer’s Ink*” and “Excerpt from *Young Ben Franklin*,” what quality about Ben Franklin is emphasized in both articles? How does each author support this quality about Ben Franklin? Use details from **both** articles to support your response.

In your response, be sure to

- identify a quality about Ben Franklin that is emphasized in both articles
- explain how each author supports this quality about Ben Franklin
- use details from **both** articles to support your response

In "excerpt from Printers Ink" and Excerpt from Young ben Franklin; one quality about benJamin Franklin in both Articals is that he had a Printing shop and was hard working.

Score Point 1 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (*In “excerpt from Printers Ink” and Excerpt from Young ben franklin”, one quality about benJamin Franklin in both Articals is that he had a Printing shop and was hard working*). The response demonstrates little understanding of the texts. The response provides no evidence. The response exhibits no evidence of organization, and exhibits no use of linking words and phrases. The response inconsistently uses grade-appropriate precise language and domain-specific vocabulary (*one quality about*). The response does not provide a concluding statement. Conventions in the response are minimal, making assessment of conventions unreliable.

GUIDE PAPER 13

42

In “Excerpt from *Printer’s Ink*” and “Excerpt from *Young Ben Franklin*,” what quality about Ben Franklin is emphasized in both articles? How does each author support this quality about Ben Franklin? Use details from **both** articles to support your response.

In your response, be sure to

- identify a quality about Ben Franklin that is emphasized in both articles
- explain how each author supports this quality about Ben Franklin
- use details from **both** articles to support your response

In both articles it shows Ben helping out in his brother's print shop. It also shows about his writing and how he started his own print shop. Each author shows it by using the same details and by using their resources.

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the task (*In both articles it shows Ben helping out in his brother’s print shop. It also shows about his writing and how he started his own shop. Each author shows it by using the same details and by using their resources*).

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In “Excerpt from *Printer’s Ink*” and “Excerpt from *Young Ben Franklin*,” what quality about Ben Franklin is emphasized in both articles? How does each author support this quality about Ben Franklin? Use details from **both** articles to support your response.

In your response, be sure to

- identify a quality about Ben Franklin that is emphasized in both articles
- explain how each author supports this quality about Ben Franklin
- use details from **both** articles to support your response

They both join their brothes in a prnting shop and loved to read, write and find new souolutions for everyday problems. They both started to work at a young age and loved to publish and almost liked the same subjects like science.

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the texts and task (*They both join their brothes in a printing shop and loved to read, write and find new solutions for everyday problems. They both started to work at a young age and loved to publish and almost liked the same subjects like science*).

