New York State Testing Program

English Language Arts

Scoring Guide for Sample Test 2005

Grade 7

Contents

Standard and Performance Indicator Map with Answer Key

Question	Type	Points	Standard	Performance Indicator	Answer Key
Book 1	**Reading**				
1	multiple choice	1	2	Interpret characters, plot, setting, and theme, using evidence from the text	B
2	multiple choice	1	2	Recognize how the author's use of language creates images or feelings	H
3	multiple choice	1	2	Interpret characters, plot, setting, and theme, using evidence from the text	B
4	multiple choice	1	2	Recognize how the author's use of language creates images or feelings	J
5	multiple choice	1	1	Use knowledge of structure, content, and vocabulary to understand informational text	A
6	multiple choice	1	2	Interpret characters, plot, setting, and theme, using evidence from the text	J
7	multiple choice	1	2	Identify purpose for reading	C
8	short response	2	3	Identify multiple levels of meaning	n/a
9	multiple choice	1	1	Draw conclusions and make inferences on the basis of explicit and implied information	A
10	multiple choice	1	1	Make, confirm, or revise predictions	G
11	multiple choice	1	1	Condense, combine or categorize new information from one or more sources	C
12	multiple choice	1	1	Draw conclusions and make inferences on the basis of explicit and implied information	F
13	multiple choice	1	1	Draw conclusions and make inferences on the basis of explicit and implied information	D
14	multiple choice	1	1	Use indexes to locate information and glossaries to define terms	H
15	short response	2	3	Present clear analyses, using examples, details, and reasons from the text	n/a
16	multiple choice	1	2	Interpret characters, plot, setting, and theme, using evidence from the text	G
17	multiple choice	1	2	Recognize how the author's use of language creates images or feelings	B
18	multiple choice	1	2	Interpret characters, plot, setting, and theme, using evidence from the text	F
19	multiple choice	1	2	Interpret characters, plot, setting, and theme, using evidence from the text	D
20	multiple choice	1	2	Interpret characters, plot, setting, and theme, using evidence from the text	H
21	multiple choice	1	2	Identify the author's point of view, such as first-person narrator and omniscient narrator	C
22	multiple choice	1	2	Recognize how the author's use of language creates images or feelings	G
23	multiple choice	1	2	Interpret characters, plot, setting, and theme, using evidence from the text	D
24	multiple choice	1	2	Use indexes to locate information and glossaries to define terms	H
25	multiple choice	1	1	Draw conclusions and make inferences on the basis of explicit and implied information	C

Standard and Performance Indicator Map with Answer Key

Question	Type	Points	Standard	Performance Indicator	Answer Key
Book 1	**Reading**				
26	multiple choice	1	1	Draw conclusions and make inferences on the basis of explicit and implied information	J
27	multiple choice	1	1	Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and structural analysis (i.e., looking at roots, prefixes, and suffixes of words)	B
28	multiple choice	1	1	Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer	F
Book 2	**Listening/Writing**				
29	multiple choice	1	1	Draw conclusions and make inferences on the basis of explicit and implied information	D
30	multiple choice	1	1	Recognize significant details, and describe the relationships between and among them	F
31	short response	2	3	Recognize persuasive techniques, such as emotional and ethical appeals in presentations	n/a
32	multiple choice	1	1	Draw conclusions and make inferences on the basis of explicit and implied information	J
33	multiple choice	1	1	Draw conclusions and make inferences on the basis of explicit and implied information	C
34	short response	2	3	Recognize persuasive techniques, such as emotional and ethical appeals in presentations	n/a
35	editing paragraph	3	n/a	Observe rules of punctuation, capitalization, and spelling; use correct grammatical construction	n/a

NOTE: Responses to questions 8, 15, 31, and 34 (short-response Reading and Listening questions) are **not** scored for writing mechanics. Writing mechanics is assessed in question 35, the editing paragraph.

Reading Rubric Key Points

Reading Task: "My First Marathon"

Question 8

Read these sentences from the passage.

> **I dragged my friend Clarissa out for a skate. It was warm, but so windy we were tempted to turn around. The wind was our friend on the way back, though.**

*Use details from the passage to explain what the author **most likely** means when she describes the wind as a "friend."*

Possible Exemplary Response:

The author means that the wind was blowing behind them, helping to push them toward home. The skaters didn't have to work as hard as when they skated into the wind.

Rubric:

2 points	The response is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based. Any extensions beyond the text are relevant to the task.
1 point	The response includes some correct information, but may be too general or overly specific. Some of the support and/or examples may be incomplete or omitted.
0 points	The response is inaccurate, confused, and/or irrelevant, or the student failed to respond to the task.

NOTE: If the question is left blank, score as Condition Code A.

8 Read these sentences from the passage.

> **I dragged my friend Clarissa out for a skate. It was warm, but so windy we were tempted to turn around. The wind was our friend on the way back, though.**

Use details from the passage to explain what the author **most likely** means when she describes the wind as a "friend."

On the way back the wind was their freind because when they weren't on their way back the wind was hitting them in the face, but on the way back the wind Pushed them a little bit, helping them get back. Just like a freind would help you.

`text detail`

This response is accurate, complete, and fulfills all the requirements of the task. The student makes the connection between what the wind did on the way back and friendly behavior, and includes text-based details.
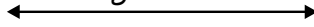

Score Point - 2

8 Read these sentences from the passage.

> **I dragged my friend Clarissa out for a skate. It was warm, but so windy we were tempted to turn around. The wind was our friend on the way back, though.**

Use details from the passage to explain what the author **most likely** means when she describes the wind as a "friend."

The wind is blowing behind them insted of infront of them.

general detail

This response includes some correct information. However, the relevant, necessary support is too general.

Score Point - 1

8 Read these sentences from the passage.

> **I dragged my friend Clarissa out for a skate. It was warm, but so windy we were tempted to turn around. The wind was our friend on the way back, though.**

Use details from the passage to explain what the author **most likely** means when she describes the wind as a "friend."

I think she meant that if there was no wind that they would of keept on going and got in to something they didnt wanted to but the wind turned them back so they won't.

This response is inaccurate and confused, showing that the student did not understand the text.

Score Point - 0

Reading Rubric Key Points

Reading Task: "Frederick Law Olmsted"

Question 15

How does the article show that Frederick Law Olmsted loved beautiful things? Use details from the article to support your answer.

Possible Exemplary Response:

The article says that when Olmsted designed Central Park, he included things of natural beauty in his plan like gardens, trees, and terraces. He also helped to keep the natural beauty of Niagara Falls by turning it into a public reserve.

Possible details to include in answer:

- Olmsted's design for Central Park included gardens and natural sights Olmsted admired around the world.
- The creation of Central Park included planting 270,000 trees and shrubs.
- Wooded paths, a lake, and terraces are included in Central Park.
- Olmsted was determined to protect the beauty of Yosemite National Park.
- Olmsted protected the beauty of Niagara Falls by turning it into a public reserve.
- other relevant text-based detail

Rubric:

2 points   The response is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based. Any extensions beyond the text are relevant to the task.

1 point   The response includes some correct information, but may be too general or overly specific. Some of the support and/or examples may be incomplete or omitted.

0 points   The response is inaccurate, confused, and/or irrelevant, or the student failed to respond to the task.

NOTE: If the question is left blank, score as Condition Code A.

15 How does the article show that Frederick Law Olmsted loved beautiful things? Use details from the article to support your answer.

It shows how Frederick Law Olmstead loved beautiful because he built the design for Central Park in New York City and it had beautiful things.

text detail

Some of them were the 270,000 trees and shrubs, there was a lake

text detail

text detail

that you could paddle boat around and finally there were

text detail

wooden paths for New Yorkers to walk along.

text detail

This response is accurate, complete, and fulfills the requirements of the task. The student includes several text-based details and although he/she changes "paddle a boat" to "paddle boat," the information given is clearly text-based and relevant to supporting how Olmsted loved beautiful things.

Score Point - 2

15 How does the article show that Frederick Law Olmsted loved beautiful things? Use details from the article to support your answer.

_____The article shows that Frederick Law Olmstead loved beautiful_

things because it says he was determined to protect breath-

taking beauty.

text detail

_____

_____

_____

_____

This response includes some correct information, but is very general.

Score Point - 1

15 How does the article show that Frederick Law Olmsted loved beautiful things? Use details from the article to support your answer.

Frederick law Olmsted loved the perfect beaty in natural life.

This why he painted a forever preserved picture of central park.

He gave up school for his love of beautiful things.

This response is inaccurate and confused.

Score Point - 0

Listening Rubric Key Points

Listening Task: "The Greatest Runner of All Time"

Question 31

Explain how the author of this article attempts to convince the reader that Glenn Cunningham was the greatest runner of all time. Support your answer with details from the article.

Possible Exemplary Response:

The author tries to persuade the reader how great Cunningham is by describing how badly he was injured from the fire and how long it took for Cunningham to recover. The author describes all the awards Cunningham won to impress the reader and convince them of what a great runner he was in spite of his scarred legs and bruised lungs.

Possible details to include in answer:

*   He broke a world record in the mile.
*   His legs were badly scarred from a fire.
*   A doctor thought Cunningham would never walk again.
*   It was less painful for Cunningham to run than walk.
*   He was a star athlete in high school and college.
*   He won a lot of awards for running.
*   Racing was never easy for Cunningham.
*   He ran as hard as he could with his bruised lungs and scarred legs.
*   other relevant text-based detail

Rubric:

2 points	The response is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based. Any extensions beyond the text are relevant to the task.
1 point	The response includes some correct information, but may be too general or overly specific. Some of the support and/or examples may be incomplete or omitted.
0 points	The response is inaccurate, confused, and/or irrelevant, or the student failed to respond to the task.

NOTE: If the question is left blank, score as Condition Code A.

31 Explain how the author of this article attempts to convince the reader that Glenn Cunningham was the greatest runner of all time. Support your answer with details from the article.

> The author tries to convince you that Cunningham was the greatest runner of all time by telling you the tragedy he was in but he still broke a world record for the mile. He said that Cunningham won many awards and had a strong will. He wanted to show that even people who have been through tragedies can come away with something great.

text detail

text detail

This response is accurate and complete, containing two text-based details ("broke a world record for the mile" and "many awards").
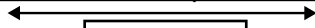
Score Point - 2

31 Explain how the author of this article attempts to convince the reader that Glenn Cunningham was the greatest runner of all time. Support your answer with details from the article.
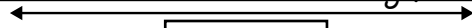
The author attemps to convince the reader that Glenn Cunningham

was the greatest runner of all time because the article said that

he won a lot of medals and was nicknamed the Kanas city flier.

text detail   text detail

This response includes some correct information from the text, but is too general.

Score Point - 1

31 Explain how the author of this article attempts to convince the reader that Glenn Cunningham was the greatest runner of all time. Support your answer with details from the article.

<u>He pushed him self to keep trying and to not stop before He</u>

<u>broke the world record.</u>

This response is inaccurate. Although this response includes some information from the text, it does not address the task. The response describes an accomplishment of Glenn Cunningham, but does not address the author's persuasive methods.

Score Point - 0

Listening Task: "The Greatest Runner of All Time"

Question 34

Read this sentence from the article.

> ***If determination and spirit can drive a runner to greatness, it might be said that Glenn Cunningham was the greatest runner of all time.***

Do you agree or disagree with this statement? Support your opinion with details from the article.

Possible Exemplary Response:
Yes, I agree. Glenn Cunningham was in a terrible fire and wasn't supposed to walk again, but he did. Then he began to win races and even set a world record for the mile. He won a silver medal in the Olympics and continued to run even though he had scarred legs and bruised lungs. He had to work harder for his wins than other champions.

Possible Exemplary Response:
No, I don't agree. Although Glenn Cunningham had to overcome injuries from a fire and won many awards, that isn't extraordinary. He never got a gold medal at the Olympics. Lots of runners have to work hard and overcome difficulties. He was a great runner but he wasn't the greatest.

Possible details to include in answer:
- He broke a world record in the mile.
- His legs were badly burned in a fire.
- His doctor never thought he'd walk again.
- He was a star athlete in high school and college.
- He won many awards and titles in college.
- He won a silver medal at the Olympics.
- It was never easy for Cunningham to race.
- It took him an hour to prepare for a race.
- The smoke-filled stadiums made it hard for him to breathe.
- other relevant text-based detail

Rubric:

2 points	The response is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based. Any extensions beyond the text are relevant to the task.
1 point	The response includes some correct information, but may be too general or overly specific. Some of the support and/or examples may be incomplete or omitted.
0 points	The response is inaccurate, confused, and/or irrelevant, or the student failed to respond to the task.

NOTE: If the question is left blank, score as Condition Code A.

34 Read this sentence from the article.

> **If determination and spirit can drive a runner to greatness, it might be said that Glenn Cunningham was the greatest runner of all time.**

Do you agree or disagree with this statement? Support your opinion with details from the article.

yes I agree that Glenn Cunningham was the greatest runner of all time.

The reason is because even though his legs got badly burned in a fire. | text detail |

| text detail | and the Doctor said that he wouldn't be able to walk He still became

| text detail | a track star. and one of the Fastest and greatest of all time.

This response is accurate and complete and fulfills all the requirements of the task with text-based details from the article.

Score Point - 2

34 Read this sentence from the article.

> **If determination and spirit can drive a runner to greatness, it might be said that Glenn Cunningham was the greatest runner of all time.**

Do you agree or disagree with this statement? Support your opinion with details from the article.

Yes, I agree. The determination it must have taken to go from

text detail ⟵ not being able to walk to becoming a track star must have been ⟶

unbelievable.

___

This response includes some correct information from the text. Overall, however, the answer is too general.

Score Point - 1

34 Read this sentence from the article.

> **If determination and spirit can drive a runner to greatness, it might be said that Glenn Cunningham was the greatest runner of all time.**

Do you agree or disagree with this statement? Support your opinion with details from the article.

I agree becuese those are the two main stuff to win.

_____

_____

_____

_____

_____

_____

This response does not fulfill the requirements of the task.

Score Point - 0

Editing Task

Question 35

Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are <u>no</u> mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

Early mornings on her father's Montana ranch are the time that Ellen enjoys the most. Just after sunrise, she walks eagerly, down the dirt road behind her house to feed the horses. After she feeds them, she saddles up her most favorite mare for a brisk ride. She feels wonderfully alive as she and the horse raced across the green fields. The sound of singing birds is music to her ears. Ellen leans down and gently pats her horse on the neck. "Sasha that was a wonderful ride. Let's head back, she whispers." Sasha tosses her head as if in agreement, and the two of them begin a gentle stroll back to the barn.

Question 35 (continued)

Possible Exemplary Response:

      Early mornings on her father's Montana ranch are the

~~time~~ **times** that Ellen enjoys the most. Just after sunrise, she walks

eagerly₍✗₎ down the dirt road behind her house to feed the

horses. After she feeds them, she saddles up her ~~most~~ favorite

mare for a brisk ride. She feels wonderfully alive as she and

the horse ~~raced~~ **race** across the green fields. The sound of singing

birds is music to her ears. Ellen leans down and gently pats

her horse on the neck. "~~Sasha~~ **Sasha,** that was a wonderful ride. Let's

head ~~back,~~ **back,"** she whispers.✗ Sasha tosses her head as if in

agreement, and the two of them begin a gentle stroll back to

the barn.

Rubric:

3 points	no more than 1 error, either introduced or not corrected, remains after the student has corrected the paragraph
2 points	2 to 3 errors, either introduced or not corrected, remain after the student has corrected the paragraph
1 point	4 to 5 errors, either introduced or not corrected, remain after the student has corrected the paragraph
0 points	6 or more errors, either introduced or not corrected, remain after the student has corrected the paragraph

NOTE: If the question is left blank, score as Condition Code A.

35 Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are <u>no</u> mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

     Early mornings on her father's Montana ranch are the

times

~~time~~ that Ellen enjoys the most. Just after sunrise, she walks

eagerly͜ down the dirt road behind her house to feed the

horses. After she feeds them, she saddles up her ~~most~~ favorite

mare for a brisk ride. She feels ~~wonderfully~~ alive as she and

       race

the horse ~~raced~~ across the green fields. The sound of singing

birds is music to her ears. Ellen leans down and gently pats

her horse on the neck. "Sasha͜ that was a wonderful ride. Let's

head back,͜ she whispers.✗ Sasha tosses her head as if in

agreement, and the two of them begin a gentle stroll back to

the barn.

There is no more than 1 error, either introduced or not corrected.

All of the original errors are corrected.

0 introduced errors

    There is no penalty for taking out the word "wonderfully" because it does not change the meaning of the sentence or make the sentence incorrect.

0 errors total

Score Point - 3

35 Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are <u>no</u> mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

Father's

Early mornings on her ~~father's~~ Montana ranch are the

time that Ellen enjoys the most. Just after sunrise, she walks

eagerly͵ down the dirt road behind her house to feed the

horses. After she feeds them, she saddles up her ~~most~~ favorite

mare for a brisk ride. She feels wonderfully alive as she and

race
the horse ~~raced~~ across the green fields. The sound of singing

birds is music to her ears. Ellen leans down and gently pats

her horse on the neck. "Sasha,͵that was a wonderful ride. Let's

head back," she whispers.✗ Sasha tosses her head as if in

agreement, and the two of them begin a gentle stroll back to

the barn.

There are 2 to 3 errors, either introduced or not corrected.

1 of the 6 original errors is not corrected
    [time] - should be "times"

1 introduced error
    [Father's] - correct as it was

2 errors total

Score Point - 2

35 Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are <u>no</u> mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

Early mornings on her father's Montana ranch are the
time that Ellen enjoys the most. Just after sunrise, she walks
eagerly, down the dirt road behind her house to feed the
horses. After she feeds them, she saddles up her ~~most~~ favorite
mare for a brisk ride. She feels wonderfully alive as she and
the horse raced across the green fields. The sound of singing
birds is music to her ears. Ellen leans down and gently pats
her horse on the neck. "Sasha that was a wonderful ride. Let's
head back, she whispers." Sasha tosses her head as if in
agreement, and the two of them begin a gentle stroll back to
the barn.

There are 4 to 5 errors, either introduced or not corrected.

5 of the 6 original errors are not corrected

      [time] - should be "times"

      [,] - comma after "eagerly" should be deleted

      [raced] - should be "race"

      [Sasha that] - should be comma after "Sasha"

      ["] - quotation marks after "whispers" are misplaced

0 introduced errors

5 errors total

Score Point - 1

35 Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are **no** mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

    Early mornings on her father's Montana ranch are the time that Ellen enjoys the most. Just after sunrise, she walks eagerly, down the dirt road behind her house to feed the horses. After she feeds them, she ~~saddles~~ *settles* up her most favorite mare for a brisk ride. She feels wonderfully alive as she and the horse raced across the green fields. The sound of singing birds is music to her ears. Ellen ~~leans~~ *lays* down and gently pats her horse on the neck. "Sasha that was a wonderful ride. Let's head back, she whispers." Sasha tosses her head as if in agreement, and the two of them begin a gentle stroll back to the barn.

There are 6 or more errors, either introduced or not corrected.
None of the original errors are corrected.
    [time] - should be "times"
    [,] - comma after "eagerly" should be deleted
    [most] - should be deleted
    [raced] - should be "race"
    [Sasha that] - should be comma after "Sasha"
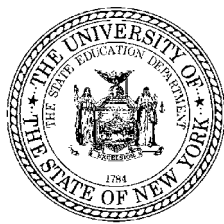   ["] - quotation marks after "whispers" are misplaced
2 introduced errors
    [saddles] - changed to "settles"
    [leans] - changed to "lays"
8 total errors

Score Point - 0

Grade 7

English Language Arts

Scoring Guide
Sample Test 2005

The **McGraw·Hill** Companies