



New York State Testing Program

English Language Arts

Scoring Guide for Sample Test 2005

Grade 8

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Standard and Performance Indicator Map with Answer Key

Question	Type	Points	Standard	Performance Indicator	Answer Key
Book 1	Reading				
1	multiple choice	1	2	Interpret characters, plot, setting, theme, and dialogue, using evidence from the text	C
2	multiple choice	1	2	Recognize how the author’s use of language creates images or feelings	J
3	multiple choice	1	2	Interpret characters, plot, setting, theme, and dialogue, using evidence from the text	B
4	multiple choice	1	2	Recognize how the author’s use of language creates images or feelings	G
5	multiple choice	1	3	Identify cultural and ethnic values and their impact on content	C
6	multiple choice	1	2	Interpret characters, plot, setting, theme, and dialogue, using evidence from the text	F
7	multiple choice	1	2	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
8	multiple choice	1	1	Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts	F
9	multiple choice	1	1	Draw conclusions and make inferences on the basis of explicit and implied information	D
10	multiple choice	1	1	Make, confirm, or revise predictions	H
11	multiple choice	1	2	Recognize how the author’s use of language creates images or feelings	D
12	multiple choice	1	2	Interpret characters, plot, setting, theme, and dialogue, using evidence from the text	G
13	multiple choice	1	2	Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, illustration, personification, flashback and foreshadowing, convey the author’s message or intent	C
14	multiple choice	1	2	Interpret characters, plot, setting, theme, and dialogue, using evidence from the text	F
15	multiple choice	1	2	Interpret characters, plot, setting, theme, and dialogue, using evidence from the text	D
16	multiple choice	1	2	Identify the author’s point of view, such as first-person narrator and omniscient narrator	H
17	multiple choice	1	2	Interpret characters, plot, setting, theme, and dialogue, using evidence from the text	C
18	multiple choice	1	2	Interpret characters, plot, setting, theme, and dialogue, using evidence from the text	G
19	multiple choice	1	1	Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas	C
20	multiple choice	1	1	Draw conclusions and make inferences on the basis of explicit and implied information	G
21	multiple choice	1	1	Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas	A
22	multiple choice	1	3	Evaluate examples, details, or reasons used to support ideas	J
23	multiple choice	1	1	Identify purpose for reading	A
24	multiple choice	1	3	Evaluate examples, details, or reasons used to support ideas	H

Standard and Performance Indicator Map with Answer Key

Question	Type	Points	Standard	Performance Indicator	Answer Key
Book 1	Reading				
25	multiple choice	1	1	Use indexes to locate information and glossaries to define terms	D
26	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)	H
Book 2	Listening/Writing				
27-30	short and extended response	5	1	Listening/Writing cluster	n/a
Book 3	Reading/Writing				
31-34	short and extended response	5	3	Reading/Writing cluster	n/a

Grade 8 English Language Arts Rubric

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

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

5 points

Taken as a whole, the responses

- fulfill the requirements of the tasks
- address the theme or key elements of the text
- show a thorough interpretation of the text
- make some connections beyond the text

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

In addition, the extended response

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

- is fluent and easy to read, with a sense of engagement or voice
- uses varied sentence structure and some above-grade-level vocabulary

4 points

Taken as a whole, the responses

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

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

In addition, the extended response

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

- is readable, with some sense of engagement or voice
- primarily uses simple sentences and basic vocabulary

Grade 8 English Language Arts Rubric (continued)

3 points

Taken as a whole, the responses

- fulfill some requirements of the tasks
- address a few key elements of the text
- show some gaps in understanding of the text
- make some connections

- may be brief, with little elaboration or development
- provide few examples and details from the text
- may include minor inaccuracies

In addition, the extended response

- shows an attempt to maintain focus, though may include some tangents
- shows an attempt at organization

- is readable, with some sense of engagement or voice
- primarily uses simple sentences and basic vocabulary

2 points

Taken as a whole, the responses

- fulfill some requirements of the tasks
- address basic elements of the text
- show little evidence that the student understood more than parts of the text
- make few connections

- provide very few text-based examples and details
- may include some inaccurate details

In addition, the extended response

- may show an attempt to establish a focus
- may include some irrelevant information
- shows little attempt at organization

- is readable, with little sense of engagement or voice
- uses minimal vocabulary
- may indicate fragmented thoughts

Grade 8 English Language Arts Rubric (continued)

1 point

Taken as a whole, the responses

- fulfill very few requirements of the tasks
- address few elements of the text
- show little evidence that the student understood more than parts of the text
- make few to no connections

- provide almost no text-based examples and details
- may include inaccurate information

In addition, the extended response

- shows little attempt to establish a focus
- may be repetitive, focusing on minor details or irrelevant information
- shows little attempt at organization

- is difficult to read, with little or no sense of engagement or voice
- uses minimal vocabulary
- may indicate fragmented thoughts

0 points

The responses are completely incorrect, irrelevant, or incoherent.

Grade 8 English Language Arts Rubric Chart
Listening/Writing (Questions 27, 28, 29, 30) and Reading/Writing (Questions 31, 32, 33, 34)

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

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

Listening/Writing Specific Rubric

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

Listening/Writing Task (Questions 27, 28, 29, 30) “Leonardo da Vinci’s *Mona Lisa*”

5 Points

The 5-point responses demonstrate a thorough understanding of the article and support that understanding with text-based details. The student understands the unique characteristics of the *Mona Lisa* and the enduring fascination people have with the painting. The graphic organizer (Question 27) is accurate, complete, and thorough, citing one of Leonardo da Vinci’s talents and tells how that talent helped him paint the *Mona Lisa*. The first short response (Question 28) names one possible identity of the real *Mona Lisa* and supports that response with text-based details. The second short response (Question 29) explains why people are still fascinated with the *Mona Lisa*, using text-based details. The extended response (Question 30) uses ample text-based details to describe the different places the *Mona Lisa* has been kept, how they are different from one another, and the conditions under which the painting was kept. The response is organized, focused, and addresses all parts of the task. The writing is fluent and has a sense of engagement or voice.

4 Points

The 4-point responses are essentially logical and accurate, but may reflect a predominantly literal understanding of the article. The responses may generalize or present facts without synthesizing them. The graphic organizer (Question 27) is essentially correct. The first short response (Question 28) may explain but not fully support the possible identity of the real *Mona Lisa*. The second short response (Question 29) may be somewhat general or may not include much text-based support. The extended response (Question 30) may describe the places the *Mona Lisa* was kept and how they were different without fully explaining the conditions under which the painting was kept. In addition, the response shows a clear attempt at organization, but may occasionally introduce extraneous information.

3 Points

The 3-point responses indicate only a partial understanding of the article. The student may draw some accurate conclusions about the painting and the fascination with the *Mona Lisa*, but the responses may be sketchy, or reflect some misinterpretation of the article. The graphic organizer (Question 27) may be very brief or may contain some inaccuracies. The short responses and the extended response may contain some accurate information, but they may be incomplete or may include unrelated, unsustained ideas. For example, the first short response (Question 28) may suggest a possible identity of the real *Mona Lisa*, with minimal support from the text. The second short response (Question 29) may generalize the explanation of why people are still fascinated with the *Mona Lisa*, without much detail. The extended response (Question 30) may attempt to address all parts of the task, but may be incomplete or weakly organized.

Listening/Writing Specific Rubric (continued)

2 Points

The 2-point responses are readable but indicate a limited understanding of the article. The graphic organizer (Question 27) is incomplete or contains inaccuracies. The short responses and the extended response may address only parts of the tasks, show a misinterpretation of the tasks, or display gaps in understanding of the article. The responses may contain some accurate details, but may not make meaningful connections or draw conclusions. For example, the first short response (Question 28) may describe one possible identity of the real *Mona Lisa*, but fail to support the theory with details from the article. The second short response (Question 29) may show difficulty in supporting why people today are still fascinated with the *Mona Lisa*. The extended response (Question 30) may only describe in general terms the places the *Mona Lisa* has been kept or its care, and may be very brief or not sustain its focus.

1 Point

The 1-point responses are often very brief or repetitive, indicating that the student has understood only sections of the article. The graphic organizer (Question 27) is incomplete or inaccurate. The short responses (Questions 28 and 29) show confusion and misunderstanding of the text. The extended response (Question 30) is unfocused, or focuses solely on minor details or extraneous information. The description of the places the *Mona Lisa* has been kept or its care may not be based on ideas contained in the article.

0 Points

The responses are completely incorrect, irrelevant, or incoherent.

Listening/Writing Specific Rubric Chart
Listening/Writing Task: “Leonardo da Vinci’s *Mona Lisa*” (Questions 27, 28, 29, 30)

Points	5 Responses at this level:	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:
Overall	demonstrate a thorough understanding of the article and support that understanding with text-based details. Responses reveal that the student understands the unique characteristics of the <i>Mona Lisa</i> and the enduring fascination people have with the painting.	are essentially logical and accurate, but may reflect a predominantly literal understanding of the article. Responses may generalize or present facts without synthesizing them.	indicate only a partial understanding of the article. Responses may draw some accurate conclusions about the painting and the fascination with the <i>Mona Lisa</i> , but may be sketchy, or reflect some misinterpretation of the article.	are readable but indicate a limited understanding of the article.	are often very brief or repetitive, indicating that the student has understood only sections of the article.
Graphic Organizer (Question 27)	are accurate, complete, and thorough, citing one of Leonardo da Vinci’s talents and tell how that talent helped him paint the <i>Mona Lisa</i> .	are essentially correct.	may be very brief or may contain some inaccuracies.	are incomplete or contain inaccuracies.	are incomplete or inaccurate.
Short Response (Question 28)	name one possible identity of the real <i>Mona Lisa</i> and support that response with text-based details.	may explain but not fully support the possible identity of the real <i>Mona Lisa</i> .	may contain some accurate information, but may be incomplete or may include unrelated, unsustained ideas (e.g., may suggest a possible identity of the real <i>Mona Lisa</i> , with minimal support from the text).	may address only parts of the task, show a misinterpretation of the task, or display gaps in understanding of the article. Responses may contain some accurate details, but may not make meaningful connections or draw conclusions (e.g., may describe one possible identity of the real <i>Mona Lisa</i> , but fail to support the theory with details from the article).	show confusion and misunderstanding of the text.
Short Response (Question 29)	explain why people are still fascinated with the <i>Mona Lisa</i> , using text-based details.	may be somewhat general or may not include much text-based support.	may contain some accurate information, but may be incomplete or may include unrelated, unsustained ideas (e.g., may generalize the explanation of why people are still fascinated with the <i>Mona Lisa</i> , without much detail).	may address only parts of the task, show a misinterpretation of the task, or display gaps in understanding of the article. Responses may contain some accurate details, but may not make meaningful connections or draw conclusions (e.g., may show difficulty in supporting why people are still fascinated with the <i>Mona Lisa</i>).	show confusion and misunderstanding of the text.
Extended Response (Question 30)	use ample text-based details to describe the different places the <i>Mona Lisa</i> has been kept, how they are different from one another, and the conditions under which the painting was kept. Responses are organized, focused, and address all parts of the task; writing is fluent and has a sense of engagement or voice.	may describe the places the <i>Mona Lisa</i> was kept and how they were different without fully explaining the conditions under which the painting was kept. Responses show a clear attempt at organization, but may occasionally introduce extraneous information.	may contain some accurate information, but may be incomplete or may include unrelated, unsustained ideas (e.g., may attempt to address all parts of the task, but may be incomplete or weakly organized).	may address only parts of the task, show a misinterpretation of the task, or display gaps in understanding of the article. Responses may contain some accurate details, but may not make meaningful connections or draw conclusions (e.g., may only describe in general terms the places the <i>Mona Lisa</i> has been kept or its care, and may be very brief or not sustain focus).	are unfocused, or focus solely on minor details or extraneous information; the description of the places the <i>Mona Lisa</i> has been kept or its care may not be based on ideas contained in the article.

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

Listening/Writing Rubric Key Points

Listening/Writing Task: “Leonardo da Vinci’s *Mona Lisa*”

Question 27

In the chart below, identify one of Leonardo da Vinci’s talents as described in the article. Then explain how he used that talent to paint the Mona Lisa.

Possible Exemplary Responses:

Talent/How it helped him paint

- He was a gifted artist. / The *Mona Lisa* is one of the most recognized paintings in the world.
- “ / He could paint on a piece of pine wood.
- “ / He painted the *Mona Lisa*’s mouth to look as if it were moving.
- “ / He studied light/shadow/how color changes as it moves away from you.
- “ / He combined the technique of an artist with the mind of a scientist.
- He was a scientist. / He painted the *Mona Lisa*’s mouth to look as if it were moving.
- “ / He studied light/shadow/how color changes as it moves away from you.
- “ / He studied how our eyes work.
- “ / He combined the techniques of an artist with the mind of a scientist.
- other relevant text-based response

Question 28

*The article “Leonardo da Vinci’s *Mona Lisa*” offers several theories about who the real *Mona Lisa* was. Based on information in the article, name **one** possible identity of *Mona Lisa*. Use details from the article to support your answer.*

Possible Exemplary Response:

The real *Mona Lisa* might have been a young woman from Florence, Italy, who was married to a wealthy man. The theory is that her husband had asked da Vinci to paint a portrait of his wife.

Possible Exemplary Response:

The real *Mona Lisa* might have been Leonardo da Vinci himself. Someone used a computer to match the *Mona Lisa* painting to one of da Vinci’s self-portraits and they matched perfectly.

Possible Exemplary Response:

The real *Mona Lisa* might have been Leonardo da Vinci’s mother. Since the woman in the painting resembles da Vinci so much, it might be his mother.

NOTE: Since the computer image by Bell Lab matched the portrait of da Vinci, it could be inferred that family resemblance would support the theory that *Mona Lisa* is da Vinci’s mother.

Listening/Writing Rubric Key Points (continued)

Listening/Writing Task: “Leonardo da Vinci’s *Mona Lisa*”

Question 29

Explain why people today are still fascinated with the Mona Lisa. Use details from the article to support your answer.

Possible Exemplary Response:

People still have an interest in the painting because of the unusual smile that the *Mona Lisa* has. People want to know why she is smiling. Also, it is interesting that Mona Lisa’s mouth appears to be moving when you look at the painting.

Possible details to include in answer:

- People are curious about the identity of the real Mona Lisa.
- People are interested in why she has a strange smile.
- Mona Lisa’s mouth looks as if it is moving.
- People are curious about how da Vinci was able to create the *Mona Lisa*.
- Mona Lisa is one of the most recognized faces in the world.
- other relevant text-based detail

Listening/Writing Rubric Key Points (continued)

Listening/Writing Task: “Leonardo da Vinci’s *Mona Lisa*”

Question 30

The Mona Lisa has been kept in several different places since da Vinci painted it. Write an essay in which you contrast these places. Describe the conditions under which the painting was kept. Use details from the article to support your answer.

In your answer, be sure to

- *describe the different places where the Mona Lisa was kept*
- *tell how these places were **different** from one another*
- *describe the conditions under which the painting was kept*
- *use details from the article to support your answer*

Possible Exemplary Response:

After da Vinci finished painting the *Mona Lisa*, he decided to keep it for himself. He liked it so much that he took it with him wherever he went. Because da Vinci always had the painting with him, he knew where it was at all times and kept it from being damaged. Before he died, da Vinci sold the painting to the king of France. He most likely kept the painting in his home where only a few people would be able to see it.

Many years later, the painting was displayed in the famous museum, the Louvre. Art museums take care of their possessions, so the *Mona Lisa* would have been cared for there. A workman stole the painting in 1911 and for two years kept it hidden in the bottom of a trunk where no one would be able to see it. The painting was recovered and returned to the Louvre where it is kept today. The painting is kept in an air-conditioned room and is behind glass and a strong railing.

Possible details to include in answer:

- When da Vinci finished the painting he kept it for himself.
- He took the painting with him wherever he went.
- He sold the painting to King Francois I of France.
- Vincent Peruggia stole the painting from the Louvre.
- Peruggia wanted to take the painting back to Italy.
- Peruggia kept the painting in the bottom of a trunk for two years.
- The *Mona Lisa* now resides at the Louvre.
- The *Mona Lisa* is in an air-conditioned room behind a strong railing and bullet-proof glass.
- other relevant text-based detail

27

In the chart below, identify one of Leonardo da Vinci's talents as described in the article. Then explain how he used that talent to paint the *Mona Lisa*.

correct

Talent	How it helped him paint
Leonardo Da Vinci was one of the greatest artists of his time.	Da Vinci used his skills to paint the Mona Lisa in which people would get puzzled. He made it seem like the mouth could move and that it was half man and half woman. His artistic skills really helped.

text detail

This graphic organizer has accurate text details. The reference to “half man and half woman” in the second box also shows understanding of the computer overlay concept described in the article.

Score Point - 5

This response thoroughly explains one theory (i.e., that the *Mona Lisa* was based on a self-portrait of Leonardo da Vinci).

- 28** The article “Leonardo da Vinci’s *Mona Lisa*” offers several theories about who the real *Mona Lisa* was. Based on information in the article, name **one** possible identity of *Mona Lisa*. Use details from the article to support your answer.

One of the possible identities of the *Mona Lisa* is Leonardo Da Vinci himself. This idea was proposed and tested on. A specialized scientist obtained a self portrait of Leonardo Da Vinci and matched it up with *Mona Lisa* using a computer. They matched perfectly. Even with this proof, many other theories are still brought up today.

text detail

text detail

- 29** Explain why people today are still fascinated with the *Mona Lisa*. Use details from the article to support your answer.

Many people today are still fascinated by the *Mona Lisa* and the mysteries surrounding. Some questions like, “Who is the *Mona Lisa*” or, “Why is the smile so strange” are still fought over because of the huge amount of possibilities. The *Mona Lisa* went through many things though 500 years so many mysteries should have been brought up. These are the things that drive people to ponder.

text detail

text detail

This response thoroughly explains why people are still fascinated with the *Mona Lisa* and includes text details (curiosity about the identity of *Mona Lisa* and interest in the enigmatic smile).

Score Point - 5

30

The *Mona Lisa* has been kept in several different places since da Vinci painted it. Write an essay in which you contrast these places. Describe the conditions under which the painting was kept. Use details from the article to support your answer.

In your answer, be sure to

- describe the different places where the *Mona Lisa* was kept
- tell how these places were **different** from one another
- describe the conditions under which the painting was kept
- use details from the article to support your answer



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

Leonardo Da Vinci's famous Mona Lisa painting is still intact

after 500 years of wear and tear. Throughout the 500 years, it was

moved from place to place to place. Two of those places happen to

text detail

be known- the grand Louvre museum in Paris and the trunk of a thief.

text detail

The Mona Lisa was a very durable painting as it had been painted on

wood, not on the traditional paper or canvas. Luckily, the durability

let it last through some comfortable situations and some harsh ones.

Leonardo Da Vinci's Mona Lisa was a very great painting.

The famous Mona Lisa had been through many, many very harsh

conditions. One of these was in a evil thief's trunk. The story goes

that the thief was a workman at the Louvre Art Museum where it was

being held at the time. On August 21, 1911, this workman split open the

case of the Mona Lisa and took it with him (stole it). He wanted to take

Score Point - 5

This extended response is well organized and highly developed. Multiple locations are named, and the conditions are vividly described using strong and often sophisticated vocabulary (e.g., rancid, harsh, evil, horrendous) to contrast the various conditions. In the conclusion, “the pinewood piece is in perfect condition” ties the response to the beginning of the listening selection, showing the thoroughness of the student’s overall interpretation of the text and task.

it back to Italy and kept it in his rancid trunk for 2 years! The conditions were hot, sweaty and very dirty. There was no care for the painting and it could have simply rotted. It was very horrible.

text detail

Now, the Mona Lisa is kept in a very clean, and moisture ful setting. It is back at its grand station- the Louvre Art Museum in Paris, France. Here it is placed in its own special room complete with bulletproof glass casing and a perfect temperature with air conditioning. It is the opposite of the thief’s trunk- clean and safe versus dirty and easly stolen. The Mona Lisa is receiving very grand treatment right now.

text detail

differences:
excellent
contrast

The Mona Lisa has been through many struggles including thieves and horrendous conditions. It survived both of those situations and is now safely displayed in the Louvre. The pinewood piece is in perfect condition and does not seem like it was in a trunk. What a change!

Cluster Score = 5

Taken as a whole, the responses demonstrate a thorough understanding of the article, and they support that understanding with ample text-based details.

Score Point - 5

27

In the chart below, identify one of Leonardo da Vinci's talents as described in the article. Then explain how he used that talent to paint the *Mona Lisa*.

Talent	How it helped him paint
mind of a scientist	to capture the shadows and the way the eyes look and the mouth the way it looking as if it's moving.

correct

text detail

This graphic organizer is accurate and complete, citing scientist as the talent and providing corresponding information in the second box.

Score Point - 4

This response accurately cites the theory that the *Mona Lisa* was based on Leonardo da Vinci's self-portrait and supports that theory with text-based details (e.g., the use of a computer to prove that the two images were similar).

28

The article "Leonardo da Vinci's *Mona Lisa*" offers several theories about who the real Mona Lisa was. Based on information in the article, name **one** possible identity of Mona Lisa. Use details from the article to support your answer.

One person the pic of Mona Lisa could be Leonardo da Vinci himself. text detail

In the story that was read to us, it stated that a doc took a photo of Leonardo and compared it to a pic of Mona Lisa on a computer and text detail

found out that the two pictures were exactly identical.

29

Explain why people today are still fascinated with the *Mona Lisa*. Use details from the article to support your answer.

Many people today are still fascinated with the Mona Lisa.

People today are still fascinated with the Mona Lisa because in the story it stated that they are curious about who Mona Lisa really is text detail

and why her smile is so weird. text detail

This response contains two generalized text details of why people are still fascinated: "curious about who" and "why her smile is so weird."

Score Point - 4

30

The *Mona Lisa* has been kept in several different places since da Vinci painted it. Write an essay in which you contrast these places. Describe the conditions under which the painting was kept. Use details from the article to support your answer.

In your answer, be sure to

- describe the different places where the *Mona Lisa* was kept
- tell how these places were **different** from one another
- describe the conditions under which the painting was kept
- use details from the article to support your answer



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

The *Mona Lisa* was kept in many diff. places in it's time. The *Mona Lisa* has gone to many different places in the world.

attempt at an introduction

The *Mona Lisa* has been kept in many differnat places. One of the place's the *Mona Lisa* was kept was on the wall of king francesco the first. Another place the *Mona Lisa* was kept was in the bottom of a trunk for two years. The last place the *Mona Lisa* is today is back in it's hometown in a bullet prof case.

text detail

text detail

Some of the differences between the places the *Mona Lisa* was.

implied place and condition

When the *Mona Lisa* was with King Fransico the first the portate was kept on a wall and was probly well taken carry of. That was until it was stolen and put into the bottom of a trunk for 2 years. Now today the *Mona Lisa* is kept in an air conditioned case.

text detail

text detail

text detail

Score Point - 4

This extended response addresses the key elements of the task, but in a general and literal fashion. Several text-based details are included, but some are repetitive. The response is clearly organized, but the introduction and conclusion are identical.

Some of the conditions the Mona Lisa were in were very different. When the king had the Mona Lisa it was very well maintained and kept safe until it was stolen. After it was stolen it was put in the bottom of a trunk and had two years worth of dust collected on it. Now today it is very well maintained and kept safe so it is not destroyed.

text detail

The Mona Lisa was kept in many different places in it's time. The Mona Lisa has also been to many place in the world.

repetitive but adds some details to tell how the conditions are different

Cluster Score = 4

Taken as a whole, the responses are essentially logical and accurate, although they do reflect a predominantly literal understanding of the article.

Score Point - 4

27

In the chart below, identify one of Leonardo da Vinci's talents as described in the article. Then explain how he used that talent to paint the *Mona Lisa*.

Talent	How it helped him paint
Painting	Scientis, study on eyes, mouth, and they way you see differnt colors.

correct

text detail

This graphic organizer is essentially correct.

Score Point - 3

This response correctly identifies da Vinci’s mother as the possible identity of Mona Lisa. However, no elaboration or support is provided, making this response incomplete.

- 28** The article “Leonardo da Vinci’s *Mona Lisa*” offers several theories about who the real Mona Lisa was. Based on information in the article, name **one** possible identity of Mona Lisa. Use details from the article to support your answer.

Based on the information in the article one of the possible identity of mona Lisa was Leonardo da Vinci’s mom.

← text detail →

- 29** Explain why people today are still fascinated with the *Mona Lisa*. Use details from the article to support your answer.

People today are still fascinated with the mona Lisa because it took more than 3 years to make it and it 500 years old.

← text detail →

This response gives two details from the text but does not elaborate. The response is therefore incomplete.

Score Point - 3

30

The *Mona Lisa* has been kept in several different places since da Vinci painted it. Write an essay in which you contrast these places. Describe the conditions under which the painting was kept. Use details from the article to support your answer.

In your answer, be sure to

- describe the different places where the *Mona Lisa* was kept
- tell how these places were **different** from one another
- describe the conditions under which the painting was kept
- use details from the article to support your answer



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

Mona Lisa was and still a famous panting. It was mad by Leonardo

da Vinci. It took over 3 years to make it. Now It 500 years old. Know text detail

body knew who was mona lisa but scientis say it identity is like leon and

his mother. When Leon made his painting he like it so much that he took it text detail

every where he went.

Jest before Leon was about to die he sold it to the king of france. text detail

His name was king prince waugh the frist. He sold it to him for \$ 105,000.

when king prince waugh the frist had it he put it in a musam. Then got

text detail stoln by Francisco when he hid it under his hous painter smok. Then they

found prougy trying to sell it to a Itainlan guy. progy hat it for 2 years

in a box.

The painting of mona lisa was that good of tooken of. It been

stoln and moved around a lot of places. That why now it in a good text detail

Score Point - 3

27

In the chart below, identify one of Leonardo da Vinci's talents as described in the article. Then explain how he used that talent to paint the *Mona Lisa*.

correct

Talent	How it helped him paint
Scientist	he used light, shadow and the way color looks when it moves away from you

text detail

This graphic organizer is accurate and complete.

Score Point - 2

This response names Leonardo himself as a possible identity of Mona Lisa; however, the student does not support the theory with details from the article.

- 28** The article “Leonardo da Vinci’s *Mona Lisa*” offers several theories about who the real Mona Lisa was. Based on information in the article, name **one** possible identity of Mona Lisa. Use details from the article to support your answer.

One of the theories of who the real Mona Lisa was is the painting
could of been of himself.

text detail

- 29** Explain why people today are still fascinated with the *Mona Lisa*. Use details from the article to support your answer.

People are still fascinated with the Mona Lisa today because
it is pretty

irrelevant

This response is irrelevant.

Score Point - 2

30

The *Mona Lisa* has been kept in several different places since da Vinci painted it. Write an essay in which you contrast these places. Describe the conditions under which the painting was kept. Use details from the article to support your answer.

In your answer, be sure to

- describe the different places where the *Mona Lisa* was kept
- tell how these places were **different** from one another
- describe the conditions under which the painting was kept
- use details from the article to support your answer



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

The *Mona Lisa* was kept in many places. It has been in the bottom of text detail

a trunk and was at King Francis the 1st. home. It was in a trunk

because it was stolen by Francesco Perugino on August 21st 1517 text detail

because he thought Neapolitan stole it and wanted to return it to Italy. text detail

It was in the king's home because da Vinci sold it to him.

This extended response addresses only parts of the task. While it includes some text-based details, it fails to draw any conclusions or make meaningful connections.

Cluster Score = 2
Taken as a whole, the responses fulfill some of the requirements of the tasks. Very few connections are made, thus showing little evidence that the student understood more than parts of the article.

Score Point - 2

27

In the chart below, identify one of Leonardo da Vinci's talents as described in the article. Then explain how he used that talent to paint the *Mona Lisa*.

Talent	How it helped him paint
he thinks he was a gifted artist	it helped him paint by he was very good artist

correct

incorrect

The information in the first box is acceptable; however, the information in the second box is incorrect.

Score Point - 1

This response names Mona Lisa as a “wife,” referring to the theory that Mona Lisa was a young married woman from Florence. However, the student has presented this information as a fact rather than as a theory, showing a misunderstanding of the article.

28 The article “Leonardo da Vinci’s *Mona Lisa*” offers several theories about who the real Mona Lisa was. Based on information in the article, name **one** possible identity of Mona Lisa. Use details from the article to support your answer.

incorrect

Mona Lisa was very nice and a happily married wife. She was famous
because of the painting that Leonardo da Vinci did

29 Explain why people today are still fascinated with the *Mona Lisa*. Use details from the article to support your answer.

People today are still facinated with the Mona Lisa because one guy
died and he sold it for a lot. It is a very popuar painting that
Leonardo painted.

This response is incorrect and provides irrelevant details. It demonstrates confusion and a misunderstanding of da Vinci as the painter who sold the painting.

Score Point - 1

30

The *Mona Lisa* has been kept in several different places since da Vinci painted it. Write an essay in which you contrast these places. Describe the conditions under which the painting was kept. Use details from the article to support your answer.

In your answer, be sure to

- describe the different places where the *Mona Lisa* was kept
- tell how these places were **different** from one another
- describe the conditions under which the painting was kept
- use details from the article to support your answer



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

incorrect text detail { Leonardo da vinci painted the picture of his wife. The painting took him more then 3 years paint it. He storted to paint the picture in 1503. } irrelevant

text detail { Leonardo was a gifted artist and a great scientist. King Francuas I of france bought the painting from Leonardo. The painting was very expensive. It was over 5,000 dallars. Some guy stole the painting August 21, 1911. he slipped the painting under something. He tried to hide it. } text detail

text detail { Finally the guy who stole the painting got caught. He got in big trouble. Everyone all reconized the painting of Mona Lisa. They all think it is the most wonderful thing to look at. The panting looks like She is smiling and it looks like her mouth is moving. But its not. } irrelevant

This extended response addresses few elements of the task. The student concentrates primarily on minor details. The response is poorly organized, with little attempt to establish focus.

Cluster Score = 1

Taken as a whole, the responses contain some incorrect information and misconceptions, demonstrating confusion on the part of the student. Overall, there is little evidence that the student understood more than sections of the article.

Score Point - 1

Reading/Writing Specific Rubric

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

Reading/Writing Task (Questions 31, 32, 33, 34) “The Calculating Countess” and “John Wesley Powell”

5 Points

The 5-point responses demonstrate a thorough understanding of the articles and support that understanding with text-based details. The student understands the similarities and differences between the two scientists, Ada Byron Lovelace and John Wesley Powell. The graphic organizer (Question 31) is accurate, complete, and thorough, citing two events in Lovelace's life and how they influenced her, using text-based details. The first short response (Question 32) explains how the scientific method helped Powell and his crew survive their river voyages and supports that explanation with text-based details. The second short response (Question 33) explains why Powell was considered a daredevil explorer, using text-based details. The extended response (Question 34) uses ample text-based details to describe the training Lovelace and Powell received and how it led them to successful careers. The response is organized, focused, and addresses all parts of the task. The writing is fluent and has a sense of engagement or voice.

4 Points

The 4-point responses are essentially logical and accurate, but may reflect a predominantly literal understanding of the articles. The responses may generalize or present facts without synthesizing them. The graphic organizer (Question 31) is essentially accurate. The first short response (Question 32) may explain but not fully support how the scientific method helped Powell and his crew survive their river voyages. The second short response (Question 33) may be somewhat general or may not include much text-based support. The extended response (Question 34) may describe the training Lovelace and Powell received without fully explaining how it led to their successful careers. In addition, the response shows a clear attempt at organization, but may occasionally introduce extraneous information.

3 Points

The 3-point responses indicate only a partial understanding of the articles. The student may draw some accurate conclusions about the lives of Lovelace and Powell, but the responses may be sketchy, or reflect some misinterpretation of the texts. The graphic organizer (Question 31) may be very brief or may contain some inaccuracies. The short responses and the extended response may contain some accurate information, but they may be incomplete or may include unrelated, unsustained ideas. For example, the first short response (Question 32) may only briefly describe how the scientific method helped Powell and his crew. The second short response (Question 33) may generalize the reference to Powell as a daredevil explorer, without much detail. The extended response (Question 34) may attempt to address all parts of the task, but may be incomplete or weakly organized.

Reading/Writing Specific Rubric (continued)

2 Points

The 2-point responses are readable but indicate a limited understanding of the articles. The graphic organizer (Question 31) is incomplete or contains inaccuracies. The short responses and the extended response may address only parts of the tasks, show a misinterpretation of the tasks, or display gaps in understanding of the articles. The responses may contain some accurate details, but may not make meaningful connections or draw conclusions. For example, the first short response (Question 32) may describe the scientific method but fail to make the connection to how it helped Powell and his crew in their voyages. The second short response (Question 33) may show difficulty in supporting why Powell was referred to as a daredevil explorer. The extended response (Question 34) may only explain in general terms the training Lovelace and Powell received, and may be very brief or not sustain its focus.

1 Point

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

0 Points

The responses are completely incorrect, irrelevant, or incoherent.

Reading/Writing Specific Rubric Chart
Reading/Writing Task: “The Calculating Countess” and “John Wesley Powell” (Questions 31, 32, 33, 34)

Points	5 Responses at this level:	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:
Overall	demonstrate a thorough understanding of the articles and support that understanding with text-based details. Responses reveal that the student understands the similarities and differences between the two scientists, Ada Byron Lovelace and John Wesley Powell.	are essentially logical and accurate, but may reflect a predominantly literal understanding of the articles. Responses may generalize or present facts without synthesizing them.	indicate only a partial understanding of the articles. Responses may draw some accurate conclusions about the lives of Lovelace and Powell, but may be sketchy, or reflect some misinterpretation of the texts.	are readable but indicate a limited understanding of the articles.	are often very brief or repetitive, indicating that the student has understood only sections of the articles.
Graphic Organizer (Question 31)	are accurate, complete, and thorough, citing two events in Lovelace’s life and how they influenced her, using text-based details.	are essentially accurate.	may be very brief or may contain some inaccuracies.	are incomplete or contain inaccuracies.	are incomplete or inaccurate.
Short Response (Question 32)	explain how the scientific method helped Powell and his crew survive their river voyages and support that explanation with text-based details.	may explain but not fully support how the scientific method helped Powell and his crew survive their river voyages.	may contain some accurate information, but may be incomplete or may include unrelated, unsustainable ideas (e.g., may only briefly describe how the scientific method helped Powell and his crew).	may address only parts of the task, show a misinterpretation of the task, or display gaps in understanding of the articles. Responses may contain some accurate details, but may not make meaningful connections or draw conclusions (e.g., may describe the scientific method but fail to make the connection to how it helped Powell and his crew in their voyages).	show confusion and misunderstanding of the texts.
Short Response (Question 33)	explain why Powell was considered a daredevil explorer, using text-based details.	may be somewhat general or may not include much text-based support.	may contain some accurate information, but may be incomplete or may include unrelated, unsustainable ideas (e.g., may generalize the reference to Powell as a daredevil explorer, without much detail).	may address only parts of the task, show a misinterpretation of the task, or display gaps in understanding of the articles. Responses may contain some accurate details, but may not make meaningful connections or draw conclusions (e.g., may show difficulty in supporting why Powell was referred to as a daredevil explorer).	show confusion and misunderstanding of the texts.
Extended Response (Question 34)	uses ample text-based details to describe the training Lovelace and Powell received and how it led them to successful careers. Responses are organized, focused, and address all parts of the task; writing is fluent and has a sense of engagement or voice.	may describe the training Lovelace and Powell received without fully explaining how it led to their successful careers. Responses show a clear attempt at organization, but may occasionally introduce extraneous information.	may contain some accurate information, but may be incomplete or may include unrelated, unsustainable ideas (e.g., may attempt to address all parts of the task, but may be incomplete or weakly organized).	may address only parts of the task, show a misinterpretation of the task, or display gaps in understanding of the articles. Responses may contain some accurate details, but may not make meaningful connections or draw conclusions (e.g., may only explain in general terms the training Lovelace and Powell received, and may be very brief or not sustain focus).	are unfocused, or focus solely on minor details or extraneous information; the explanation of the training Lovelace and Powell received leading to their careers may not be based on details contained in the articles.

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

Reading/Writing Rubric Key Points

Reading/Writing Task: “The Calculating Countess” and “John Wesley Powell”

Question 31

*Several events in Ada Byron Lovelace’s life had a strong influence on her career. Use the graphic organizer below to list **two** of these events, and explain how each one influenced her life. Use details from “The Calculating Countess” to support your answer.*

Possible Exemplary Responses:

Event/How the event influenced Lovelace’s life

- became ill as a teenager / studied more to keep from being bored
- studied under mathematicians / fell in love with mathematics and science
- married Lord William King / received support to continue her career
- learned about Charles Babbage / wrote her first computer program
- learned about the Analytical Engine / wrote her first computer program
- other relevant text-based response

Question 32

Explain how the “scientific method” described in the article “John Wesley Powell” helped Powell and his crew survive their river voyages. Use details from the article to support your answer.

Possible Exemplary Response:

Using the scientific method meant observing, measuring, and thinking things through carefully before taking action. This meant that Powell and his crew were well prepared for their voyages and knew how to use the environment to help them get around.

Possible details to include in answer:

- The crew lowered boats with ropes over waterfalls.
- Powell climbed the canyon walls using stars and the shadows of the walls.
- Powell observed, measured, and thought things out carefully before taking action.
- other relevant text-based detail

Reading/Writing Rubric Key Points (continued)

Reading/Writing Task: “The Calculating Countess” and “John Wesley Powell”

Question 33

The article refers to John Wesley Powell as a “daredevil explorer.” Explain why this is an appropriate description. Use details from the article to support your answer.

Possible Exemplary Response:

John Wesley Powell was a daredevil explorer because of the risks he took exploring the West. He traveled the dangerous Colorado River and climbed tall canyon walls. He did these things even though he had only one arm.

Possible details to include in answer:

- Powell and his crew traveled and explored the dangerous Colorado River.
- Powell and his crew lowered their boats over pounding waterfalls.
- Powell and his crew plunged in heart-stopping rushes through the narrow canyon.
- Powell and his crew survived on little food.
- Powell and his crew slept on narrow canyon wall ledges.
- Powell was rescued after dangling along the side of a canyon wall.
- other relevant text-based detail

Question 34

*Ada Byron Lovelace and John Wesley Powell had very different training for their careers in science. Write an essay in which you explain how their professional preparation differed and how both approaches led to successful careers. Use details from **both** articles to support your answer.*

In your response, be sure to

- *describe the training each person received*
- *explain how each approach led to successful careers*
- *use details from both articles to support your answer*

Possible Exemplary Response:

When Ada Byron Lovelace was growing up she was mostly interested in typical activities for girls at that time. It wasn't until she became bedridden as a teenager that she became interested in math. Her mother hired mathematicians and scientists to teach her so she wouldn't be bored. Lovelace's special instruction in math and science and her training to become a mathematician helped to make her successful in creating a computer language.

John Wesley Powell grew up in the Midwest and worked long days on his farm. He went to crude frontier schools so he most likely only had one teacher for all subjects. There weren't any science classes at his school. He read every book he could find on his own. The article said he had a “homemade education” so he probably taught himself what he knew about science. Powell became a successful scientist by learning from his own explorations and observations.

Reading/Writing Rubric Key Points (continued)

Reading/Writing Task: “The Calculating Countess” and “John Wesley Powell”

Possible details to include in answer:

- Lovelace was fascinated by machines.
- While bedridden, Lovelace was tutored by mathematicians and scientists.
- Lovelace never gave up her love of math.
- Lovelace became a mathematician; a career frowned upon by nineteenth-century society.
- Lovelace wrote a plan describing how the Analytical Engine might calculate Bernoulli numbers.
- Lovelace’s plan is thought of as the first “computer program.”
- Lovelace predicted the computer’s future uses.
- The U.S. Department of Defense created a new software language in her honor.
- Powell worked long days on a farm as a youngster.
- Powell attended crude frontier schools.
- Powell read any books he could find.
- Powell’s education was defined as “homemade.”
- The schools Powell attended did not offer science classes.
- Powell lost his right arm in the Civil War.
- Powell refused to think of having one arm as a handicap.
- Powell taught geology but preferred to explore the West.
- Powell led a series of explorations in the West.
- Powell did his work in spite of the dangerous conditions.
- Powell used the scientific method in his explorations.
- Powell was a leader in the study of science.
- Powell learned Native American languages.
- Powell’s studies led to a science called ethnology.
- Powell was able to obtain help and funding for scientific research.
- other relevant text-based detail

31

Several events in Ada Byron Lovelace’s life had a strong influence on her career. Use the graphic organizer below to list **two** of these events, and explain how each one influenced her life. Use details from “The Calculating Countess” to support your answer.

	Event	How the event influenced Lovelace’s life	
correct	1. Ada became very sick and had stay in bed for 3 years. Her parents hired tutors to teach her while she was in bed.	She became fascinated with math + Science. After she got married she became a mathematician.	text detail
correct	2. An inventor, Charles Babbage proposed the making of a computer like machine.	Although the machine was never built, Lady Lovlace made up a “language” that would help program such machine.	text detail

This graphic organizer is accurate, complete, and thorough. The response features specific text details (became ill/bedridden for 3 years; Charles Babbage and Analytic Engine).

Score Point - 5

This response explains how the scientific method helped Powell and his crew survive their river voyages and supports that explanation with text-based details.

32 Explain how the “scientific method” described in the article “John Wesley Powell” helped Powell and his crew survive their river voyages. Use details from the article to support your answer.

Powell was observing everything around him. He observed the stars, how the sun lit the canyon, rocks and plants. Powell knew where he was leading his crew. I don't think that at any time during the exploration the crew thought that they were lost. In my opinion they call their journey a scientific method because Powell made predictions and observations just like you do in a scientific method.

text detail

text detail

33 The article refers to John Wesley Powell as a “daredevil explorer.” Explain why this is an appropriate description. Use details from the article to support your answer.

John W. Powell was thought to be a daredevil explorer. He took an amateur crew with him to explore the unknown. He didn't think that having one arm could limit his abilities. He was a daredevil explorer because he explored land that no other man explored before using only one arm.

text detail

This accurate response uses text-based details to explain why “daredevil explorer” is an appropriate description of Powell.

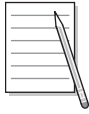
Score Point - 5

34

Ada Byron Lovelace and John Wesley Powell had very different training for their careers in science. Write an essay in which you explain how their professional preparation differed and how both approaches led to successful careers. Use details from **both** articles to support your answer.

In your response, be sure to

- describe the training each person received
- explain how each approach led to successful careers
- use details from both articles to support your answer



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

We all sometimes do things we never thought we could accomplish. Most of don't have the confidence to do it. Lady Ada Lovlace and Mr. John W. Powell were extraordinary people. They studied on their own at home. Their work and dedication really paid off. They had confidence in themself.

Lady Ada Byron Lovelace was a very curious person. Her biggest obsession was machines. She always wanted to know how they really work. As a teenager Ada became very sick. She had to stay in bed. That didn't stop her though. Her parents hired

text detail



Score Point - 5

This focused, organized extended response features an excellent introduction and strong details, particularly in the section discussing Lovelace's training and career.

text detail

tutors to teach her math + science. She spent 3 years in bed + not a minute of that time was wasted. In her later years, her knowledge of math helped her accomplish her goal. She wrote a very futuristic computer language.

text detail

John Powell lived in small towns all his life. The schools he went to weren't very advanced. Therefore he has only himself to thank for all his accomplishments. Everytime he went on a long trip he read books. During his journey to the unknown he knew what he was doing. He showed everyone that having one arm wouldn't exlude him from anything he wanted to do.

text detail

text detail

text detail

Both of these scientists faced challenges and limitations + fought them all the way through. They showed people around them that if they want to accomplish something they will and nothing would stop them. They were confident in themselves + showed us that, that's all we really need is confidence.

Cluster Score = 5

Overall, the cluster of responses provides evidence of a thorough understanding of the texts and tasks.

Score Point - 5

31

Several events in Ada Byron Lovelace’s life had a strong influence on her career. Use the graphic organizer below to list **two** of these events, and explain how each one influenced her life. Use details from “The Calculating Countess” to support your answer.

Event		How the event influenced Lovelace’s life	
correct	1. Being Bedridden for almost three years.	In stead of laying in bed and not do anything she statied had tutors come in, to becom better	text detail
correct	2. got married	family supported her showed her that she could do whatever she wanted	text detail

This graphic organizer features text-based details. Although sufficient, they lack the detail typically found in higher score-point responses.

Score Point - 4

This response explains how the scientific method helped Powell survive his journeys, but does not fully support this explanation. There are text details, but they are not fully elaborated.

32 Explain how the “scientific method” described in the article “John Wesley Powell” helped Powell and his crew survive their river voyages. Use details from the article to support your answer.

How Powell observed, and measured things out; is what

text detail

saved his crew from life and death. Powell was always analyzing out what his crew and him were going to do next.

33 The article refers to John Wesley Powell as a “daredevil explorer.” Explain why this is an appropriate description. Use details from the article to support your answer.

The article refers Powell as a “daredevil explorer” because

text detail

he took his crew and him down the Colorado River and scaled the Grand Canyon walls.

This response explains why “daredevil explorer” is an appropriate description for Powell by using relevant text-based details.

Score Point - 4

34

Ada Byron Lovelace and John Wesley Powell had very different training for their careers in science. Write an essay in which you explain how their professional preparation differed and how both approaches led to successful careers. Use details from **both** articles to support your answer.

In your response, be sure to

- describe the training each person received
- explain how each approach led to successful careers
- use details from both articles to support your answer



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

Both Lovelace and Powell took very differnt paths to reach there goals. Both of there paths reached there goals and that's all they wanted. They both had susseful careers because they did not give up on there goal.

text detail

They both had differnt lifes growing up Lovelace had tutors to help her and Powell home schooled himself. There lifes were very differnt but still they both had

Score Point - 4

While this extended response is occasionally repetitious and mostly very literal, the student does attempt to make a basic connection beyond the text at the very end of the paper. Details are sufficient for a four-point paper, but more limited than those typically seen in a higher score-point response.

successful carrers. Powell served in the army after that became a
teacher and than went on a gave all the rivers, and lakes ect.
names. Lovelace was bedridden for almost three years and then
discovered the very first computer language.
Their lifes went in all different directions put still had goals
in there lifes. You can reach your goals it does not matter who you
are or where you come from.

Diagram annotations: A box labeled "text detail" is positioned above the first line. A box labeled "text detail" is positioned to the right of the first line, with an arrow pointing left to the word "became". A box labeled "text detail" is positioned to the right of the second line, with an arrow pointing left to the word "gave". A box labeled "text detail" is positioned to the right of the third line, with an arrow pointing left to the word "and". A box labeled "text detail" is positioned to the right of the fourth line, with an arrow pointing left to the word "discovered".

Cluster Score = 4

Taken as a whole, the responses cover some key elements of the text and make some connections. The responses are sufficiently developed to answer the questions.

Score Point - 4

31

Several events in Ada Byron Lovelace’s life had a strong influence on her career. Use the graphic organizer below to list **two** of these events, and explain how each one influenced her life. Use details from “The Calculating Countess” to support your answer.

Event		How the event influenced Lovelace’s life	
correct	1. Became very ill	Learned Mathematics and Science	text detail
incorrect	2. Learned about mathematics	Became a mathematician	

While the first half of this graphic organizer is correct, the second half is not, since “Learned about mathematics” is not an event.

Score Point - 3

32

Explain how the “scientific method” described in the article “John Wesley Powell” helped Powell and his crew survive their river voyages. Use details from the article to support your answer.

text detail

The “Scientific Method” described in the article “John Wesley Powell” helped him and his crew, because he observed, measured, and did everything else he could to make sure that him and his crew were safe.

This response is correct, but does not elaborate.

33

The article refers to John Wesley Powell as a “daredevil explorer.” Explain why this is an appropriate description. Use details from the article to support your answer.

text detail

I think that the description “daredevil explorer” is appropriate, because it did lots of thing like climbing huge cliffs and he did so with out an arm.

This response features brief, non-elaborated versions of two text-based details blended together into one sentence (“climbing huge cliffs” and “with out an arm”).

Score Point - 3

This extended response begins by making a good connection between Lovelace and Powell (both “were home schooled”). The student also shows a certain level of understanding by citing several examples, but the essay is incomplete and weakly organized. While the student does mention the training received by both Lovelace and Powell, there is no discussion of how Lovelace’s training was different from the training received by Powell. The explanations provided for how the training received by Lovelace and Powell led to their respective careers are brief and superficial.

34

Ada Byron Lovelace and John Wesley Powell had very different training for their careers in science. Write an essay in which you explain how their professional preparation differed and how both approaches led to successful careers. Use details from **both** articles to support your answer.

In your response, be sure to

- describe the training each person received
- explain how each approach led to successful careers
- use details from both articles to support your answer



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

Lady Ada Byron Lovelace and John Wesley Powell both loved

the study of science. Both people were home schooled.

Lady Ada Byron studied mathematics, and science. She

seemed to like mathematic better because afte she had been

married she became a mathematician.

John Wesley Powell though mosty was trained at home,

never found one science class when he did get to go to

school. He began fighting in wars and then took a group of

amateurs to the Rocky Mountains. Two years later Powell

began a series of explorations in the Grand Canyon and in

the Rocky Mountains.

text detail

text detail

text detail

text detail

text detail

Cluster Score = 3

Taken as a whole, the responses fulfill some requirements of the tasks. The responses are brief with little elaboration.

Score Point - 3

31

Several events in Ada Byron Lovelace’s life had a strong influence on her career. Use the graphic organizer below to list **two** of these events, and explain how each one influenced her life. Use details from “The Calculating Countess” to support your answer.

	Event	How the event influenced Lovelace’s life	
correct	1. when she was sick	She was taught math she began to love it	text detail
correct	2. when the first computer was disighned	She made programing for it.	text detail

This graphic organizer is correct, but brief and somewhat vague.

Score Point - 2

32

Explain how the “scientific method” described in the article “John Wesley Powell” helped Powell and his crew survive their river voyages. Use details from the article to support your answer.

He would survey an area before he went there

This response is incorrect. It is an overly specific misinterpretation of “Powell observed, measured, and thought things out carefully before taking action.”

33

The article refers to John Wesley Powell as a “daredevil explorer.” Explain why this is an appropriate description. Use details from the article to support your answer.

He is willing to risk his life for exploration like when the

slept on tiny ledges.

← text detail →

This response features a brief, unelaborated text detail.

Score Point - 2

This brief extended response mentions the training received by Lovelace and the training received by Powell but does not address their respective careers (or how their training prepared them for those careers). This demonstrates a gap in the student's understanding of the passage and/or the prompt.

34

Ada Byron Lovelace and John Wesley Powell had very different training for their careers in science. Write an essay in which you explain how their professional preparation differed and how both approaches led to successful careers. Use details from **both** articles to support your answer.

In your response, be sure to

- describe the training each person received
- explain how each approach led to successful careers
- use details from both articles to support your answer



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

Ada Byron Lovelace and Johnwesly Powell had very different
training for there carears in science.

Ada was taught by math tetures. She was also taught by
science tetures. Her skills were taght by teachers.

text detail

Johns skills were picted up all over during the war and his
travels. He never had sience classes.

text detail

Ada and John had very different training in science

Cluster Score = 2

Taken as a whole, the responses address the basic elements of the tasks, but provide very few text-based examples and details. Few connections are made.

Score Point - 2

31

Several events in Ada Byron Lovelace’s life had a strong influence on her career. Use the graphic organizer below to list **two** of these events, and explain how each one influenced her life. Use details from “The Calculating Countess” to support your answer.

Event		How the event influenced Lovelace’s life	
incorrect	1. invent new computer	Made easier	incorrect
correct	2. invent first computer language	first to make something for computers	incorrect

This graphic organizer demonstrates confusion. The first “event” (i.e., “invent new computer”) is incorrect. And while the box on the bottom left (“invent first computer language”) does indeed qualify as an event in Ada’s life, the box on the bottom right (“first to make something for computers”) does not explain how this event influenced her life.

Score Point - 1

32

Explain how the “scientific method” described in the article “John Wesley Powell” helped Powell and his crew survive their river voyages. Use details from the article to support your answer.

The scientific method helped by thinking through what
they had to do. they took measurements and they
observed closely.

text detail

This response features a general, unelaborated version of the scientific method text detail.

33

The article refers to John Wesley Powell as a “daredevil explorer.” Explain why this is an appropriate description. Use details from the article to support your answer.

It is appropriate because he was very daring.

This response addresses the question but does not elaborate on how Powell was daring.

Score Point - 1

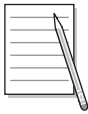
This brief extended response demonstrates an attempt to address the task, but fails to answer the question. There is a very basic version of one exemplar for Lovelace and a similar version for Powell. There is also an attempt at a text detail for Powell (“he could not get into a science class”), but the statement reveals a basic misunderstanding of the text; the student assumes Powell wasn’t smart enough to get into a science course, while the article clearly states that the schools he attended did not offer any science classes.

34

Ada Byron Lovelace and John Wesley Powell had very different training for their careers in science. Write an essay in which you explain how their professional preparation differed and how both approaches led to successful careers. Use details from **both** articles to support your answer.

In your response, be sure to

- describe the training each person received
- explain how each approach led to successful careers
- use details from both articles to support your answer



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

text detail

Ada got turtered by a mathmation and a scientist
and John Powell had a homade education. They both ended
up studying for what they wanted to do. Ada studied
math and she loved math. John studied most class but
he could not get into a science class.

incorrect

Cluster Score = 1

Taken as a whole, the responses are brief and often either inaccurate or irrelevant. They focus mainly on minor details, indicating that the student has understood only sections of the articles.

Score Point - 1

31

Several events in Ada Byron Lovelace’s life had a strong influence on her career. Use the graphic organizer below to list **two** of these events, and explain how each one influenced her life. Use details from “The Calculating Countess” to support your answer.

Event		How the event influenced Lovelace’s life
1.	the teenager Ada became the was bedridden for almost three years.	the Lord William King she became Lady Ada Lovelace.
2.	she was greatly influenced by Charles Babbage on the inventor	several events in the Byron Lovelace life had a strong influence on the her career.

Although both of the events in this graphic organizer are correct, neither event is supported with an accurate explanation of how the event in question influenced Ada’s life.

Score Point - 0

32

Explain how the “scientific method” described in the article “John Wesley Powell” helped Powell and his crew survive their river voyages. Use details from the article to support your answer.

John go in school and he go the class and the
offered not one science class. And he read the Book
he could find. was a homemade education

This response is irrelevant and mostly incoherent.

33

The article refers to John Wesley Powell as a “daredevil explorer.” Explain why this is an appropriate description. Use details from the article to support your answer.

John Wesley Powell is forever linked to the
daring of the and he Rocky Mountains.

This response is incoherent.

Score Point - 0

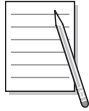
This brief extended response does not mention Ada Lovelace at all, and the references to John Powell are too incoherent to receive credit.

34

Ada Byron Lovelace and John Wesley Powell had very different training for their careers in science. Write an essay in which you explain how their professional preparation differed and how both approaches led to successful careers. Use details from **both** articles to support your answer.

In your response, be sure to

- describe the training each person received
- explain how each approach led to successful careers
- use details from both articles to support your answer



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

John was go to science class and he was do
both was a wooden office chair to the deck and the
awkward boat and was called and the Emma Dean II.

Cluster Score = 0

Taken as a whole, the responses are either incoherent, incorrect, or irrelevant.

Score Point - 0

Writing Mechanics Rubric
(Questions 30 and 34)

3 points

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

2 points

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

1 point

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

0 points

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

Writing Mechanics Rubric Chart
(Questions 30 and 34)

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

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

Annotation Key

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

30

The *Mona Lisa* has been kept in several different places since da Vinci painted it. Write an essay in which you contrast these places. Describe the conditions under which the painting was kept. Use details from the article to support your answer.

In your answer, be sure to

- describe the different places where the *Mona Lisa* was kept
- tell how these places were **different** from one another
- describe the conditions under which the painting was kept
- use details from the article to support your answer



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

After 3 years of hard work and determination, Leonardo da

Vinci finally finished painting the *Mona Lisa*. It was well worth it.

p

Da Vinci kept the painting for himself but before he died he sold it

to King Frances for \$105,000. The painting was then put in the

Louvre, a famous art museum in Paris, France. The *Mona Lisa*

stayed there until a greedy worker stole the painting with the

intention of returning it to Italy. They never made it, though. The

painting was hidden for 2 years. He then tried to sell it to a

Score Point - 3

art dealer but was caught. The Mona Lisa is now safe back
where she started, in the Louvre behind strong bars and bullet
proof glass.

The Mona Lisa traveled far and wide but is now back
home. She wasn't very safe while she was stolen, but as soon as
she was back in the Louvre every effort was taken to make sure
that's where she stayed.

p

Score Point - 3

34

Ada Byron Lovelace and John Wesley Powell had very different training for their careers in science. Write an essay in which you explain how their professional preparation differed and how both approaches led to successful careers. Use details from **both** articles to support your answer.

In your response, be sure to

- describe the training each person received
- explain how each approach led to successful careers
- use details from both articles to support your answer



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

Imagine being a mathematician with a whole society
frowning down on you, or imagine rock climbing with only
one arm. These obstacles didn't stop Ada Byron Lovelace
or John Wesley Powell.

Ada became very ill and was bedridden for almost 3
years. Her mother hired tutors for her. Ada's love for math
and science grew with her while she was sick. When she
became well, she became a mathematician. Later, she
invented a computer program.

John Wesley Powell lost his arm in the Civil War, but
that didn't stop him either. John loved science and

Score Point - 3

exploring. He became a pioneer scientist and explored the Grand Canyon with only one arm! He explored the Colorado River and everything above it. His training came from being a soldier during the Civil War. John also explored the Rocky Mountains.

As you can see, Ada and John both received different training and had many obstacles. After overcoming many obstacles, Ada and John both found careers in science that they really enjoyed.

sp

Cluster Score = 3

Taken as a whole, the responses demonstrate control of the conventions of written English. The first paper has a few punctuation errors, and the second paper has a minor spelling error. None of the errors interfere with readability.

Score Point - 3

30

The *Mona Lisa* has been kept in several different places since da Vinci painted it. Write an essay in which you contrast these places. Describe the conditions under which the painting was kept. Use details from the article to support your answer.

In your answer, be sure to

- describe the different places where the *Mona Lisa* was kept
- tell how these places were **different** from one another
- describe the conditions under which the painting was kept
- use details from the article to support your answer



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

The *Mona Lisa* has been kept in many differet places since da Vinci painted it. All of them have many different conditions in where the painting was stored.

The first place the *Mona Lisa* was kept was with da Vinci himself. He took it around wherever he went. It

was always by his side. On Aug. 21 1911 the *Mona Lisa* was

stolen. Later people found out that it was kept in the

bottom of a box for two years. Now the *Mona Lisa* is kept

in a seald valt with bulit-proof glass so noone can harm it.

These places are very different conditions from one

another. Some of them are safe and others are not.

Score Point - 2

Something bad could have happened to the Mona Lisa is some (lu)
of these places. It could have been destroyed.

When the painting was with da Vinci who knows what (p)

(p) happened. It could have been out in the rain or under a box
that could damage it. When it was stolen it was in a box for two
years. It could have been broken. But now it is safe and sound

(lu) in a air space valt with bulit proof glass so nobody could (sp)
damage it. (lu)

The Mona Lisa has been around for centuries. Many (p)
things could of happened to it but it stayed safe. It is know all

around the world. Some theories have been made about the
history or who the Mona Lisa really is but we will never be able (p)
to know for sure.

Score Point - 2

34

Ada Byron Lovelace and John Wesley Powell had very different training for their careers in science. Write an essay in which you explain how their professional preparation differed and how both approaches led to successful careers. Use details from **both** articles to support your answer.

In your response, be sure to

- describe the training each person received
- explain how each approach led to successful careers
- use details from both articles to support your answer



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

lu

The life of Ada Byron Lovelace and John Wesley

Powell had many differences and similarities. Each person

lu

had led a successful career. Yet each person had gotten

sf

training.

Ada Byron Lovelace was the first computer

programmer. Ever since she was young, Ada loved figuring

out what made machines work. When she was in her

teenage years, she was often ill and bedridden. Her

mother had hired mathematicians and scientists to tutor

p

her while bedridden thus, she fell in love with math.

lu

Soon later, with the influence of Charles Babbage, Ada

made the Bernoulli numbers.

Score Point - 2

John Wesley Powell was a daredevil. Even with one less of an arm. Powell did things no one ever imagined. His exploration of the Grand Canyons and Rocky Mountain reigons was no fun ride. Risking his life, he gathered many information. However, that experience also trained him. Powell's senses of observing, measuring and thinking before taking action heightened.

Though both Ada Byron Lovelace and John Wesley Powell both had love for science. However, their experiences and training was rather different. The two people led an amazing careers, and training. They shall foever be known throughout our lives.

* awkward sentence

Cluster Score = 2

In both papers, the errors in spelling, punctuation, language usage, and sentence construction do not substantially interfere with comprehension; therefore, taken as a whole, these responses show a partial control of the conventions of written English.

Score Point - 2

30

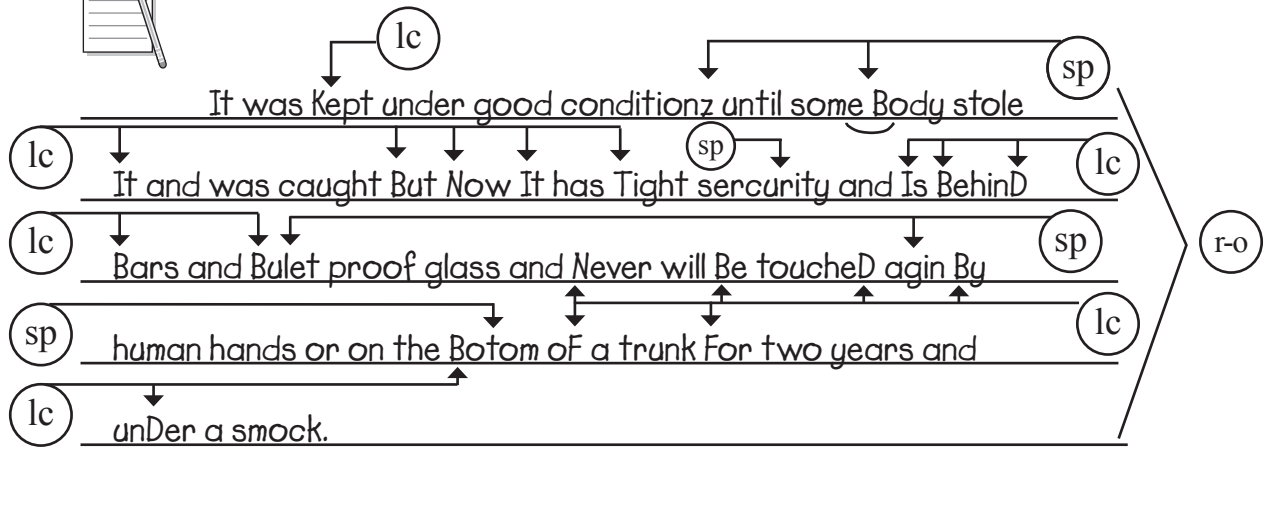
The *Mona Lisa* has been kept in several different places since da Vinci painted it. Write an essay in which you contrast these places. Describe the conditions under which the painting was kept. Use details from the article to support your answer.

In your answer, be sure to

- describe the different places where the *Mona Lisa* was kept
- tell how these places were **different** from one another
- describe the conditions under which the painting was kept
- use details from the article to support your answer



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



Note: There are multiple “lc” (lowercase) errors on this page.

Score Point - 1

34

Ada Byron Lovelace and John Wesley Powell had very different training for their careers in science. Write an essay in which you explain how their professional preparation differed and how both approaches led to successful careers. Use details from **both** articles to support your answer.

In your response, be sure to

- describe the training each person received
- explain how each approach led to successful careers
- use details from both articles to support your answer



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

The training for each person was different. Ady (sp)

Byron Lovelace was into mathamatice and science. John (sp)

Wesley Powell was a explorer. (lu)

They both had aceved something in there life. Ady (lu)

Byron Lovelace worte the first computer program. (sp)

(sp)

Cluster Score = 1

Both papers contain spelling, capitalization, and language usage errors, and the first paper is composed of one long run-on sentence. Taken as a whole, the responses demonstrate minimal control of the conventions of written English.

Score Point - 1

English Language Arts Grade 8 Scoring Considerations

Reading/Multiple Choice (Questions 1–26)

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

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

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

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

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

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

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

Writing Mechanics (Questions 30 and 34)

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

New York State Testing Program
English Language Arts Condition Codes

Score of Zero

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

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

Condition Code A

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



Grade 8
English Language Arts
Scoring Guide
Sample Test 2005

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