

Smarter Balanced Assessment Consortium:

ELA Practice Test Scoring Guide
Grade 8

08/14/2019



About the Practice Test Scoring Guides

The Smarter Balanced ELA Practice Test Scoring Guides provide details about the items, student response types, correct responses, and related scoring considerations for the Smarter Balanced Practice Test items. The items selected for the Practice Test are designed to reflect

- a broad coverage of claims and targets.
- a range of student response types.
- a breadth of difficulty levels across the items.

It is important to note that all student response types are not fully represented on every practice test, but a distribution can be observed across all the practice tests. The items presented are reflective of refinements and adjustments to language based on pilot test results and expert recommendations from both content and accessibility perspectives.

Within this guide, each item is presented with the following information¹:

- Claim: statement derived from evidence about college and career readiness
- Target: statement that bridges the content standards and the assessment evidence that support the claim
- Depth of Knowledge (DOK): measure of complexity considering the student's cognitive process in response to an item. There are four DOK levels, a 4 being the highest level.
- Common Core State Standards for English Language Arts/Literacy: the primary standard(s) assessed by an item
- Evidence Statement: a statement that explains what a student will be able to do in response to an item in order to provide evidence he or she has met the standard(s). These statements serve as a guide for item writers to ensure alignment to the CCSS standard(s) and targets.
- Static presentation of the item: static presentation of item from test administration system
- Static presentation of student response field(s): static presentation of response field from test administration system
- Answer key: expected student response or example response from score point value
- Rubric and a sample student for each score point for short answer items: score point representations for student responses

The following items are representative of the kinds of items that students can expect to experience when taking the Computer Adaptive Test (CAT) portion of the summative assessment for grade 8. A separate document is available that provides a sample performance task and scoring guide for this grade level.

¹ Most of these terms (Claim, Target, DOK, Evidence Statement, etc.) are further explained in various other Smarter Balanced documents as well as the *Common Core State Standards for English Language Arts and Literacy*. Refer to the *Smarter Balanced Content Standards and Item Specifications for English Language Arts and Literacy* for more information.

Read the text and answer questions 1–9.

Antoine of Oregon

A Story of the Oregon Trail
by James Otis

Susan rode with me, as she had from the beginning of the journey. Nothing of note happened to us, unless I should set down that this day was stormy, and on that day the sun shone, until we came into the valley of the North Fork of the Platte, through a pass which is known as Ash Hollow.

There we drove down a dry ravine on our winding way to the river bottoms, stopping now and then to gather a store of wild currants and gooseberries which grew in abundance.

Near the mouth of the ravine we came upon a small log cabin, which had evidently been built by trappers, but the emigrants on their way into the Oregon country had converted it into a post office, by sticking here and there, in the crevices of the logs, letters to be forwarded to their friends in the States. Hung on the wall where all might see it, was a general notice requesting any who passed on their way to the Missouri River to take these missives, and deposit them in the nearest regular post office.

The little cabin had an odd appearance, and Susan confessed that, almost for the first time since leaving Independence, she was growing homesick, solely because of seeing this post office.

After crossing the stream we came upon a party of emigrants from Ohio, having only four wagons drawn by ten yoke of oxen, and driving six cows.

Truly it was a small company to set out on so long a march, and when the leader begged that they be allowed to join us, I could not object, understanding that unless the strangers had someone of experience to guide them, the chances were strongly against their arriving at the Columbia River.

There was in the company a girl of about Susan's age, whose name was Mary Parker, and from that time I had two companions as I rode in advance of the train.

I could have found no fault with these new members of our company, for they obeyed my orders without question from the oldest man to the youngest child.

Mary Parker was a companionable girl, and she and Susan often cheered me on the long

way, for even when the rain was coming down in torrents, drenching them to the skin, they rode by my side, laughing and singing.

On the twenty-fourth day of June we arrived at Fort Laramie, in the midst of a heavy storm. We had traveled six hundred sixty-seven miles since leaving Independence, if our course had been the most direct; but allowing for the distances some of us had ridden in search of cattle or here and there off the trail looking for a camping place it must have been that we made at least a hundred miles more.

Fort Laramie is on the west side of a stream known as Laramie's Fork and about two miles from the Platte River. It is a trading post belonging to the North American Fur Company, and built of adobe, by which I mean sun dried bricks, with walls not less than two feet thick and twelve or fourteen feet high.

This fort, if it can be called such, is simply a wall enclosing an open square of twenty-five yards each way, along the sides of which are the dwellings, storerooms, blacksmith shops, carpenter shops, and offices all fronting inside, while from the outside can be seen only two gates, one of which faces the north and the other the south.

Just south of the fort is a wall enclosing about an acre of land, which is used as a stable or corral, while a short distance farther on is a cultivated field, the scanty crops of which give good evidence that the soil is not suitable for farming.

About a mile below Fort Laramie, and having much the same appearance as that fortification, although not so large, is Fort John, which is in possession of the St. Louis Fur Company.

We were given quarters inside Fort Laramie, which was much to our liking.

Then, when we set off once more, it was with greater cheerfulness and increased hope, for the way could not have been improved nor made more pleasant.

Ten days after we celebrated the independence of this country we encamped near the Narrows, within sight of the snow-capped Wind River Mountains, and then it was that our company got some idea of what a herd of buffaloes looked like.

When we broke camp in the morning it seemed as if the entire land was covered with the animals. They were in such throngs that the sound of their hoofs was like the rumbling of distant thunder.

One could compare the scene to nothing more than to an ocean of dark water surrounding us on every side, pitching and tossing as if under the influence of a strong wind.

It was such a sight as I had seen more than once, but to my companions it was terrifying at the same time that it commanded their closest attention.

"Antoine of Oregon" by James Otis, from
<http://www.gutenberg.org/cache/epub/43897/pg43897.txt>. In the public domain.

Item	Grade	Claim	Target	DOK	Standard(s)
#1	8	1	1	2	RL.1

Evidence Statement
The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.

The reader can infer that the narrator is in charge of the group. Which sentence from the text **best** supports this inference?

- Ⓐ There we drove down a dry ravine on our winding way to the river bottoms, stopping now and then to gather a store of wild currants and gooseberries which grew in abundance.
- Ⓑ There was in the company a girl of about Susan's age, whose name was Mary Parker, and from that time I had two companions as I rode in advance of the train.
- Ⓒ I could have found no fault with these new members of our company, for they obeyed my orders without question from the oldest man to the youngest child.
- Ⓓ It was such a sight as I had seen more than once, but to my companions it was terrifying at the same time that it commanded their closest attention.

Key: C

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#2	8	1	2	3	RL.2

Evidence Statement
The student will determine or summarize a theme or central idea of a text using supporting evidence.

What is the author's message about the Oregon Trail? Use details from the text to support your answer.

Score	Rationale	Exemplar
2	<u>A response:</u> - Gives sufficient evidence of the ability to determine/summarize the theme/central idea/message, or to analyze the development of the central idea - Includes specific examples/details that make clear reference to the text - Adequately explains the theme/central idea/message or analysis with clearly relevant information based on the text	The author's message is about even though the journey may be tough, with great people around, you can make it in the end and can have a great reward. In the text, it states that Susan and Mary Parker were great companions and cheered her on. It also says that they were glad to have quarters in Fort Laramie. They faced many roadblocks traveling to Fort Laramie, including storms and being homesick, but made to the camp and pleased to be there. They felt rewarded for their tough journey.
1	<u>A response:</u> - Gives limited evidence of the ability to determine/summarize the theme/central idea/message, or to analyze the development of the central idea - Includes vague/limited examples/details that make reference to the text - Explains the theme/central idea/message or analysis with vague/limited information based on the text	The authors message is that the Oregon Trail is hard and heart-breaking. Some people may even die. People can also get homesick, but it is nice when you have friends to keep you company.
0	<u>A response:</u> - Gives no evidence of the ability to determine/summarize the theme/central idea/message, or to analyze the development of the central idea OR - Gives the theme/central idea/message or analysis, but includes no examples or no examples/details that make reference to the text OR - Gives the theme/central idea/message or analysis, but includes no explanation or relevant information from the text	The authors message is that its a hard trail to go on.

Item	Grade	Claim	Target	DOK	Standard(s)
#3	8	1	3	2	RL.4

Evidence Statement
The student will determine the meaning of a word or phrase based on its context in a literary text.

Read the sentences from the text.

When we broke camp in the morning it seemed as if the entire land was covered with the animals. They were in such throngs that the sound of their hoofs was like the rumbling of distant thunder.

What does the phrase broke camp **mostly** suggest? Select **three** options.

- ☐ The travelers left the territory.
- ☐ The travelers ruined the area.
- ☐ The travelers woke at sunrise.
- ☐ The travelers moved from the site.
- ☐ The travelers destroyed the supplies.
- ☐ The travelers evacuated the surroundings.

Key: A, D, F

Rubric: (1 point) The student selects the correct three options.

Item	Grade	Claim	Target	DOK	Standard(s)
#4	8	1	4	3	RL.3

Evidence Statement
The student will make an inference about a literary text or texts and identify details within the text or texts that support that inference.

This question has two parts. First answer part A. Then, answer part B.

Part A

What inference can be made about the travelers' feelings toward their stay at Fort Laramie?

- (A) They were glad for their time at Fort Laramie.
- (B) They felt overwhelmed by the size of Fort Laramie.
- (C) They felt humbled by the condition of Fort Laramie.
- (D) They were cautious about staying in Fort Laramie.

Part B

Which sentences from the text **best** supports your answer in part A?

- (A) Fort Laramie is on the west side of a stream known as Laramie's Fork and about two miles from the Platte River. It is a trading post belonging to the North American Fur Company, and built of adobe, by which I mean sun dried bricks, with walls not less than two feet thick and twelve or fourteen feet high.
- (B) Just south of the fort is a wall enclosing about an acre of land, which is used as a stable or corral, while a short distance farther on is a cultivated field, the scanty crops of which give good evidence that the soil is not suitable for farming.
- (C) About a mile below Fort Laramie, and having much the same appearance as that fortification, although not so large, is Fort John, which is in possession of the St. Louis Fur Company. We were given quarters inside Fort Laramie, which was much to our liking.
- (D) Ten days after we celebrated the independence of this country we encamped near the Narrows, within sight of the snow-capped Wind River Mountains, and then it was that our company got some idea of what a herd of buffaloes looked like.

Key: Part A: A

Part B: C

Rubric: (1 point) The student selects the correct option for Part A and selects the correct option for Part B.

Item	Grade	Claim	Target	DOK	Standard(s)
#5	8	1	2	2	RL.2

Evidence Statement
The student will summarize the central idea of a text and give textual evidence to support their response.

This question has two parts. First, answer part A. Then, answer part B.

Part A

Which statement **best** summarizes the central idea of the text?

- (A) Several small families traveled the lengthy Oregon Trail.
- (B) There were numerous small towns along the Oregon Trail.
- (C) Many hardships and obstacles were met on the Oregon Trail.
- (D) Stormy weather often faced the travelers on the Oregon Trail.

Part B

Which detail from the text **best** supports your answer in part A?

- (A) Susan rode with me, as she had from the beginning of the journey. Nothing of note happened to us, unless I should set down that this day was stormy, and on that day the sun shone, until we came into the valley of the North Fork of the Platte, through a pass which is known as Ash Hollow.
- (B) Truly it was a small company to set out on so long a march, and when the leader begged that they be allowed to join us, I could not object, understanding that unless the strangers had someone of experience to guide them, the chances were strongly against their arriving at the Columbia River.
- (C) Mary Parker was a companionable girl, and she and Susan often cheered me on the long way, for even when the rain was coming down in torrents, drenching them to the skin, they rode by my side, laughing and singing.
- (D) This fort, if it can be called such, is simply a wall enclosing an open square of twenty-five yards each way, along the sides of which are the dwellings, storerooms, blacksmith shops, carpenter shops, and offices all fronting inside, while from the outside can be seen only two gates, one of which faces the north and the other the south.

Key: C, B

Rubric: (1 point) The student selects the correct option for Part A and selects the correct option for Part B.

Item	Grade	Claim	Target	DOK	Standard(s)
#6	8	1	6	2	RL.5

Evidence Statement
The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.

Read the sentence from the text.

One could compare the scene to nothing more than to an ocean of dark water surrounding us on every side, pitching and tossing as if under the influence of a strong wind.

It was such a sight as I had seen more than once, but to my companions it was terrifying at the same time that it commanded their closest attention.

Which of these **most likely** describes why the author ended with these lines of text?

- Ⓐ The author wanted to share his fondest memory about traveling on the Oregon Trail.
- Ⓑ The author wanted to include a summary of the events that occurred on the Oregon Trail.
- Ⓒ The author wanted to inform the reader that there were many herds of animals on the Oregon Trail.
- Ⓓ The author wanted to describe a scene on the Oregon Trail that could be harsh for those experiencing it for the first time.

Key: D

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#7	8	1	7	3	RL.4

Evidence Statement
The student will interpret the meaning of figurative language used in context and analyze its impact on meaning or tone.

Read the sentences from the text.

When we broke camp in the morning it seemed as if the entire land was covered with the animals. They were in such throngs that the sound of their hoofs was like the rumbling of distant thunder.

One could compare the scene to nothing more than to an ocean of dark water surrounding us on every side, pitching and tossing as if under the influence of a strong wind.

Which statement **best** describes what the underlined metaphor in the sentence adds to the meaning of the text?

- (A) The reader can tell that the companions accepted the fact that there were many animals around them.
- (B) The reader can tell that the companions were very concerned about all of the animals near them.
- (C) The reader can tell that the companions were very much wondering where all the animals came from.
- (D) The reader can tell that the companions were surprised to see so many herds of animals in the distance.

Key: B

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#8	8	1	4	4	RL.3

Evidence Statement
The student will make an inference about a literary text or texts and identify details within the text or texts that support that inference.

What inference can be made about the narrator's feelings toward the new traveling companions? Support your answer with details from the text.

Score	Rationale	Exemplar
2	<u>A response:</u> - Gives sufficient evidence of the ability to make a clear inference/conclusion - Includes specific examples/details that make clear reference to the text - Adequately explains inference/conclusion with clearly relevant information based on the text	I think that the narrator is glad to have traveling companions. In the text it says, "Mary Parker was a companionable girl, and she and Susan often cheered me on the long way, for even when the rain was coming down in torrents, drenching them to the skin, they rode by me side by side, laughing and singing." I also think that the narrator feels that he needs to help his traveling companions. I know this because in the text, he said, "Truly it was a small company set out on so long a march, and when the leader begged that they be allowed to join us, I could not object, understanding that unless the strangers had someone of experience to guide them, the chances were strongly against them arriving at the Columbia River."
1	<u>A response:</u> - Gives limited evidence of the ability to make an inference/conclusion - Includes vague/limited examples/details that make reference to the text - Explains inference/conclusion with vague/limited information based on the text	The narrator loves the new traveling companions, I know this because he says, "I could have found no fault with these new members of our company, for they obeyed my orders without a question from the oldest man to the youngest child."
0	<u>A response:</u> - Gives no evidence of the ability to make an inference/conclusion OR - Gives an inference /conclusion but includes no examples or no examples/ details that make reference to the text OR - Gives an inference/conclusion but includes no explanation or relevant information from the text explanation, but includes no explanation or no relevant information from the text	They were frightened by them and did not feel comfortable in their current surrounding with the animals often startling them and making it a stressful environment.

Item	Grade	Claim	Target	DOK	Standard(s)
#9	8	1	3	2	L.4a

Evidence Statement
The student will determine the meaning of a word or phrase based on its context in a literary text.

Read the sentences from the text.

Near the mouth of the ravine we came upon a small log cabin, which had evidently been built by trappers, but the emigrants on their way into the Oregon country had converted it into a post office, by sticking here and there, in the crevices of the logs, letters to be forwarded to their friends in the States. Hung on the wall where all might see it, was a general notice requesting any who passed on their way to the Missouri River to take these missives, and deposit them in the nearest regular post office.

What does the word missives **most likely** mean?

- ☐ (A) logs
- ☐ (B) signs
- ☐ (C) letters
- ☐ (D) trappers

Key: C

Rubric: (1 point) The student selects the correct option.

Read the text and answer questions 10–15.

Master of Beautiful Music
by Ellen Seiden

The following text describes the music camp run by world famous violinist Itzhak Perlman and his wife, Toby.

From personal experience, Mr. Perlman advises students that in order to succeed in music, art, or anything outside of "normal" activities, "First of all, you have to love what you do. That's number one. And number two, you have to have some sort of discipline. I always felt I was more successful when I had a routine . . . routine is much easier. You spend a certain time of the day doing A and a certain time of the day doing B. In music, for example, no matter how much of a gift you have, practicing is very important, so if you're serious, you have to practice. Being programmed, in some ways, is very, very effective. And as long as you program in some free time, just to rest, then you're O.K. Whatever the extracurricular activities, dancing or sports or music, if you're programmed up to the gills, as a result—at least I found this in my case—you can lose enjoyment."

Young, musically talented students can put into practice what Mr. Perlman preaches when they attend the noteworthy, nurturing summer program founded in 1995 by his wife, Toby, also an accomplished violinist. At the Perlman Music Program in East Hampton, New York, led by a handpicked, caring faculty, tomorrow's professional musicians from the ages of eleven to eighteen play to their heart's content.

Special features make this two-week August sleep-away program different and unusual. As Mrs. Perlman, the artistic director, explained to me, "One of the unique aspects of our program is that we are small, only thirty-five students, and small means intimate. I always know what's going on with each child." She continued, "Second, the playing level is very high, but it's highly noncompetitive." Instead of auditioning for seats in the orchestra according to ability, as is tradition, "Our kids are seated in the section randomly. Often the smallest gets to sit in front," she said, laughing. Participants know there is no penalty for musical problems, and that Toby's motto, "If you don't do well, it doesn't mean it's your fault," rules.

"We care about the total child. We try to create a healthy, happy, normal environment during their stay. It doesn't mean they don't work really hard, but there's a lot of talking that goes on. They come to us and suddenly they're a part of a community, a family, and they find out that many of the feelings they have are shared by other kids. It's very nice."

The students, who come from all over the world, attend a weekly dinner at the Perlmans' house, themed to discuss such issues as dealing with stage fright. All students must also

sing in the chorus, where they harmonize and experience a different form of musical expression. Time for recreational sports and arts and crafts rounds out the program.

The children are at first awed by, and then come to accept, the active involvement of famous musicians in their training. Often, Itzhak Perlman and other masters such as violinist/violist/conductor Pinchas Zukerman and pianist Emanuel Ax drop in to work with the students. Itzhak Perlman explained, "Not many children have that camp experience, not only to be taught by world-class artists, but also to participate in playing and performing with them. We also have an orchestra made up of all the kids, and I try to conduct and coach them." Invited to attend rehearsals, people who live in the community during the summer, such as Steven Spielberg and his family, stop by to listen. Mr. Spielberg became the first major contributor to future expansion plans for the Perlman Music Program.

Mrs. Perlman said, "At the end of the session, we have two concerts. One is an evening of orchestral and choral music, and then we have a chamber music marathon. It starts at 11:00 in the morning on the last day, and the playing goes on until we finish!"

Intensely proud of her program, Toby Perlman enthusiastically states that "It's like a fairy tale program, it's so wonderful. No matter what I say about it, I can't put into words what it feels like, tastes like, and smells like when you're there. Everybody who comes to visit gets it. They're there for a minute and a half and they want to stay forever. We're lucky to have such a wonderful faculty and wonderful kids."

Reflecting on his own training and lengthy career as a professional musician, Mr. Perlman believes that he, too, has earned the right to some time off every now and then. "I can take vacation from music for a while when I just want to relax," he said and chuckled. But he did caution, "The important thing is not to go on vacation while you do your music, or while you do anything else in the arts. Once I play, I have to be, and I am, really committed to it. Your audience can sense this . . . it has to be really given, it has to be felt across the stage. One should not be a passenger in music, getting on the notes and riding them. One has to always feel that one is re-creating something, that there's a spontaneity all the time. The main challenge for a musician is to play something for the five hundredth time and make your audience think that you're playing it for the first time."

A modest man, Itzhak Perlman remarked on himself and his tremendous talent, "I don't think there's anything unusual. People say 'You're amazing,' but I say that I do whatever I am capable of doing. The important thing is to know what you're capable of and do it. That's all."

Excerpt from *Master of Beautiful Music* by Ellen Seiden. Copyright © 2000 by Carus Publishing Company. Reprinted by permission of Carus Publishing Company.

Item	Grade	Claim	Target	DOK	Standard(s)
#10	8	1	8	2	RI.1

Evidence Statement
The student will identify text evidence to support a GIVEN inference based on the text.

The reader can infer that the Perlmans believe in both practice and passion.

Which sentence from the text **best** supports this inference?

- Ⓐ "First of all, you have to love what you do. That's number one. And number two, you have to have some sort of discipline."
- Ⓑ "All students must also sing in the chorus, where they harmonize and experience a different form of musical expression. Time for recreational sports and arts and crafts rounds out the program."
- Ⓒ "Mrs. Perlman said, 'At the end of the session, we have two concerts. One is an evening of orchestral and choral music, and then we have a chamber music marathon.'"
- Ⓓ "Everybody who comes to visit gets it. They're there for a minute and a half and they want to stay forever."

Key: A

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#11	8	1	9	3	RI.2

Evidence Statement
The student will summarize a central idea in a text using supporting evidence.

Summarize the author's message about the Perlman's dedication to the camp. Use evidence from the text to support your summary.

Score	Rationale	Exemplar
2	A response: - Gives sufficient evidence of the ability to determine/summarize the author's message/claim/point/central idea, or to explain the support for a central idea - Includes specific examples/details that make clear reference to the text - Adequately explains the author's message/claim/point/central idea or explanation with clearly relevant information based on the text	The Perlman's' dedication to the camp is one that is filled with passion and excitement. They have an overall look on what exactly they want the camp to be like, and they follow through with that vision. In the text it says things such as "play to their hearts content" and "love what you do." These are quotes that show that music is something they think comes from the heart. It shows that the Perlman's' have a goal, and that is to want the children to play music from their hearts. They also have a certain system that happens at the camp. For example in the text it says that at the end of the session, they have two concerts; and orchestral and choral concert and then a chamber music marathon. It seems as though the Perlman's' put a lot of time and effort into creating their camp and their dedication to it shines through.
1	A response: - Gives limited evidence of the ability to determine/summarize the author's message/claim/point/central idea, or to explain the support for a central idea - Includes vague/limited examples/details that make reference to the text - Explains the author's message/claim/point/central idea or explanation with vague/limited information based on the text	The Perlman's' dedication to their sleep away camp is very strong. They care about taking care of the kids, trying to give them a happy and healthy environment. They try to make it as fun as possible for them so they can do what they really want to do which is make beautiful music.
0	A response: - Gives no evidence of the ability to determine/summarize author's message/claim/point/central idea, or to explain the support for a central idea OR - Gives the author's message/claim/point/central idea or explanation, but includes no examples or no examples/details that make reference to the text OR - Gives the author's message/claim/point/central idea or explanation, but includes no explanation or no relevant information from the text	this camp was about helping kids succeed at the activity they like to do

Item	Grade	Claim	Target	DOK	Standard(s)
#12	8	1	11	3	RI.1

Evidence Statement
The student will make an inference about an informational text and identify evidence within the text that supports that inference.

What inference can be made about the author's opinion on the likelihood of students returning for multiple years? Support your answer with evidence from the text.

Score	Rationale	Exemplar
2	<u>A response:</u> - Gives sufficient evidence of the ability to make a clear inference/conclusion - Includes specific examples/details that make clear reference to the text - Adequately explains inference/conclusion with clearly relevant information based on the text	i think that the author's opinion is that students will return to mr. perlman's camp for multiple years. i think this because the author describes the camp as a 'noteworthy and nurturing summer program.' the author tells the reader that the camp has special features that make the program different and unusual. for example, mrs. perlman is caring of all the children and, since it is an intimate group, knows what might be troubling the children. the camp is highly noncompetitive and mrs. perlman's motto is 'if you don't do well, it doesn't mean it's your fault.' so i think the author is recommending this summer program because it is safe, secure, noncompetitive, and devoid of pressure.
1	<u>A response:</u> - Gives limited evidence of the ability to make an inference/conclusion - Includes vague/limited examples/details that make reference to the text - Explains inference/conclusion with vague/limited information based on the text	The author has a very confident view on students returning. "Everybody who comes to visit gets it. They're there for a minute and a half and they want to stay forever."
0	<u>A response:</u> - Gives no evidence of the ability to make an inference/conclusion OR - Gives an inference/conclusion but includes no examples or no examples/details that make reference to the text OR - Gives an inference/conclusion but includes no explanation or relevant information from the text	You can infer that students that return there will accomplish many good things in music.

Item	Grade	Claim	Target	DOK	Standard(s)
#13	8	1	11	3	RI.8

Evidence Statement

The student will make an inference about an informational text and identify evidence within the text that supports that inference.

This question has two parts. First, answer part A. Then, answer part B.

Part A

Click on the statement that **best** provides an inference that can be made about the author's opinion of the Perlman Music Program.

- A. The Perlman Music Program is limited in its value because of how few students it accepts.
- B. The Perlman Music Program is most suitable for students who would not do well in a competitive environment.
- C. The Perlman Music Program offers students a unique opportunity to learn from accomplished musicians in a nurturing setting.
- D. The Perlman Music Program offers students a unique opportunity to learn new instruments from experienced orchestral musicians.

Part B

Click on the section from the text that **best** supports your answer in part A. Choose **one** option.

Special features make this two-week August sleep-away program different and unusual. As Mrs. Perlman, the artistic director, explained to me, "One of the unique aspects of our program is that we are small, only thirty-five students, and small means intimate. I always know what's going on with each child." She continued, "Second, the playing level is very high, but it's highly noncompetitive." Instead of auditioning for seats in the orchestra according to ability, as is tradition, "Our kids are seated in the section randomly. Often the smallest gets to sit in front," she said, laughing. Participants know there is no penalty for musical problems, and that Toby's motto, "If you don't do well, it doesn't mean it's your fault," rules.

"We care about the total child. We try to create a healthy, happy, normal environment during their stay. It doesn't mean they don't work really hard, but there's a lot of talking that goes on. They come to us and suddenly they're a part of a community, a family, and they find out that many of the feelings they have are shared by other kids. It's very nice."

The students, who come from all over the world, attend a weekly dinner at the Perlman's house, themed to discuss such issues as dealing with stage fright. All students must also sing in the chorus, where they harmonize and experience a different form of musical expression. Time for recreational sports and arts and crafts rounds out the program.

Key: Part A: C

Part B: "We care about the total child. We try to create a healthy, happy, normal environment during their stay. It doesn't mean they don't work really hard, but there's a lot of talking that goes on. They come to us and suddenly they're a part of a community, a family, and they find out that many of the feelings they have are shared by other kids. It's very nice."

Rubric: (1 point) The student selects the correct option for Part A and selects the correct option for Part B.

Item	Grade	Claim	Target	DOK	Standard(s)
#14	8	1	13	3	RI.5

Evidence Statement
The student will interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.

Read the following paragraph from the text.

From personal experience, Mr. Perlman advises students that in order to succeed in music, art, or anything outside of "normal" activities, "First of all, you have to love what you do. That's number one. And number two, you have to have some sort of discipline. I always felt I was more successful when I had a routine . . . routine is much easier. You spend a certain time of the day doing A and a certain time of the day doing B. In music, for example, no matter how much of a gift you have, practicing is very important, so if you're serious, you have to practice. Being programmed, in some ways, is very, very effective. And as long as you program in some free time, just to rest, then you're O.K. Whatever the extracurricular activities, dancing or sports or music, if you're programmed up to the gills, as a result—at least I found this in my case—you can lose enjoyment."

Select the phrases that **best** explain why the author chose to include this paragraph. Select **two** options.

- ☐ to show that Perlman loves discipline more than he loves music
- ☐ to show that Perlman suggests that music students practice more than they relax
- ☐ to show that Perlman uses his own life experiences to help guide the music students
- ☐ to show that Perlman does not wish for students to choose to participate in normal activities
- ☐ to show that Perlman feels that programming students will cause them to lose love for their art
- ☐ to show that Perlman believes that students can benefit greatly from having structured schedules

Key: C, F

Rubric: (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#15	8	1	14	3	L.5

Evidence Statement
The student will interpret the meaning of figurative phrases used in context.

Read the paragraph from the text.

From personal experience, Mr. Perlman advises students that in order to succeed in music, art, or anything outside of "normal" activities, "First of all, you have to love what you do. That's number one. And number two, you have to have some sort of discipline. I always felt I was more successful when I had a routine . . . routine is much easier. You spend a certain time of the day doing A and a certain time of the day doing B. In music, for example, no matter how much of a gift you have, practicing is very important, so if you're serious, you have to practice. Being programmed, in some ways, is very, very effective. And as long as you program in some free time, just to rest, then you're O.K. Whatever the extracurricular activities, dancing or sports or music, if you're programmed up to the gills, as a result—at least I found this in my case—you can lose enjoyment."

Why did the author use the phrase programmed up to the gills in the paragraph? Select **two** options.

- ☐ to show that Perlman does not believe that students should be overly scheduled
- ☐ to show that Perlman suggests that students should have extremely rigorous schedules
- ☐ to show that Perlman feels that when students are programmed they lose enjoyment in their activities
- ☐ to show that Perlman suggests that students participate in programs that teach them about their craft
- ☐ to show that Perlman believes that students should not participate in more than one program at a time
- ☐ to show that Perlman believes that having a schedule that is too full can make students feel as though they cannot breathe

Key: A, F

Rubric: (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#16	8	2	6bE	2	W.1b

Evidence Statement
The student will revise arguments by identifying best use of elaboration techniques such as including relevant reasons to support claim.

A student is writing an editorial for the student newspaper about the effects of watching television. Read the draft of the editorial and complete the task that follows.

Click on **two** sentences that are not relevant to the student's argument and so should be deleted.

Television has become part of many people's everyday life. While there is such a thing as too much television viewing, it is not something that needs to be eliminated completely. Each year, television manufacturers and broadcast companies make new products like high-definition screens and on-demand program selection. People's lives are busier than ever. After a long day at school or on the job, people need to unwind. Watching a show can achieve the relaxation that people are looking for. A comedy or sporting event can act as entertaining stress relief. Additionally, the full schedules of most households leave little room for family time. Again, television can be the answer. A program that all family members enjoy can be one of the few times in the busy week that can be set aside to be together. News programs also provide information to stay updated on current events. When used correctly, television offers a chance for relaxing and bonding.

Key: Each year, television manufacturers and broadcast companies make new products like high-definition screens and on-demand program selection.; News programs also provide information to stay updated on current events.

Rubric: (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#17	8	2	1bO	2	W.3a

Evidence Statement
The student will revise narrative texts by identifying/choosing narrative elements such as, a logical sequence of events/experiences.

A student is writing a narrative for her English teacher about a recipe gone wrong. The student wants to revise the draft to better organize its details. Read the draft of the narrative and complete the task that follows.

Recipe Gone Wrong

The recipe was simple enough: flour, baking powder, salt, eggs, and milk; what could go wrong? I gathered the dry ingredients and dumped them in the mixing bowl; flour floated in the air, sticking on my lips and lashes. Many types of flour exist, but I chose bread flour because it is high in protein. Cracking the eggs was much more difficult than I had expected. Shell pieces floated in the bowl, and I used my fingers to pick them out one by one. Eventually, all the ingredients were amassed and ready inside my mixing bowl. My mixer is a swanky, bright blue stand-up type with a large bowl—very impressive, if I do say so myself. As soon as I turned it on, sticky yellow batter flew from the bowl and dotted the counters, cabinets, and me. "How do you turn this thing down?" I yelled to Mom in the next room.

Click on the **two** sentences that are distracting or interrupt the flow of the narrative.

The recipe was simple enough: flour, baking powder, salt, eggs, and milk; what could go wrong? I gathered the dry ingredients and dumped them in the mixing bowl; flour floated in the air, sticking on my lips and lashes. Many types of flour exist, but I chose bread flour because it is high in protein. Cracking the eggs was much more difficult than I had expected. Shell pieces floated in the bowl, and I used my fingers to pick them out one by one. Eventually, all the ingredients were amassed and ready inside my mixing bowl. My mixer is a swanky, bright blue stand-up type with a large bowl—very impressive, if I do say so myself. As soon as I turned it on, sticky yellow batter flew from the bowl and dotted the counters, cabinets, and me. "How do you turn this thing down?" I yelled to Mom in the next room.

Key: Many types of flour exist, but I chose bread flour because it is high in protein.; My mixer is a swanky, bright blue stand-up type with a large bowl—very impressive, if I do say so myself.

Rubric: (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#18	8	2-W	1aE	3	W.3

Evidence Statement
The student will use information provided in a stimulus to write well-developed narratives that apply narrative techniques such as, including dialogue to convey events/experiences, and including descriptive details and sensory language to convey events/experiences.

A student is writing a realistic fiction narrative for language arts class. Read the draft of the narrative and complete the task that follows.

An Important Decision

With a few clicks on the school's website, I find what I am looking for - the dates for volleyball tryouts. Nothing makes me happier than that sport. Whether I am casually bumping the ball with friends in the backyard or spiking one into the opposition's court with laser accuracy, I feel completely alive. Even though the official tryouts are a few weeks away, I have been practicing relentlessly when the gymnasium is open to students.

My excitement leads me to call my best friend Katelyn. As soon as I hear the line ringing, a thought occurs to me and makes my heart flutter. The first day of tryouts is the same date as Katelyn's dance recital! She is depending on my moral support. When Katelyn's chipper voice answers, a sudden paralysis takes over my mind and body. Eventually I mumble, "Hey Katelyn . . . hang on a second . . . uh, let me call you back."

Continue the narrative by writing one to three paragraphs that help readers better understand the central conflict of the story.

Score	Rationale	Exemplar
2	A response: - Provides appropriate and mainly specific descriptive details and/or dialogue - Provides adequate development of experiences, characters, setting, action, and/or events - Uses adequate sensory, concrete, and/or figurative language - Is mostly “shown”	I do not know what to do next. Should I choose my best friend or the opportunity to be on the volleyball team? I mean, I Love Katelyn, as she is my best friend. However, volleyball is important to me, too! I have been playing volleyball since I can remember, and it is a part of who I am. Panic spreads throughout my body as I can think of a solution to my problem. Maybe if Katelyn’s dance recital is in the afternoon, I can go after my tryouts. Or if my tryouts are in the morning, and her recital is in the afternoon, I could still go. My heart is beating really fast. I can feel the beads of sweat forming on my forehead. What should I do!? Should I go talk to my mom and ask for advice? Suddenly, I remember she went grocery shopping. Now I know that is out of the question. I should probably handle this by myself. I don’t know if I should choose sports over my best friend. They are both important to me and I love them both. I made a mental list of pros and cons of how it would affect me to go to my tryouts first. The disadvantage of going to my tryouts first is that I could lose my best friend. Katelyn might never talk to me again. When I thought of the consequences, I suddenly knew what I should do... After a thoughtful discussion with myself, I decided to call Katelyn. After the third ring, she answered. She said, “Hey, what’s going on?” “Hey Katelyn,” I said. “Your dance recital happened to be on the same day as my volleyball tryouts. I decided I’m going to your dance recital instead. I know you know how much being in this volleyball team means to me, but my bestfriend is more important than anything. My tryouts can wait until the second day. I want to be there for you for moral support. So...yeah. What do you think?” Katelyn said, “Oh my gosh, really? Uh, okay! Thank you so much! I will return to the favor to you eventually. I will be there whenever you need me. Thank you! I owe you one! Oh – I got to practice again. Talk to you later, bye! Love you!” And with that, she hung up the phone. I knew I made the right choice.

1	<u>A response:</u> - Provides mostly general descriptive details and little or no dialogue, and may include extraneous details that are unrelated or only loosely related - Provides limited development of experiences, characters, setting, action, and/or events - Uses limited sensory, concrete, and/or figurative language - Is somewhat “told”	I think to myself what am i going to do, i can’t miss the tryouts or Katelyn’s recital. My life feels like a disaster as my mind fights its self trying to choose between my dream and my best friend. I have to think of of the effects of choosing one over the other, if i choose vollyball than Katelyn would lower her opinion of me and might not be my friend, and if i choose the recital all the time of training would come to a waste but i would still have my best friend. As I finally made a choice I called her up and tell her what i was going to do.
0	<u>A response:</u> - Gives no evidence of the ability to make an inference/conclusion OR - Gives an inference /conclusion but includes no examples or no examples/ details that make reference to the text OR - Gives an inference/ conclusion but includes no explanation or relevant information from the text	Katelyn’s dance recital is the same date as the tryouts for volleyball but Katelyn needs friends support witch will be hard to choose what to do.

Item	Grade	Claim	Target	DOK	Standard(s)
#19	8	2	8	2	W.2d

Evidence Statement
The student will identify and use the best academic or domain-specific word or words to convey the precise or intended meaning of a text.

A student is writing a presentation for social studies class about a famous person. Read the draft of the presentation and complete the task that follows.

Sojourner Truth was a woman whose ideas were advanced for the time in which she lived. After escaping slavery, she often spoke at women's rights conventions. At the Ohio Women's Rights Convention in 1851, Sojourner Truth gave a speech that she had not written down or practiced, but it would become famously known as her "Ain't I a Woman?" speech. Her powerful, on-the-spot speech inspired the crowd with ideas of women being intelligent and strong, both physically and mentally. The 19th Constitutional amendment, which gave women the right to vote, did not pass until almost 40 years later.

Choose the **best** way to revise the underlined phrase so that the presentation maintains a consistent tone.

- Ⓐ argumentative
- Ⓑ elaborate
- Ⓒ motivated
- Ⓓ unplanned

Key: D

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#20	8	2	9	1	L.2c

Evidence Statement
The student will identify and/or edit for correct spelling of words that are at or up to two grades below grade level, including frequently misspelled words.

Click on the **two** sentences that contain errors in spelling.

Students should consider their school an institution of learning.

The lungs are a major organ involved in the respiration process.

The restaurant earned a satisfactory rating from the restaurant inspector.

A computer technician sometimes has to be industreous in his or her job.

The grocery store supervisor watched over the cashiers closely during the busy time of the day.

The teacher's rubric contained many provisions to be met for students to earn an A on their research paper.

Key: A computer technician sometimes has to be industrious in his or her job.; The grocery store supervisor watched over the cashiers closely during the busy time of the day.

Rubric: (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#21	8	2	9	1	L.2a

Evidence Statement
The student will identify and/or edit for correct use of commas to indicate a pause or break. The student will identify and/or edit for correct run-together sentences. The student will identify and/or edit for correct comma splices.

Select the **two** sentences that are punctuated correctly.

- ☐ While I was growing up in the Midwest my favorite question to hear from my parents was "Guess where we're going this time?"
- ☐ Although by that point, my parents had the whole vacation planned out; the moment they told me, I started looking up the location to see what activities were available.
- ☐ When I was eight my family voted on a vacation to New York City where we stayed in downtown Times Square. Then later when I was ten we flew to Florida again, this time we departed on a cruise to Mexico, Jamaica and the Bahamas for a second time.
- ☐ The average life expectancy is seventy years on this planet, this planet has so many different geological features, different climates and different cultures.
- ☐ The places I have already visited make my curiosity even greater, and I think that it's important to view the world and ways of life from a different point of view.
- ☐ Last year when I was sixteen we went on another cruise where we sailed the Western Caribbean to Puerto Rico, the Bahamas yet again and St Thomas.

Key: B, E

Rubric: (1 point) The student selects the correct two options.

A Flower Power: Planting for the Past and the Future

Listen to the presentation. Then answer questions 22–24.



Excerpt from “Flower Power: Planting for the Past and the Future” by the US Forest Service and Cradle of Forestry in America Interpretive Association, from the *Natural Inquirer* Monograph Series. In the public domain.

Item	Grade	Claim	Target	DOK	Standard(s)
#22	8	3	4	3	SL.2

Evidence Statement
The student will draw and/or support a conclusion based on content in a presentation.

What is the **most likely** reason the scientists conducted the study about memorial gardens?

- Ⓐ to determine why people plant memorial gardens
- Ⓑ to find out how the memorial gardens affect city living
- Ⓒ to identify what types of plants are typically in memorial gardens
- Ⓓ to investigate whether planting memorial gardens affects the forest industry

Key: A

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#23	8	3	4	2	SL.2

Evidence Statement
The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation.

Read the sentence from the presentation. Then answer the question.

These people created communities of practice.

Which statement **best** describes the meaning of the sentence?

- Ⓐ The people planting memorial gardens created a shared place for locals to work on their gardening skills.
- Ⓑ The people planting memorial gardens had to participate in training with professionals before they could start the projects.
- Ⓒ The people planting memorial gardens worked with professionals to establish a process for others to use in planting future gardens.
- Ⓓ The people planting memorial gardens helped improve their neighborhoods by working with professionals and then sharing what they learned with others.

Key: D

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#24	8	3	4	2	SL.2

Evidence Statement
The student will identify, interpret, or analyze the point of view, purpose, motive, central idea, or key points of a presentation.

According to the presentation, which statements **best** describe the survey respondents' motivations for planting memorial gardens? Select **two** options.

- ☐ It strengthens their community.
- ☐ It helps them recover from devastation.
- ☐ It serves to beautify their surroundings.
- ☐ It is a way to preserve important memories.
- ☐ It allows them to share a personal experience.

Key: B, D

Rubric: (1 point) The student selects the correct two options.

A Search for Identity

Listen to the presentation. Then answer questions 25–27.



Excerpt from “A Search for Identity” by James C. Hall, from *Footsteps*, Vol. 6, No. 2, 2004. Copyright © 2004 by Carus Publishing Company. Reused by permission of Carus Publishing Company.

Item	Grade	Claim	Target	DOK	Standard(s)
#25	8	3	4	1	SL.3

Evidence Statement
The student will identify textual evidence to support a given inference based on the text.

According to the presentation, which of the following statements about Langston Hughes is **true**?

- Ⓐ Hughes preferred writing stories to writing poetry.
- Ⓑ Hughes's goal was to support himself as a writer.
- Ⓒ Hughes struggled for many years to write his autobiography.
- Ⓓ Hughes felt that college could not prepare him for life as a writer.

Key: B

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#26	8	3	4	2	SL.3

Evidence Statement
The student will identify, interpret, or analyze the point of view, purpose, motive, central idea, or key points of a presentation.

How did Hughes's struggle after leaving college **most likely** impact him?

- Ⓐ It prompted Hughes to begin his life again by taking a journey.
- Ⓑ It led Hughes to accept a job that would provide a new audience for his work.
- Ⓒ It led Hughes to travel to Africa to share his knowledge of his American homeland.
- Ⓓ It prompted Hughes to strive harder to be the first African American to earn a living from writing.

Key: A

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#27	8	3	4	3	SL.3

Evidence Statement
The student will draw and/or support a conclusion based on content in a presentation.

What additional information could be added to the presentation to support the claim that African Americans struggled to become professional writers in Langston Hughes's time?

- Ⓐ a description of Hughes's time in Africa
- Ⓑ the reasons why Hughes decided to leave college
- Ⓒ a comparison of Hughes's poetry before and after his travels
- Ⓓ examples of other African American writers with similar experiences

Key: D

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#28	8	4	3	2	RS.3

Evidence Statement

The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.

A student is writing a research report about pandas in captivity, in areas such as zoos and wildlife preserves. Read the sentences from her report and the directions that follow.

Pandas are an endangered species that have fascinated people the world over for centuries. Pandas live in the mountain ranges of China. Although the Chinese government has been able to protect a portion of the panda's habitat, much of the animals' land has been used for farming or has been clear-cut and used for land-development purposes. Currently there are as few as 1,600 pandas living in their natural habitat of China. With the declining population of pandas, biologists and researchers have found it necessary to try raising pandas in captivity. Currently there are approximately 300 pandas living in captivity around the world, mostly in China. Raising pandas in captivity is a challenge.

Select **two** sources that would **most likely** give the student more information for the paragraph from her report.

- ☐ www.babypandas.com
This site contains a variety of links to webcams showing baby pandas at zoos all over the world.
- ☐ www.raisingpandas.com
This site reviews the difficulties of panda reproduction and the delicate nature of raising baby pandas outside their natural habitat.
- ☐ www.pandasinthewild.com
This site looks at the life cycle of a panda and how the panda has adapted to living in various mountainous regions of China.
- ☐ *Panda Rescue* by Ashley Smith
Read this first-hand account of rescuing pandas from the hands of poachers in China.
- ☐ *The Pandas of China* by Fae Albert
Read this book about zoologist James Daigle and his five years spent living in the mountains with pandas.
- ☐ *Born at the National Zoo* by Shelby Duncan
Read this first-hand account, by National Zoo veterinarian Dr. Michael Guess, of raising and caring for pandas at the zoo.

Key: B, F

Rubric: (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#29	8	4	2	2	RLiteracy.9

Evidence Statement
The student will analyze information within and among sources of information.

A student is writing a research report about long-term memory for a science class. She found a trustworthy source. Read the source and the directions that follow.

Source 1: "A Study on Changing Memories"

In this study on how memories are constructed participants were told a story about a girl whose family trip was cancelled. In the story the girl's friend noticed how upset she was, so he threw a party for her on the day she would have left. After hearing the story half of the participants in the study were asked about how the girl must have felt. The other half, meanwhile, answered questions about her friend and why he threw the party.

One week later the study participants were asked to retell the story they heard. Most of the participants forgot some details and invented others. The participants that answered questions about the girl's feelings were more likely to invent details about how sad she felt. However, the participants who were asked about her friend were more likely to make up details about the plans he made for the party.

The student found another source. Click on **two** sentences in Source 2 that support the information presented in Source 1.

Source 2: "A History of the Brain"

Most people think they have accurate memories. Years of research have shown that we "rebuild" our memories, and to rebuild them we fill in the gaps with things that seem right. For example, we sometimes change memories to fit our beliefs. If I feel that I am a caring person, I may remember being more helpful than I really was on a certain day. Other times, if we think a lot about one part of a memory, we exaggerate how much we really know about it. Lastly, we can be tricked into remembering something that did not happen if we once heard someone claim that it did.

Key: Years of research have shown that we "rebuild" our memories, and to rebuild them we fill in the gaps with things that seem right.; Other times, if we think a lot about one part of a memory, we exaggerate how much we really know about it.

Rubric: (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#30	8	4	4	2	W.1b

Evidence Statement
The student will cite evidence to support analyses, arguments, or critiques.

A student is writing an argumentative report about dogs learning words. She found possible sources for her report. Read the sources and the directions that follow.

Source 1: "Researchers Test Dog's Vocabulary" by Joshua Ellish, science reporter

Studies have found that some dogs can learn and remember new words almost as well as a three year-old child. In 2004, Scientists at the Max-Planck Institute for Animal Anthropology found that a border collie named Rico understood at least 200 words. They put 10 objects in a room and told Rico to fetch one of the objects. When he brought the object back, they told him to put it in a box or to give it to somebody. Rico performed the task correctly almost every time. Next, researchers put an object Rico had never seen in a room with six of Rico's familiar toys. Then they told him to fetch the new object using an unfamiliar name. Rico returned with the correct object most of the time. To succeed, Rico needed to rule out the familiar objects. Then he needed to decide the remaining object must be the unfamiliar one.

Source 2: "Chaser's Amazing Vocabulary" by Aria Hapgood, pet columnist

A researcher read that a border collie named Rico had learned the names of 200 objects. He then taught his own border collie, Chaser, the names of over 1000 objects. Chaser could both find the correct object and place it where she was told. She would fetch and deliver objects in response to different commands. Chaser never tired of performing her training and tests.

The student wrote some claims to use in her report. Look at the claims in the table. Decide if the information in Source 1, Source 2, both sources, or neither source supports each claim. Click on the box that appropriately describes each claim. There will be only one box selected for each claim.

	Source 1	Source 2	Both sources	Neither source
Claim 1: Dogs may be able to reason.	☐	☐	☐	☐
Claim 2: Dogs can learn and understand words for both objects and actions.	☐	☐	☐	☐
Claim 3: Border collies can learn more words than other dog breeds.	☐	☐	☐	☐

Key: Claim 1, Source 1; Claim 2, Both sources; Claim 3, Neither source

Rubric: (1 point) The student selects the correct three options.

Smarter Balanced Assessment Consortium:

English/Language Arts Practice Test Scoring Guide Grade 8 Performance Task

08/14/2019



Student Directions**Penny Argumentative Performance Task****Task:**

In recent years, a heated debate has emerged about money in the United States. This particular debate is not about big economic issues, though. Surprisingly, it is about the economic pros and cons of producing and using pennies.

The controversies surrounding the production and continued use of pennies is one of the topics that will be part of an upcoming website project for your history class. As part of your initial research, you have uncovered four sources about the historical and economic impact of the penny.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and finalize your research. You may click on the Global Notes button to take notes on the information you find in the sources as you read. You may also use scratch paper to take notes.

In Part 2, you will write an argumentative essay on a topic related to the sources.

Directions for Beginning:

You will now examine several sources. You can re-examine any of the sources as often as you like.

Research Questions:

After examining the research sources, use the remaining time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the research sources you have read and looked at, which should help you write your argumentative essay.

You may click on the Global Notes button or refer back to your scratch paper to look at your notes when you think it would be helpful. Answer the questions in the spaces below the items.

Both the Global Notes on the computer and your written notes on scratch paper will be available to you in Part 1 and Part 2 of the performance task.

Part 1**Sources for Performance Task:****Source #1**

The following article is from the *New York Times*, published on April 7, 2012.

Penny Wise, or 2.4 Cents Foolish?

by Jeff Sommer

The news from north of the border is both trivial and unsettling: they won't be making shiny new pennies in Canada anymore.

The government in Ottawa has made this decision after years of deliberation¹, for reasons that would seem to apply equally well in the United States.

"Pennies take up too much space on our dressers at home," Jim Flaherty, the Canadian finance minister², said in a speech last month. A persuasive government brochure put it this way: "We often store them in jars, throw them away in water fountains, or refuse them as change."

Pennies cost more to produce than they are worth. [T]hey are worth so little that many Canadians don't bother to use them at all. . . .

Do we really need pennies?

The Canadian government doesn't think so. By the fall, it plans to stop minting them and stop distributing them through banks. It won't actually ban them, though. Some people have grown so attached to pennies—a penny saved is a penny earned, after all—that they may want to keep using them indefinitely, and they can, the Canadian government says.

But those who can bear to part with their pennies are being encouraged to bring them to banks for eventual melting or to donate them to charities—which will presumably bring them in for melting. Electronic transactions will continue to include cents, while retail sales will be rounded up or down.

Inflation³ is sometimes cited as a threat whenever small coins are phased out. A \$2.01 cup of coffee should be rounded down to \$2, while \$2.03 should become \$2.05, for example, but retailers in the real world might raise prices more than lower them. That could cause a small, one-time inflation burst, says

François Velde, an expert on the history of small change. . . .

"But in a competitive market, you might well see price decreases," says Mr. Velde, a senior economist at the Federal Reserve Bank of Chicago who is working this year at the Bank of France. "In a place like New York, a 99-cent price of pizza might go down to 95 cents rather than \$1 to avoid crossing that higher price threshold." Over all and over time, there should be no net price effect, he says.

He finds the argument for phasing out the penny to be at least as strong in the United States as in Canada because the two nations' small coins, political history and socioeconomic culture have so much in common. "That's what makes the Canadian decision a little unsettling," he says. "Their pennies even look a lot like ours."

In the United States, the mint says, each zinc and copper coin costs 2.41 cents to produce and distribute. It costs 1.6 Canadian cents to make a penny at the mint in Winnipeg, according to Canadian government figures. (A Canadian cent is worth about 0.99 cents at the current exchange rate.) "From the standpoint of economics, that's just a total waste of money," Mr. Velde says.

Pennies may not be big money, even if you add them together. But we are paying a cost for the privilege of squirreling them away in drawers and on dressers. The United States government—that is, taxpayers—lost \$60.2 million on the production and distribution of pennies in the 2011 fiscal year, the mint's budget shows, and the losses have been mounting: \$27.4

million in 2010, and \$19.8 million in 2009.

A number of countries, including Australia, New Zealand, Brazil, Finland, the Netherlands, Norway, Sweden, Switzerland and Britain, have already dropped their lowest-denominated coins, without dire consequences.

What is to be done in the United States? The mint defers to Congress, and Congress hasn't told it to abolish the penny. Lawmakers have directed the mint to study ways to make small coins more cheaply. Mike White, a spokesman for the mint, says a report will be completed in December. . . .

At the very least, a change in the composition of the American penny seems likely.

In 1982, Congress authorized the Treasury to make such a change, and it did. Before then, pennies were 95 percent copper and 5 percent zinc. . . . Pennies manufactured since have been copper-plated zinc, with zinc making up 97.5 percent of the coin and copper only 2.5 percent. Steel, which was used in pennies in World War II, could be substituted next.

But why stop at the penny? It's not the only American coin that costs more than it's worth. Each nickel costs 11.18 cents to produce and distribute, the mint says, at a loss to taxpayers of \$56.5 million in the last fiscal year. In its 2013 budget proposal, the Obama administration has asked for authority to alter the composition of the nickel, too. . . .

"The whole situation is ridiculous," Mr. Velde says. ". . . The serious, simple solution is to do away with

the penny."

A penny for your thoughts?

¹deliberation: discussion or debate

²Canadian finance minister: responsible for presenting the Canadian government's budget each year and helping to determine the funding levels for government departments

³Inflation: causing prices to increase

Sommer, J. (2012, April 7). Penny Wise, or 2.4 Cents Foolish? *New York Times*. Retrieved from: http://www.nytimes.com/2012/04/08/your-money/canada-drops-the-penny-but-will-the-us.html?_r=0

Source #2

The following is a newspaper article published in December 2012.

Is the Penny Worth It?

by Rachel Mancuso

The United States Department of Defense doesn't think so. For over 30 years, pennies haven't been used on foreign military bases. Pennies are "too heavy and are not cost-effective¹ to ship," according to Chris Ward, a spokesman for the Army and Air Force Exchange Service. This idea is the topic of much discussion lately, and the US Congress is considering eliminating the penny from the United States currency system.

On foreign military bases, instead of using pennies, the shops and restaurants round to the nearest 5-cents. For example, if a lunch bill comes out to \$9.06, it would be rounded down to \$9.05. If it was \$9.09, it would be rounded up to \$9.10.

The rounding system seems to work well for the military, and some experts such as Harvard professor N. Gregory Mankiw want to do the same in the entire United States. Some people fear that rounding will end up costing people extra money. Mark Weller, Americans for Common Cents spokesperson, claims that stores will not choose to round their prices down. He claims that what he calls the "rounding tax" will cost consumers \$600 million per year. Dr. Robert Whaples, a professor at Wake Forest, disagrees and does not think the economic impact of eliminating pennies will be significant.

Not only does he believe that it will have an insignificant impact on prices, but Whaples seems to think that eliminating the penny will save time too. He asserts that this time saved is even more valuable than eliminating a potential impact on rounding prices. His study says that the time wasted counting pennies could add up to over \$700 million per year nationwide. To a retail business, time is money because many retail businesses pay their employees by the hour. If the retail clerk and customer spend just 2.5 seconds per transaction counting pennies, those seconds add up. Those seconds add up to an estimated \$700 million in wages that businesses pay retail clerks to count pennies.

Not everyone agrees that the penny should be totally eliminated. Many argue that price-rounding cannot be

done fairly, and that finding a way to make pennies cheaper is a better approach. Steel, which was used to make pennies during World War II, would be a cheaper alternative. No matter what your stance, the penny debate is real, and the United States has to make a decision one way or the other.

¹cost-effective: producing desirable results without costing a lot of money

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Source #3

The following newspaper article examines the efforts of one school to use pennies to help a worthy cause.

Give a Penny—Save the Day!

by Ted Waterhouse

Last week, Washington Middle School (WMS) hosted its annual Penny Drive for Charity. Students from every grade brought in bags and jars of pennies, and, with everyone's assistance, they raised over \$3000 in one week!

This amazing effort was made possible due to the power of the penny. Many people do not see the value in the penny, and they feel as though pennies are not worth the trouble of carrying them around.

Pennies might be a little bulky, but they add up; moreover, because they are worth so little, people don't mind donating them to charity. Students at WMS found that out for themselves last week.

If the school had organized a dime or a quarter drive, they probably would not have raised as much money. As Michael Cooper, an eighth grader, said, "If you asked for my quarters, I would have said 'no' because I use them for video games. Pennies don't really matter much, so I was happy to give them to someone who could use them." Many other students I spoke with echoed Michael's words.

Bottom line: A penny is not worth much by itself, but as WMS found out, there is power in numbers. When people put all their pennies together for a good cause, they can add up quickly, and they can truly help a

good cause. So if you don't see much value in a penny, WMS can put it to good use!

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Source #4

The following article from a general interest magazine published in 2014 explores some of the changes the penny has gone through.

The Ever-Changing Penny

by Maria Story

The one-cent piece, commonly referred to as the "penny," has been a part of United States history for over two hundred years. Its design has changed twenty-one times. History also shows that as the economy has changed, so has the value of the coin.

The first pennies, minted until 1857, were very large—larger than our modern day quarter and had different images of the Statue of Liberty on the front. People did not really like how big they were. Several other versions of the coin were minted before finally producing the familiar Lincoln penny in 1909. Since then, ten varieties have been minted, mostly because of changes in metal content. Changing metal content was important to try to reduce production costs¹. The

U.S. Mint is still exploring additional designs and different, more cost effective, metal compositions for the penny.

The history of a penny reveals more than just a coin—it exposes a piece of American culture. The one-cent piece has influenced our language, giving us a number of idioms², such as "a penny for your thoughts" (a way to ask what someone is thinking) and "not one red cent" (meaning no money at all). The coin also gave rise to the terms like "penny candy" (a piece of candy sold for a cent) and "penny arcade" (an amusement center with machines that cost one cent to operate).

Despite its cultural influences the penny is currently under attack. The reason? Because making money also costs money. In 2011, it cost the U.S. Mint more than 2.4 cents to produce one penny. This has led many to argue that the penny is inflating the economy and should be eliminated. However, what many people fail to also consider is that the nickel, too, costs more to produce than it is worth. In 2011, the cost for the U.S. Mint to produce a nickel was over eleven cents. Even though production costs are slightly lower today, the penny still costs the U.S. just over 1.8 cents to produce. The nickel's cost is currently 9.4 cents.

The history of the American penny is a curious one. How long it will remain a part of our spending currency is yet to be determined.

¹production costs: costs of the materials and labor needed to manufacture something

²idiom: a word or phrase that means something different from its usual meaning

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Item #	Grade	Claim	Target	DOK	Item Standard	Evidence Statement
1	8	4	2	4	RI-1	The student will analyze information within and among multiple sources of information.

2695



Source #4 describes how some people want to eliminate the penny from the United States' economy. Explain how the information in Source #2 adds to the reader's understanding of the potential effects of eliminating pennies in the United States. Give **two** details from Source #2 to support your explanation.

Key Elements:

Source #2 (Is the Penny Worth It?)

- The U.S. Department of Defense stopped using the penny on foreign military bases over 30 years ago because pennies are “too heavy and are not cost-effective to ship.”
- The foreign military bases use a pricing system that rounds transactions to the nearest 5-cents, and that rounding system seems to work well.
- Some fear that rounding will cost more for customers because of rising prices. Mark Weller says the “rounding tax” will cost consumers \$600 million per year.
- Dr. Whaples study says that over \$700 million is wasted per year in the United States through the time it takes retail clerks and customers to count pennies.
- Many argue that price rounding cannot be done fairly, so finding a cheaper way to make pennies is a better option for cutting the costs of the penny. One option for cutting costs is by using steel to make pennies like was done during World War II.

Rubric:

(2 points) Response is an evidence-based explanation that provides two pieces of evidence from Source #2 that support this idea and that explains how each example supports the idea.

(1 point) Response is an evidence-based explanation that provides two pieces of evidence from Source #2 that support this idea but doesn't explain how each example supports the idea.

OR

Response is an evidence-based explanation that provides only one piece of evidence from Source #2 that supports this idea and that explains how that example supports the idea.

Continued on next page

(0 points) Response is an explanation that is incorrect, irrelevant, insufficient, or blank.

Exemplar:

(2 points) Source #2 adds to the reader's understanding by providing more information about why some people think the penny should be eliminated. For example, it gives the concrete example of a study done by Dr. Whaples which indicated that eliminating the penny could save over \$700 million because of the time wasted counting pennies. This concrete example helps the reader understand that eliminating the penny has the potential to save a significant amount of money. In addition, Source #2 also provides more information on the reasons some people think the penny should remain. For example, many people fear that eliminating the penny and rounding prices will cause customers to have to pay more over time. This example helps the reader understand that there may be negative consequences to eliminating the penny.

(1 point) Source #2 adds to the reader's understanding by providing more information about why some people think the penny should be eliminated. For example, it gives the concrete example of a study done by Dr. Whaples which indicated that eliminating the penny could save over \$700 million because of the time wasted counting pennies. This concrete example helps the reader understand that eliminating the penny has the potential to save a significant amount of money.

(0 points) Eliminating the penny could save the United States a lot of money.

Item #	Grade	Claim	Target	DOK	Item Standard	Evidence Statement
2	8	4	4	3	RST-1	The student will cite evidence to support analyses, arguments, or critiques.

2697


Look at the claims in the table. Decide if the information in Source #3, Source #4, both sources, or neither source supports each claim. Click on the box that identifies the source that supports each claim. There will be only one box selected for each claim.

	Source #3: Give a Penny—Save the Day!	Source #4: The Ever-Changing Penny	Both	Neither
The penny has more value than what it can buy.	☐	☐	☐	☐
Rounding price totals will cause an increase in prices.	☐	☐	☐	☐
The low value of a penny is a good thing.	☐	☐	☐	☐
Changing the metals in the penny is a possible solution for people who want to keep the penny.	☐	☐	☐	☐

Continued on next page

Key Elements:

The penny has more value than what it can buy.

- Both

Rounding price totals will cause an increase in prices.

- Neither

The low value of a penny is a good thing.

- Source #3

Changing the metals in the penny is a possible solution for people who want to keep the penny.

- Source #4

Rubric:

(1 point) 4 cells completed correctly

(0 points) Fewer than 4 cells completed correctly, any cell incorrect, or blank.

Item #	Grade	Claim	Target	DOK	Item Standard	Evidence Statement
3	8	2	7	4	W-1.a	The student will write full arguments about topics or texts, attending to purpose and audience: establish and support a claim, organize and cite supporting (text) evidence from credible sources, and develop a conclusion that is appropriate to purpose and audience and follows and supports the argument(s) presented.

2698



Student Directions

Penny Argumentative Performance Task

Part 2

You will now review your notes and sources, and plan, draft, revise, and edit your writing. You may use your notes and refer to the sources. Now read your assignment and the information about how your writing will be scored; then begin your work.

Your Assignment:

As a contribution to the website your history class is creating, you decide to write an argumentative essay that addresses the issues surrounding the penny. Your essay will be displayed on the website and will be read by students, teachers, and parents who visit the website.

Your assignment is to use the research sources to write a multi-paragraph argumentative essay either for or against the continued production of the penny in the United States. Make sure you establish an argumentative claim, address potential counterarguments, and support your claim from the sources you have read. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to reference the sources by title or number when using details or facts directly from the sources.

Argumentative Essay Scoring:

Your argumentative essay will be scored using the following:

- 1. Organization/purpose:** How well did you state your claim, address opposing claims, and maintain your claim with a logical progression of ideas from beginning to end? How well did your ideas thoughtfully flow from beginning to end using effective transitions? How effective was your introduction and your conclusion?
- 2. Evidence/elaboration:** How well did you integrate relevant and specific information from the sources? How well did you elaborate your ideas? How well did you clearly state ideas in your own words using precise language that is appropriate for your audience and purpose? How well did you reference the sources you used by title or number?
- 3. Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

Now begin work on your argumentative essay. Manage your time carefully so that you can

- plan your multi-paragraph argumentative essay.
- write your multi-paragraph argumentative essay.
- revise and edit the final draft of your multi-paragraph argumentative essay.

Word-processing tools and spell check are available to you.

For Part 2, you are being asked to write a multi-paragraph argumentative essay, so please be as thorough as possible. Type your response in the space provided. The box will expand as you type.

Remember to check your notes and your prewriting/planning as you write and then revise and edit your argumentative essay.

4-Point Argumentative Performance Task Writing Rubric (Grades 6-11)

Score	4	3	2	1	NS
Organization/Purpose	The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused: - claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience - consistent use of a variety of transitional strategies to clarify the relationships between and among ideas - effective introduction and conclusion - logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety - alternate and opposing argument(s) are clearly acknowledged or addressed*	The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused: - claim is clear, and the focus is mostly maintained for the purpose and audience - adequate use of transitional strategies with some variety to clarify relationships between and among ideas - adequate introduction and conclusion - adequate progression of ideas from beginning to end; adequate connections between and among ideas - alternate and opposing argument(s) are adequately acknowledged or addressed*	The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus: - claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience - inconsistent use of transitional strategies and/or little variety - introduction or conclusion, if present, may be weak - uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas - alternate and opposing argument(s) may be confusing or not acknowledged *	The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus: - claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience - few or no transitional strategies are evident - introduction and/or conclusion may be missing - frequent extraneous ideas may be evident; ideas may be randomly ordered or have unclear progression - alternate and opposing argument(s) may not be acknowledged *	- Insufficient (includes copied text) - In a language other than English - Off-topic - Off-purpose

*Acknowledging and/or addressing the opposing point of view begins at grade 7.

4-Point Argumentative Performance Task Writing Rubric (Grades 6-11)

Score	4	3	2	1	NS
Evidence/Elaboration	The response provides thorough and convincing elaboration of the support/evidence for the claim and argument(s) including reasoned, in-depth analysis and the effective use of source material. The response clearly and effectively develops ideas, using precise language: - comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific - clear citations or attribution to source material - effective use of a variety of elaborative techniques* - vocabulary is clearly appropriate for the audience and purpose - effective, appropriate style enhances content	The response provides adequate elaboration of the support/evidence for the claim and argument(s) that includes reasoned analysis and the use of source material. The response adequately develops ideas, employing a mix of precise with more general language: - adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general - adequate use of citations or attribution to source material - adequate use of some elaborative techniques* - vocabulary is generally appropriate for the audience and purpose - generally appropriate style is evident	The response provides uneven, cursory elaboration of the support/evidence for the claim and argument(s) that includes some reasoned analysis and partial or uneven use of source material. The response develops ideas unevenly, using simplistic language: - some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied - weak use of citations or attribution to source material - weak or uneven use of elaborative techniques*; development may consist primarily of source summary or may rely on emotional appeal - vocabulary use is uneven or somewhat ineffective for the audience and purpose - inconsistent or weak attempt to create appropriate style	The response provides minimal elaboration of the support/evidence for the claim and argument(s) that includes little or no use of source material. The response is vague, lacks clarity, or is confusing: - evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied - insufficient use of citations or attribution to source material - minimal, if any, use of elaborative techniques*; emotional appeal may dominate - vocabulary is limited or ineffective for the audience and purpose - little or no evidence of appropriate style	- Insufficient (includes copied text) - In a language other than English - Off-topic - Off-purpose

*Elaborative techniques may include the use of personal experiences that support the argument(s).

2-Point Argumentative Performance Task Writing Rubric (Grades 6-11)				
Score	2	1	0	NS
Conventions	The response demonstrates an adequate command of conventions: adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	The response demonstrates a partial command of conventions: limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	The response demonstrates little or no command of conventions: infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	- Insufficient (includes copied text) - In a language other than English - Off-topic - Off-purpose

Holistic Scoring:

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.