Table of Contents

Stimulus for Questions 1 – 8 ................................................................. 1

Question 1: Question and Scoring Guidelines .................................................. 5
Question 1: Sample Response ................................................................. 7

Question 2: Question and Scoring Guidelines ............................................. 9
Question 2: Sample Response ................................................................. 11

Question 3: Question and Scoring Guidelines ......................................... 13
Question 3: Sample Response ................................................................. 15

Question 4: Question and Scoring Guidelines ........................................ 17
Question 4: Sample Response ................................................................. 19

Question 5: Question and Scoring Guidelines ......................................... 21
Question 5: Sample Response ................................................................. 23

Question 6: Question and Scoring Guidelines ......................................... 25
Question 6: Sample Response ................................................................. 27

Question 7: Question and Scoring Guidelines ......................................... 29
Question 7: Sample Response ................................................................. 31

Question 8: Question and Scoring Guidelines ......................................... 33
Question 8: Sample Responses ............................................................... 39
<table>
<thead>
<tr>
<th>Question No.</th>
<th>Item Type</th>
<th>Topic</th>
<th>Content Standard</th>
<th>Answer Key</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Multiple Choice</td>
<td>Integration of Knowledge and Ideas</td>
<td>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</td>
<td>C</td>
<td>1 point</td>
</tr>
<tr>
<td>2</td>
<td>Multiple Choice</td>
<td>Key Ideas and Details</td>
<td>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
<td>C</td>
<td>1 point</td>
</tr>
<tr>
<td>3</td>
<td>Multiple Choice</td>
<td>Craft and Structure</td>
<td>Distinguish their own point of view from that of the author of a text.</td>
<td>A</td>
<td>1 point</td>
</tr>
<tr>
<td>4</td>
<td>Multiple Choice</td>
<td>Craft and Structure</td>
<td>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</td>
<td>B</td>
<td>1 point</td>
</tr>
<tr>
<td>5</td>
<td>Multiple Choice</td>
<td>Key Ideas and Details</td>
<td>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</td>
<td>A</td>
<td>1 point</td>
</tr>
<tr>
<td>6</td>
<td>Multiple Choice</td>
<td>Key Ideas and Details</td>
<td>Determine the main idea of a text; recount the key details and explain how they support the main idea.</td>
<td>A</td>
<td>1 point</td>
</tr>
</tbody>
</table>
### Grade 3 ELA
**Item Release**
**Content Summary and Answer Key**

<table>
<thead>
<tr>
<th>Question No.</th>
<th>Item Type</th>
<th>Topic</th>
<th>Content Standard</th>
<th>Answer Key</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Multiple Choice</td>
<td>Integration of Knowledge and Ideas</td>
<td>Compare and contrast the most important points and key details presented in two texts on the same topic.</td>
<td>D</td>
<td>1 point</td>
</tr>
<tr>
<td>8</td>
<td>Extended Response</td>
<td>Expository</td>
<td>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
<td>---</td>
<td>10 points</td>
</tr>
</tbody>
</table>
Grade 3
English Language Arts
Item Release

Stimulus for Questions 1 – 8
Stimulus for Questions 1 – 8

Passage 1: Doug Taron: Bug Scientist
by Rachel Young

Click interviews people to learn new things. In this passage, Click interviews a bug expert.

1. Click: You have bugs for friends? Why do you like bugs so much?
   
2. Doug: Bugs are just totally cool! They’re the largest group of animals on Earth. And they have lots of important jobs.
   
3. Click: Bugs have jobs?
   
4. Doug: Sure they do. They help spread pollen and seeds so new plants can grow. They eat dead plants and animals and turn them into dirt. And lots of animals eat insects. If insects disappeared, then most people and animals would too.
   
5. Click: So are there any places that don’t have bugs?
   
6. Doug: Not many. Warm, wet places, like the rainforest, have the most bugs. But there are even bugs in my Antarctica.
   
7. Click: Of all the bugs I know, fireflies are my favorite. Sometimes I catch them in a jar.
   
8. Doug: It’s OK to catch bugs so you can give them a closer look. But then be sure to let them go. Now let’s go take a look at some of my favorite bugs in the museum’s butterfly garden.
   
9. Click: Look at all these beautiful butterflies! You must need a really big net to catch them all.
   
10. Doug: We don’t catch them, Click. See these? Each one is a butterfly in its chrysalis stage. Inside, the caterpillar is changing into an adult butterfly.
   
11. Click: Those little things look too small to hold such big butterflies.
   
12. Doug: When the butterflies first emerge, their bodies are big and fat, but their wings are soft and wet and sort of smooshed up. They hang upside down to pump fluid from their bodies into their wings. Then, when their wings are all dry and sturdy, we release them in the butterfly garden.
   
13. Click: I see a butterfly on that flower. It’s using a straw!
   
14. Doug: That straw is the butterfly’s long, hollow tongue. Butterflies uncoil their tongues, then stick them inside flowers to suck out the sweet nectar.
   
15. Click: Whoa! Look at the size of those wings! That’s the biggest butterfly I’ve ever seen.
   
16. Doug: That’s not a butterfly, Click. See how its feelers are fantasy instead of long and thin? It’s an Atlas moth—one of the biggest bugs in the world. Its wings can be a whole 12 inches across.
   
17. Click: There sure are lots of bugs to get to know. I think I’ll go introduce myself to some of the ones in my backyard. Bye, bugs! Bye, Doug!

Glossary
emerges: to come out of
feelers: movable parts (such as antennae) that insects use to sense direction or find food

Excerpt from “Doug Taron: Bug Scientist” by Rachel Young. Copyright © 2013 by Click Magazine. Reprinted by permission of Carus Publishing via Copyright Clearance Center.
Passage 2: What a Life!

A monarch butterfly eating nectar from a flower

19 As you grow up, you get taller and bigger. But as a butterfly grows up, its body changes completely. This amazing journey is called metamorphosis.

20 A monarch butterfly always lays her eggs on a milkweed plant.

21 A caterpillar hatches from the monarch egg. It is the size of this comma, but not for long. It eats its eggshell, then all the milkweed leaves it can find. It eats and eats, and grows and grows.

22 But the caterpillar’s skin doesn’t grow. It stays the same size. Soon the caterpillar grows so big, its skin splits open. The caterpillar has a new, larger skin under the old one. It crawls out of its old, too-tight skin and starts to eat again. The hungry caterpillar is storing energy for when it becomes a chrysalis and cannot eat.

23 After two weeks of eating, the caterpillar is the size of your finger. It attaches itself to a branch with sticky silk and sheds its skin. Now the monarch is a chrysalis. Outside, it has a hard, protective case. Inside, its body breaks down into squishy jelly and grows into a new shape—a butterfly.

24 Two weeks later, the adult butterfly creeps out of the chrysalis shell. At first, its wings are wet and crumpled. . . Its wings grow larger as its tummy shrinks. Once its wings are stiff and dry, the monarch is ready to fly.

25 Fly away, beautiful butterfly!

Excerpt from "What a Life." Copyright © 2010 by Click Magazine. Reprinted by permission of Carus Publishing via Copyright Clearance Center.
Grade 3
English Language Arts
Item Release

Question 1

Question and Scoring Guidelines
Question 1

How are paragraphs 14 and 15 connected?

A. Paragraph 14 tells how a butterfly’s tongue uncoils and paragraph 15 explains why it does.
B. Paragraph 14 tells the first step of how butterflies eat and paragraph 15 explains the second step.
C. Paragraph 14 tells how the butterfly’s tongue looks like a straw and paragraph 15 explains how the butterfly uses it to get nectar.
D. Paragraph 14 tells about a butterfly drinking from a flower and paragraph 15 explains how hard it is for the butterfly to get nectar.

Points Possible: 1

Topic: Integration of Knowledge and Ideas

Content Standard: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Student Performance on this Question:

Percent 0 Points Earned: 47.37%
Percent 1 Point Earned: 52.63%
Scoring Guidelines

Rationale for Option A: This is incorrect. Although Click thinks the butterfly’s tongue is a straw, paragraph 14 does not explain how it uncoils to create this experience, nor does paragraph 15 explain why the tongue needs to be uncoiled.

Rationale for Option B: This is incorrect. Although the paragraphs are about how a butterfly eats, Doug explains the process, not Click.

Rationale for Option C: Key – Click notes that the butterfly is using a straw; this leads Doug to compare the butterfly’s tongue to a straw and explain how it works.

Rationale for Option D: This is incorrect. Although Click notes that the butterfly uses a “straw” to reach a flower’s nectar, Doug does not state that the butterfly faces challenges in getting to the nectar.

Sample Response: 1 point
Grade 3
English Language Arts
Item Release

Question 2

Question and Scoring Guidelines
Question 2

Based on the information in Passage 2, what happens to the caterpillar’s skin?

A. It gets bigger as the caterpillar gets bigger.
B. It sticks to branches when the caterpillar is eating.
C. It splits open when the caterpillar grows too big for it.
D. It becomes hard while the caterpillar turns into a butterfly.

Points Possible: 1

Topic: Key Ideas and Details

Content Standard: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Student Performance on this Question:

Percent 0 Points Earned: 38.82%
Percent 1 Point Earned: 61.18%
Scoring Guidelines

Rationale for Option A: This is incorrect. Based on the information in paragraph 22, the caterpillar’s skin does not grow, so it does not get bigger as the caterpillar gets bigger.

Rationale for Option B: This is incorrect. Although the chrysalis sticks to branches, the caterpillar’s skin does not.

Rationale for Option C: Key – The skin does not grow, so when the caterpillar gets too big for the skin, the skin is shed.

Rationale for Option D: This is incorrect. Although the caterpillar eventually develops into a hard case for metamorphosis, this is not what happens to the caterpillar’s skin.

Sample Response: 1 point

Based on the information in Passage 2, what happens to the caterpillar’s skin?

A  It gets bigger as the caterpillar gets bigger.
B  It sticks to branches when the caterpillar is eating.
C  It splits open when the caterpillar grows too big for it.
D  It becomes hard while the caterpillar turns into a butterfly.
Grade 3
English Language Arts
Item Release

Question 3

Question and Scoring Guidelines
Question 3

Which sentence from Passage 2 shows the author’s point of view about how caterpillars change to butterflies?

(A) “This amazing journey is called metamorphosis.” (paragraph 19)
(B) “It is the size of this comma, but not for long.” (paragraph 21)
(C) “It crawls out of its old, too-tight skin and starts to eat again.” (paragraph 22)
(D) “Fly away, beautiful butterfly!” (paragraph 25)

Points Possible: 1

Topic: Craft and Structure

Content Standard: Distinguish their own point of view from that of the author of a text.

Student Performance on this Question:

Percent 0 Points Earned: 51.76%
Percent 1 Point Earned: 48.24%
Scoring Guidelines

Rationale for Option A: Key – This sentence shows that the author feels that the caterpillar’s change to a butterfly is an amazing journey.

Rationale for Option B: This is incorrect. Although this seems to show the author’s feelings about the size of a caterpillar, it does not show the author’s feelings about the caterpillar’s change to a butterfly.

Rationale for Option C: This is incorrect. Although this seems to show the author’s feelings about the size of a caterpillar’s skin, it does not show the author’s feelings about how a caterpillar changes to a butterfly.

Rationale for Option D: This is incorrect. Although this shows the author’s feelings about the butterfly, it does not show the author’s feelings about the caterpillar’s change to a butterfly.

Sample Response: 1 point

Which sentence from Passage 2 shows the author’s point of view about how caterpillars change to butterflies?

- “This amazing journey is called metamorphosis.” (paragraph 19)
- “It is the size of this comma, but not for long.” (paragraph 21)
- “It crawls out of its old, too-tight skin and starts to eat again.” (paragraph 22)
- “Fly away, beautiful butterfly!” (paragraph 25)
Grade 3
English Language Arts
Item Release

Question 4

Question and Scoring Guidelines
Question 4

Read the sentence from paragraph 21.
“A caterpillar hatches from the monarch egg.”
What does the word hatches mean as it is used in the sentence?

A. learns to fly
B. comes out
C. grows new skin
D. stores energy

Points Possible: 1

Topic: Craft and Structure

Content Standard: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Student Performance on this Question:

Percent 0 Points Earned: 11.27%
Percent 1 Point Earned: 88.73%
Scoring Guidelines

Rationale for Option A: This is incorrect. Although the caterpillar will eventually become a butterfly and learn to fly after coming out of the eggshell, the word “hatches” refers to the caterpillar coming out of the eggshell.

Rationale for Option B: Key – In this context, “to hatch” means “to come out of”.

Rationale for Option C: This is incorrect. Although the caterpillar will begin to grow new skin, the word “hatches” refers to the caterpillar coming out of the eggshell.

Rationale for Option D: This is incorrect. Although the caterpillar eventually will begin eating food to store energy after it emerges from the eggshell, the word “hatches” refers to the caterpillar coming out of the eggshell.

Sample Response: 1 point
Grade 3
English Language Arts
Item Release

Question 5

Question and Scoring Guidelines
Question 5

According to Passage 2, which sentence describes what happens after a monarch comes out of its chrysalis?

A. First the butterfly’s wings begin to grow, and then the wings start to dry.
B. It begins by attaching itself to a branch with silk, and then it grows a hard case.
C. It begins by eating its eggshell, and then it eats milkweed leaves to make it grow.
D. First the butterfly’s body breaks down into squishy jelly, and then the wings are able to grow.

Points Possible: 1

Topic: Key Ideas and Details

Content Standard: Describe the relationship between a series of historic events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Student Performance on this Question:

Percent 0 Points Earned: 50.06%
Percent 1 Point Earned: 49.94%
Scoring Guidelines

Rationale for Option A: Key – This accurately describes what happens after a monarch emerges from its chrysalis.

Rationale for Option B: This is incorrect. This happens before the caterpillar emerges from its chrysalis.

Rationale for Option C: This is incorrect. This happens just before the caterpillar emerges from its chrysalis.

Rationale for Option D: This is incorrect. This happens before the caterpillar emerges from its chrysalis.

Sample Response: 1 point

According to Passage 2, which sentence describes what happens after a monarch comes out of its chrysalis?

- First the butterfly’s wings begin to grow, and then the wings start to dry.
- It begins by attaching itself to a branch with silk, and then it grows a hard case.
- It begins by eating its eggshell, and then it eats milkweed leaves to make it grow.
- First the butterfly’s body breaks down into squishy jelly, and then the wings are able to grow.
Grade 3
English Language Arts
Item Release

Question 6

Question and Scoring Guidelines
Question 6

What is a main idea of Passage 2?

A. Caterpillars go through many steps to become butterflies.
B. Butterflies carefully decide where to lay their eggs.
C. Caterpillars must eat all the time to grow quickly.
D. Butterflies have to practice for their first flight.

Points Possible: 1

Topic: Key Ideas and Details

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

Student Performance on this Question:

Percent 0 Points Earned: 20.47%
Percent 1 Point Earned: 79.53%
Scoring Guidelines

Rationale for Option A: Key – The focus of Passage 2 is the steps of how a caterpillar becomes a butterfly.

Rationale for Option B: This is incorrect. Although butterflies do pay particular attention to where they lay their eggs, this fact is a detail that supports the main idea in Passage 2.

Rationale for Option C: This is incorrect. Although caterpillars do eat a lot in order to grow, this fact is a detail that supports the main idea in Passage 2.

Rationale for Option D: This is incorrect. Although the passage does mention that butterflies need to let their wings dry before their first flight, this is a detail and not the main idea in Passage 2.

Sample Response: 1 point
Grade 3
English Language Arts
Item Release

Question 7

Question and Scoring Guidelines
Question 7

What important information about a butterfly’s wings does Passage 2 explain that Passage 1 does not?

A. how the butterfly’s wings look when the butterfly comes out of the chrysalis
B. how the butterfly’s wings need to change in order for the butterfly to fly
C. how the butterfly’s wings are measured to show the size of the butterfly
D. how the butterfly’s wings grow as its stomach gets smaller

Points Possible: 1

Topic: Integration of Knowledge and Ideas

Content Standard: Compare and contrast the most important points and key details presented in two texts on the same topic.

Student Performance on this Question:

Percent 0 Points Earned: 72.56%
Percent 1 Point Earned: 27.44%
Scoring Guidelines

Rationale for Option A: This is incorrect. Both passages discuss how the butterfly’s wings look when the butterfly emerges from the chrysalis.

Rationale for Option B: This is incorrect. Both passages discuss how the butterfly’s wings become sturdy for flight.

Rationale for Option C: This is incorrect. Passage 1 does mention that the Atlas moth has a 12-inch wingspan, but it does not explain how a butterfly’s wings are measured.

Rationale for Option D: Key – Passage 1 explains that the butterfly hangs upside down and pushes fluid from its plump body into its wings, but Passage 2 explains that the butterfly’s stomach shrinks and the wings grow.

Sample Response: 1 point

What important information about a butterfly’s wings does Passage 2 explain that Passage 1 does not?

A. how the butterfly’s wings look when the butterfly comes out of the chrysalis
B. how the butterfly’s wings need to change in order for the butterfly to fly
C. how the butterfly’s wings are measured to show the size of the butterfly
D. how the butterfly’s wings grow as its stomach gets smaller
Grade 3
English Language Arts
Item Release

Question 8

Question and Scoring Guidelines
Question 8

Write a multi-paragraph response that explains why bugs can be both interesting and helpful. Include information about how they live and what they do. Use information from both passages to support your response.

As you write your response, be sure to:
- Review the passages
- Create clear, organized paragraphs
- Draw information from both passages
- Use evidence from the passages to support your points
- Pay attention to the grammar, structure and mechanics of your sentences

Be sure to include
- An introduction
- Information from the passages to support your explanation
- A conclusion

Write your multi-paragraph response in the space provided.
Points Possible: 10

Topic: Expository

Content Standard: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

<table>
<thead>
<tr>
<th>Score Point(s) Earned</th>
<th>Purpose, Focus, and Organization</th>
<th>Evidence and Elaboration</th>
<th>Conventions of Standard English</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>0.89%</td>
<td>0.72%</td>
<td>N/A</td>
</tr>
<tr>
<td>3</td>
<td>6.19%</td>
<td>5.47%</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>26.95%</td>
<td>25.95%</td>
<td>50.85%</td>
</tr>
<tr>
<td>1</td>
<td>45.55%</td>
<td>44.01%</td>
<td>38.78%</td>
</tr>
<tr>
<td>0</td>
<td>20.41%</td>
<td>23.84%</td>
<td>10.37%</td>
</tr>
</tbody>
</table>

Total Score Points Earned

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.9%</td>
<td>9.8%</td>
<td>6.97%</td>
<td>22.73%</td>
<td>18.66%</td>
<td>7.3%</td>
<td>19.25%</td>
<td>1.95%</td>
<td>4.55%</td>
<td>0.16%</td>
<td>0.72%</td>
</tr>
</tbody>
</table>
### Scoring Guidelines

<table>
<thead>
<tr>
<th>Score</th>
<th>Purpose, Focus, and Organization</th>
<th>Evidence and Explanation</th>
<th>Conversations of Standard English</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. *The response is not sustained:* The response does not show evidence of understanding or engagement with the task.

2. *The response is not sustained:* The response does not show evidence of understanding or engagement with the task.

3. *The response is not sustained:* The response does not show evidence of understanding or engagement with the task.

4. *The response is not sustained:* The response does not show evidence of understanding or engagement with the task.

### Scoring Criteria

- **Introduction and Conclusion:**
  - Introduction provides a clear thesis statement.
  - Conclusion restates the thesis and summarizes the main points.

- **Evidence and Explanation:**
  - Evidence is directly relevant to the thesis.
  - Explanation is clear and supported by evidence.

- **Conversations of Standard English:**
  - Spelling and grammar are accurate.
  - Vocabulary is appropriate for the context.

### Additional Notes

- Some points within each domain include one of the characteristics below.
- Information/Explanation without substance: Grade 3-5
<table>
<thead>
<tr>
<th>Score</th>
<th>Purpose, Focus and Organization</th>
<th>Evidence and Elaboration</th>
<th>Conventions of Standard English</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No organization or coherence of ideas, focus, or structure.</td>
<td>No evidence or support for any ideas, arguments, or claims.</td>
<td>Poorly formatted and difficult to read.</td>
</tr>
<tr>
<td>1</td>
<td>Some organization of ideas, focus, or structure.</td>
<td>Limited evidence or support for ideas, arguments, or claims.</td>
<td>Formatting is clear, but difficult to read.</td>
</tr>
<tr>
<td>2</td>
<td>Good organization of ideas, focus, or structure.</td>
<td>Strong evidence or support for ideas, arguments, or claims.</td>
<td>Formatting is clear and well-presented.</td>
</tr>
</tbody>
</table>
Sample Response: 10 points

Bugs can be interesting and helpful. They can be helpful because they scatter pollen and seeds to make plants in an environment. Also, they eat dead plants and animals and turn them into soil. If many bugs were to die off, then lots of people would die to.

Bugs are interesting because of how they use these tools and what their life cycles are like. An example of how butterflies use their tools is, they use their long, open, and round tongues to collect sweet pollen from the insides of flowers. Another interesting thing is Atlas moth’s wings can be one foot long across. Also, bugs can live in many almost all ecosystems, like the rainforest, a normal city environment, and can even live in Antarctica. There are more interesting facts about bugs like the metamorphosis of a butterfly. Like how when a caterpillar grows to big it’s skin splits. That is how bugs can be interesting and helpful.

<table>
<thead>
<tr>
<th>Purpose, Focus, and Organization (4-point Rubric)</th>
<th>Evidence and Elaboration (4-point Rubric)</th>
<th>Conventions of Standard English (2-point Rubric begins at score point 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

Notes on Scoring

**Purpose, Focus, and Organization** – The response includes a well-maintained central idea. The response is well organized and includes a variety of transitional words and phrases (e.g., “An example”, “Another interesting thing”). The prompt is clearly addressed with one paragraph focusing on the helpfulness of bugs and another focusing on how interesting they are.

**Evidence and Elaboration** – The response includes evidence from both passages that supports the points made by the writer. There are both simple and complex sentences. There is evidence of domain-specific vocabulary.

**Conventions** – The response shows an adequate use of punctuation, including the ability to use commas in a series. While there are minor errors in spelling, they do not impact meaning.
Sample Response: 8 points

Bugs Can Be Helpful And Interesting

Bugs can be helpful because they help spread pollen. They also eat dead plants. Animals then turn the dead plants into new dirt. Insects have many important jobs. That is why bugs are helpful.

Insects can also be interesting. Bugs can be interesting because some of them go through many changes. For example, caterpillars, they go through a lot of changes. First a monarch butterfly lays its egg on a milkweed plant. Next a caterpillar will hatch from the egg. Then after about two weeks of eating it is the size of your finger. After that it attaches itself to a branch. Then it becomes a chrysalis. Outside of the chrysalis is a hard protective shell. Two weeks later the butterfly creeps out of the chrysalis. When it first comes out its wings are crumpled and wet. Finally its wings grow larger and drier out then they can fly.

That is called metamorphosis. Metamorphosis is when a butterfly goes through many changes. It is an amazing journey for the butterfly. Bugs can be helpful. They can also be interesting.

<table>
<thead>
<tr>
<th>Purpose, Focus, and Organization (4-point Rubric)</th>
<th>Evidence and Elaboration (4-point Rubric)</th>
<th>Conventions of Standard English (2-point Rubric begins at score point 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Notes on Scoring

**Purpose, Focus, and Organization** – The response provides an adequately sustained controlling idea in the first sentence. The ideas progress from one to another; however, there is some choppiness in their presentation. The response includes a brief but not satisfying introduction and conclusion.

**Evidence and Elaboration** – The response includes limited evidence for each of the foci (helpful and interesting). There is some elaboration for the evidence that is present. Sentence structure is varied in some parts of the response.

**Conventions** – There are minor errors in spelling (e.g., “crumpled”, “metamorphos”) and usage; however, they do not impede meaning.
Bugs are helpful and very interesting in many ways. Bugs eat dead animals and plants, yes eat. You may say that eating dead animals is gross, but bugs actually turn them into dirt. This will help us grow our crops and flowers. Bugs also spread pollen and seeds everywhere so crops can grow as well. They are also very interesting. Such as the butterfly. Butterflies go through many stages of metamorphosis. They would start off as caterpillar. Then it would eat and eat and grow for a while, but.. it's skin does not grow. Once the caterpillar gets so big its skin tips open. The caterpillar would have a better, larger skin under the old one that had split in half. Then it starts to eat again. The caterpillar is just storing up food for energy once it becomes a chrysalis and will not be able to eat. After about 2 weeks, a caterpillar would be about the size of your finger. The caterpillar would then proceed to attach it's self to a branch with some sticky silk and sheds it's skin. Now it has become a chrysalis and outside it has a tough and hard protective case. Then inside, it breaks down into squishy jelly and grows into a butterfly. Then in about 2 weeks the grown up butterfly gets out of the chrysalis shell. But, it's wings are wet and crumpled. Once it wings dry up and are no longer crumpled, it's ready to fly.

See? That's just one of the many cool and useful things about bugs. I only even talked about butterflies! There are even more cool things about bugs!

### Notes on Scoring

**Purpose, Focus, and Organization** – The response includes a maintained, controlling idea with a brief introduction and conclusion. There is evidence of transitions (e.g., “Then”, “Now”, “Next”) throughout the response. There is evidence of an adequate organizational structure.

**Evidence and Elaboration** – The response focuses primarily on one part of the prompt (interesting) and provides detailed evidence to support it. The focus on why bugs are useful includes limited elaboration and some repetitiveness in major points (e.g., help crops grow). Sentence types vary and include some compound sentences.

**Conventions** – The response demonstrates adequate use of punctuation, capitalization and sentence formation.
Sample Response: 8 points

Bugs are interesting and helpful because they help grow plants, they live in a lot of places, and they make changes to themselves.

Bugs are interesting and helpful because they help us grow plants. For example the help grow food, when we eat food it help us survie, in paragraph 5 Doug said "...If insects disappear, then most people and animals would too.

Bugs are interesting and helpful because most places have bugs. For example in the rainforest, they even live in Antartica, in paragraph 5 and Click said "So are there any places bugs don't live?" Then Doug said "Not many." this shows there are few places bugs do not live.

Bugs are interesting and helpful because bugs make changes to themselves. For example caterpilers hatch from their eggs, the eat and form a chrysalis, then they become a butterfly.

Bugs are interesting and helpful because they help grow plants, they live in most places, and most of all bugs make changes to themselves.

<table>
<thead>
<tr>
<th>Purpose, Focus, and Organization (4-point Rubric)</th>
<th>Evidence and Elaboration (4-point Rubric)</th>
<th>Conventions of Standard English (2-point Rubric begins at score point 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Notes on Scoring

**Purpose, Focus, and Organization** – There is a clearly stated controlling idea that is maintained throughout the response. There is an adequate organizational structure; however, transitions are limited and repetitive. While there is an introduction and conclusion, the conclusion is simply a restatement of the introduction.

**Evidence and Elaboration** – The evidence from the sources is generally integrated into the response. Adequate elaboration on major points can be found. There is limited use of sentence variety. Each paragraph begins with the same introductory sentence that begins “Bugs are interesting and helpful because...” and is followed by a sentence that begins “For example...”.

**Conventions** – There are a few minor errors in spelling; however, the response exhibits an overall adequate understanding of spelling, punctuation and sentence formatting.
Sample Response: 6 points

I will tell you how bugs are interesting and helpful. Bugs are interesting because bugs won't here a lot of people wouldn't be here. They spread pollen to help plants grow. Some bugs come out at night and glow like fireflies. Some bugs have pinch some sting and some bite. Bugs help spread seeds so they can grow trees to help us breath. Bugs eat dead animals then they go under ground.

<table>
<thead>
<tr>
<th>Purpose, Focus, and Organization (4-point Rubric)</th>
<th>Evidence and Elaboration (4-point Rubric)</th>
<th>Conventions of Standard English (2-point Rubric begins at score point 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Notes on Scoring

**Purpose, Formatting, and Organization** – There is a partially focused controlling idea; however, the progression of ideas from beginning to end is uneven. There is evidence of some extraneous information (e.g., “Some [bugs] bite”) that is unrelated to the purpose of the piece. The organizational structure is weak.

**Evidence and Elaboration** – There is some use of evidence from the passages; however, the ideas are simplistic and at times unrelated to the task. Most sentences in the response are limited to simple constructions.

**Conventions** – The response includes a few minor errors in usage (e.g., missing comma in a series); however, meaning is not impeded. Spelling is appropriate for the grade level.
Sample Response: 5 points

- Bugs help us by spreading pollen to other plants. They also decompose dead living animal into dirt. They also help by spreading seeds from place to place.

- If all the bugs disappeared all the people would die. They are interesting because they change forms. Caterpillars have to forms there first a cuperpillar and then a butterfly.

- Every bug lives a different way. Caterpillars live on trees. Caterpillars change into a butterfly and the butterfly's spread pollen and seeds and decompose dead things.

<table>
<thead>
<tr>
<th>Purpose, Focus, and Organization (4-point Rubric)</th>
<th>Evidence and Elaboration (4-point Rubric)</th>
<th>Conventions of Standard English (2-point Rubric begins at score point 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Notes on Scoring

**Purpose, Focus, and Organization** – The response has a partially focused controlling idea. There is no introduction or conclusion present. Organization and transitions are weak.

**Evidence and elaboration** – There is evidence from the passages; however, some is generalized and inaccurate. Little elaboration on the evidence is included.

**Conventions** – There are multiple spelling errors throughout the response (e.g., “spreding”, “catipillers”, “chang”). There are also errors in sentence structure. Meaning is not impacted by these errors.
Sample Response: 4 points

Butterflies are the largest groups on the earth, and they have a important job. They help people live. They always collect pollen and nectar for people. Butterflies go from a caterpillar to a butterfly. When they crawl out of their their chrysalis and their wings are all wet and crumplely. Then its wing will grow larger and they will be ready to fly.

Notes on Scoring

Purpose, Focus, and Elaboration – The response focuses on what the passages say about butterflies and not on the purpose and task provided. The response is too short to show organization and transitions.

Evidence and Elaboration – The evidence is focused on the transformation of the butterfly rather than on the facts and details about how bugs are interesting and helpful.

Conventions – The response has very few errors in basic conventions.
Sample Response: 3 points

This is about bugs and their important jobs.
Bees spored pollen and pollinate. This help plants grow.
Caterpillars shed their old skin where it's too small.
A moth's wings can grow up to 12 in.
A caterpillar can grow up to the size of our thumb.

A monarch butterfly lays her eggs on a milkweed plant.

Notes on Scoring

**Purpose, Focus, and Organization** – The response shows an understanding of the purpose of the task; however, it does not show the writing skill of the student. Information that is provided is given in list form.

**Evidence and Elaboration** – The response includes general information from the passages that is connected to the task.

**Conventions** – There are some errors in usage. Because the piece is in list form, basic conventions typically seen in a written response are not present.
Sample Response: 3 points

Bugs help make dirt by eating dead plants and animals and helps spread pollen and seeds.

<table>
<thead>
<tr>
<th>Purpose, Focus, and Organization (4-point Rubric)</th>
<th>Evidence and Elaboration (4-point Rubric)</th>
<th>Conventions of Standard English (2-point Rubric begins at score point 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Notes on Scoring

Purpose, Focus, and Organization – The response is too brief to show full understanding of the task. The information provided focuses on only one part of the prompt. As the response is a single sentence, there is no evidence of organization.

Evidence and Elaboration – The single sentence makes reference to information in the passages; however, there is no elaboration based on that generalization of evidence.

Conventions – The response is too brief to show a command of the conventions of standard English.
Sample Response: 0 points

<table>
<thead>
<tr>
<th>Purpose, Focus, and Organization (4-point Rubric)</th>
<th>Evidence and Elaboration (4-point Rubric)</th>
<th>Conventions of Standard English (2-point Rubric begins at score point 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Notes on Scoring

**Purpose, Focus, and Organization** – The response is unrelated to the task. It is too brief to show an organizational structure.

**Evidence and Elaboration** – There is no evidence from the passages present.

**Conventions** – Because of the brevity of the response and the number of spelling and convention errors, the response receives no points.
Sample Response: 0 points

They have many colors and they look really hairy, slimy, sticky.

<table>
<thead>
<tr>
<th>Purpose, Focus, and Organization (4-point Rubric)</th>
<th>Evidence and Elaboration (4-point Rubric)</th>
<th>Conventions of Standard English (2-point Rubric begins at score point 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Notes on Scoring

**Purpose, Focus, and Organization** – The response is unrelated to the task. It is too brief to show an organizational structure.

**Evidence and Elaboration** – There is no evidence from the passages present.

**Conventions** – Because of the brevity of the response and the number of spelling and convention errors, the response receives no points.
Sample Response: 0 points

Bugs are just totally cool! They’re the largest group of animals on Earth. And they have lots of important jobs. An example, They help spread pollen and seed so new plants can grow. They eat dead plants and animals and turn them into dirt. Caterpillars are just totally cool. A caterpillar hatches from the monarch egg. It is the size of this comma, but not for long. It eats its eggshell, then all the milkweed leaves it can find. It eats and eats, and grows and grows. I wish I could eat and eat like a caterpillar. I wuld eat candy. So bugs are just totally cool!

Notes on Scoring

The response received no credit (0 points) because there was not enough original student work in comparison to text directly copied from the prompt/passages.
Sample Response: 0 points

Bugs can be interesting and helpful.

Did you know after two weeks of eating, the caterpillar is the size of your finger. It attaches itself to a branch with sticky silk and sheds its skin. Now the monarch is a chrysalis. Outside, it has a hard, protective case. Inside, its body breaks down into squishy jelly and grows into a new shape a butterfly. Two weeks later, the adult butterfly creeps out of the chrysalis shell. At first, its wings are wet and crumpled. Its wings grow larger as its tummy shrinks. Once its wings are stiff and dry, the monarch is ready to fly.

Also butterflies. They eat dead plants and animals and turn them into dirt. And lots of animals eat insects. If insects disappeared then most people and animals would too. Its wings can be a whole 12 inches across.

Notes on Scoring

The response received no credit (0 points) because there was not enough original student work in comparison to text directly copied from the prompt/passages.