# Table of Contents

Questions 1 – 7 Content Summary and Answer Key ................................................. ii

Stimulus for Questions 1 – 7 .................................................................................. 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 Responses ............................................................................ 17

Question 4: Question and Scoring Guidelines ...................................................... 25
Question 4: Sample Response ............................................................................ 27

Question 5: Question and Scoring Guidelines ...................................................... 29
Question 5: Sample Response ............................................................................ 31

Question 6: Question and Scoring Guidelines ...................................................... 33
Question 6: Sample Response ............................................................................ 35

Question 7: Question and Scoring Guidelines ...................................................... 37
Question 7: Sample Responses ........................................................................... 43
<table>
<thead>
<tr>
<th>Question No.</th>
<th>Item Type</th>
<th>Content Strand</th>
<th>Content Standard</th>
<th>Answer Key</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Multiple Choice</td>
<td>Craft and Structure</td>
<td>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</td>
<td>C</td>
<td>1 point</td>
</tr>
<tr>
<td>2</td>
<td>Multiple Choice</td>
<td>Key Ideas and Details</td>
<td>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</td>
<td>B</td>
<td>1 point</td>
</tr>
<tr>
<td>3</td>
<td>Evidence-Based Select Response</td>
<td>Key Ideas and Details</td>
<td>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</td>
<td>B, A</td>
<td>2 points</td>
</tr>
<tr>
<td>4</td>
<td>Multiple Choice</td>
<td>Vocabulary</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</td>
<td>C</td>
<td>1 point</td>
</tr>
<tr>
<td>5</td>
<td>Multiple Choice</td>
<td>Integration of Knowledge and Ideas</td>
<td>Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</td>
<td>C</td>
<td>1 point</td>
</tr>
</tbody>
</table>
## Grade 4 ELA
### Spring 2017 Item Release
#### Content Summary and Answer Key

<table>
<thead>
<tr>
<th>Question No.</th>
<th>Item Type</th>
<th>Content Strand</th>
<th>Content Standard</th>
<th>Answer Key</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Multiple Choice</td>
<td>Craft and Structure</td>
<td>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</td>
<td>D</td>
<td>1 point</td>
</tr>
<tr>
<td>7</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 4
English Language Arts
Spring 2017 Item Release

Stimulus for Questions 1 – 7
Stimulus for Questions 1 – 7

**Passage 1: from Captains**

*Courageous*

by Rudyard Kipling, adapted by Malvina G. Vogel

Harvey is a rich, young boy who is used to having everything. He is traveling on a cruise ship to the late 1800s. When he gets seasick and falls overboard, a local fishing crew rescues him and safely brings him aboard their boat. Dan Trophy is the captain of this rescue boat. The boat is called *We're Here*, and Dan Trophy, his son, tries to help Harvey out.

1. “I’m Dan Trophy,” said the boy, “and my father’s captain of the *We’re Here*. I’m the cook’s helper, and do everything the other men won’t do,” he added proudly.
2. When Harvey finished washing, Dan made him stretch in every direction to find if he had any injuries. Satisfied that there were none, he handed him his clothes, which by now were dry. “And hurry up!” said Dan. “Dad’s waiting for you.”
3. Harvey looked at this crude but kind boy with some amusement, uncharacteristic as he was to being given orders by anyone. Then he arrogantly replied, “If your dad’s so anxious to see me, he can come down here.”
4. Dan’s blue eyes opened wide. With a long grin at the boy’s joke, he shouted Harvey’s answer up the hatch.
5. The response came down from the deck in the deepest voice Harvey had ever heard. “Quit fooling, Dan, and send him to me.”
6. Honestly, Dan scrambled among the high rubber boots strewn around the cabin and threw Harvey his once-white boating shoes.
7. Realizing the futility of the voice on deck and believing that a few words from him to the captain would reveal his identity and get the boat turned around to New York, Harvey put on the shoes and hoisted himself up the ladder and out onto the deck.
8. Looking about him, he saw the *We’re Here* riding anchor in an oily sea. On the horizon were other sailing vessels, and between them in the water were dozens of fishing boats.
9. Harvey made his way aft, stumbling over fishing gear on the deserted deck, to a small, thick-set, clean-shaven man sitting on the step that led to the quarter-deck. His blue eyes were the mirror of Dan’s, but wiser and deeper.
10. “Morning—oh, good afternoon, I should say. You near slept around the clock, young fellow,” said Captain Dan Trophy, Dan’s father. “Well, let’s hear what’s happened.”
11. This greeting of “young fellow” annoyed Harvey. Besides, he had almost drowned, and Dan didn’t even offer sympathy for all of his suffering. But Harvey answered in detail, adding with the demand, “You see to take me to New York immediately, and my father will pay you anything you ask.”
12. “Huh,” said the man. “I don’t think much of any man or boy who falls off one of these liners in a flat, calm sea. Especially with the excuse of being seasick.”
13. “Excuse!” cried Harvey. “Do you imagine I’d fall overboard into your dilly boat for the fun of it—as the son of a Yankee shyster?”
14. “Not knowing your idea of fun, or even who the Harvey Cheyne, Esq. is, I can try,” said Dan. “But I do know a man’s feelings by Manuel’s boat called names. But speaking of names, I’m Dan Trophy, and you’re on my boat, the *We’re Here*, out of Gloucester.”

**Glossary**

��伤 (injury): hurts or damages

硬挺 (stiffly): acting in a manner of feeling better or more important than others.

大风 (dismal): boats with flat bottoms and high sides often near or toward the tall end of a ship.

*Excerpt from Captain Courageous by Rudyard Kipling, adapted by Malvina G. Vogel. Copyright © 2005 by ABDO Publishing Company.*

2
Passage 2: from The Prince and the Pauper
by Mark Twain, adapted by Shirley Bogart

Tom has always wanted to be a prince, and Prince Edward invites Tom for his freedom. Tom and Prince Edward look remarkably alike. When the two have the opportunity to meet, they begin to talk about changing places.

15  "Tell me more," the prince said eagerly. "What do you do with your friends?"
16  "We sometimes have stick fights and we run races. In the summer, we go wading in the canals. We have water battles in the river, splashing each other all over the place."
17  "How I would love that!" cried Edward. "If only I could do those things—just once! But go on."
18  "And at the river's edge, we bury each other in the sand and make pies with lovely, golden sand. There's nothing like it for fun in the whole world."
19  "Oh, please," interrupted Edward, "don't tell me any more! If only I could dress in clothes like yours and roam around in the sand barefoot, with no one to scold me! I think I'd give up the crown for that!"
20  "And I wish, just once, that I could be dressed like you and..."
21  "Do you really? All right, then. You take off your things and put on mine. We'll change clothes for a little while, then switch back before anyone bothers us."
22  In a few minutes, Edward, Prince of Wales, was in rags. And Tom Crayton, the beggar boy—the pauper—was in royal clothing. When the two boys stood side by side before a full-length mirror, both were astonished. The change seemed not to have taken place at all!
Grade 4
English Language Arts
Spring 2017 Item Release

Question 1

Question and Scoring Guidelines
Question 1

Read paragraph 3 from Passage 1.

3. Harvey looked at this crude but kind boy with some amazement, unaccustomed as he was to being given orders by anyone. Then he arrogantly replied, “If your dad’s so anxious to see me, he can come down here.”

Based on paragraph 3, what does unaccustomed mean?

A. afraid
B. concerned
C. unfamiliar
D. uninterested

Points Possible: 1

Content Strand: Craft and Structure

Content Standard: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

Student Performance on this Question:

Percent 0 Points Earned: 63.28%
Percent 1 Point Earned: 36.72%
Scoring Guidelines

Rationale for Option A: This is incorrect. “Afraid” is not a direct synonym of “unaccustomed”, and the paragraph context does not support this construction.

Rationale for Option B: This is incorrect. “Concerned” is not a direct synonym of “unaccustomed”, and the paragraph context does not support this construction.

Rationale for Option C: Key – Based on the paragraph context, it is clear that Harvey is surprised and unfamiliar with being treated in this manner.

Rationale for Option D: This is incorrect. “Uninterested” is not a synonym of “unaccustomed”.

Sample Response: 1 point

Read paragraph 3 from Passage 1.

3 Harvey looked at this crude but kind boy with some amazement, unaccustomed as he was to being given orders by anyone. Then he arrogantly replied, “If your dad’s so anxious to see me, he can come down here.”

Based on paragraph 3, what does unaccustomed mean?

A afraid
B concerned
C unfamiliar
D uninterested
Grade 4
English Language Arts
Spring 2017 Item Release

Question 2

Question and Scoring Guidelines
Question 2

In Passage 1, which description of Dan Troop is supported by his words?

(A) He is afraid of his father.
(B) He enjoys helping on the ship.
(C) He likes to play tricks on others.
(D) He knows how to treat hurt people.

Points Possible: 1

Content Strand: Key Ideas and Details

Content Standard: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Student Performance on this Question:

Percent 0 Points Earned: 36.81%
Percent 1 Point Earned: 63.19%
Scoring Guidelines

Rationale for Option A: This is incorrect. While the passage mentions that Dan's father had a deep, strong voice, and that Dan responded right away to his father, the dialogue in the passage does not suggest that Dan is afraid of his father.

Rationale for Option B: Key – The passage mentions that not only does Dan take on a lot of extra work, but he describes his duties on the ship “proudly”. This shows that Dan enjoys helping.

Rationale for Option C: This is incorrect. Although Dan's father tells Dan not to fool around in paragraph 5, the dialogue in the passage does not suggest that Dan likes to play tricks on people.

Rationale for Option D: This is incorrect. While paragraph 2 mentions that Dan gives Harvey food, and checks him for injuries, this does not suggest that Dan has any knowledge or skill in treating those who are hurt.

Sample Response: 1 point

In Passage 1, which description of Dan Troop is supported by his words?

A  He is afraid of his father.
B  He enjoys helping on the ship.
C  He likes to play tricks on others.
D  He knows how to treat hurt people.
Grade 4
English Language Arts
Spring 2017 Item Release

Question 3

Question and Scoring Guidelines
Question 3

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

**Part A**

Which sentence describes Harvey in Passage 1?

- A. He is nervous because he is in a strange situation.
- B. He needs help from others but acts rudely to them.
- C. He is not happy about being lost but is interested in helping on the ship.
- D. He does not remember what happened to him and just wants to go home.

**Part B**

Select the sentence from Passage 1 that supports the answer in Part A.

- A. “Then he arrogantly replied, ‘If your dad’s so anxious to see me, he can come down here.’” (paragraph 3)
- B. “Harvey made his way aft, stumbling over fishing gear on the deserted deck, to a small, thick-set, clean-shaven man sitting on the step that led to the quarter-deck.” (paragraph 9)
- C. “Besides, he had almost drowned, and this man didn’t even offer sympathy for all of his suffering.” (paragraph 11)
- D. “I don’t think much of any man or boy who falls off one of them liners in a flat, calm sea.” (paragraph 12)

**Points Possible:** 2

**Content Strand:** Key Ideas and Details

**Content Standard:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

**Student Performance on this Question:**

Percent 0 Points Earned: 52.73%
Percent 1 Point Earned: 16.09%
Percent 2 Points Earned: 31.18%
Scoring Guidelines

Part A
Rationale for Option A: This is incorrect. Harvey is in a strange situation, but there is no evidence that he is nervous about it.

Rationale for Option B: Key – Because of his situation, Harvey needs Dan and his father’s help to get back to his family, but he is demanding and rude to them both.

Rationale for Option C: This is incorrect. Harvey is not happy about being on the “We’re Here”, but he is clearly not willing to help.

Rationale for Option D: This is incorrect. Harvey is eager to get back to his family, but he is fully aware that he fell off a ship and got picked up by a fishing boat.

Part B
Rationale for Option A: Key – This sentence shows that Harvey needs help but acts rudely to those he needs it from.

Rationale for Option B: This is incorrect. This sentence shows that Harvey is in a strange situation for him, but it does not support the answer to Part A.

Rationale for Option C: This is incorrect. This sentence shows that Harvey is not pleased with his situation, but it does not support the answer in Part A.

Rationale for Option D: This is incorrect. This sentence shows Harvey’s situation, but it does not support the answer in Part A.
Grade 4
English Language Arts
Spring 2017 Item Release

Question 3

Sample Responses
**Sample Response: 2 points**

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

**Part A**

Which sentence describes Harvey in Passage 1?

- **A** He is nervous because he is in a strange situation.
- **B** He needs help from others but acts rudely to them.
- **C** He is not happy about being lost but is interested in helping on the ship.
- **D** He does not remember what happened to him and just wants to go home.

**Part B**

Select the sentence from Passage 1 that supports the answer in Part A.

- **B** “Then he arrogantly replied, ‘If your dad’s so anxious to see me, he can come down here.’” (paragraph 3)
- **B** “Harvey made his way aft, stumbling over fishing gear on the deserted deck, to a small, thick-set, clean-shaven man sitting on the step that led to the quarter-deck.” (paragraph 9)
- **C** “Besides, he had almost drowned, and this man didn’t even offer sympathy for all of his suffering.” (paragraph 11)
- **D** “I don’t think much of any man or boy who falls off one of them liners in a flat, calm sea.” (paragraph 12)

---

**Notes on Scoring**

This response receives full credit (2 points) because both the sentence that describes Harvey in Part A and the support in Part B are correctly identified.
Sample Response: 1 point

Notes on Scoring

This response receives partial credit (1 point). The sentence that describes Harvey in Part A has been correctly identified; however, the quotation chosen in Part B does not support that description.
Sample Response: 1 point

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

Part A
Which sentence describes Harvey in Passage 1?
A) He is nervous because he is in a strange situation.
B) He needs help from others but acts rudely to them.
C) He is not happy about being lost but is interested in helping on the ship.
D) He does not remember what happened to him and just wants to go home.

Part B
Select the sentence from Passage 1 that supports the answer in Part A.
A) “Then he arrogantly replied, ‘If your dad’s so anxious to see me, he can come down here.’” (paragraph 3)
B) “Harvey made his way aft, stumbling over fishing gear on the deserted deck, to a small, thick-set, clean-shaven man sitting on the step that led to the quarter-deck.” (paragraph 9)
C) “Besides, he had almost drowned, and this man didn’t even offer sympathy for all of his suffering.” (paragraph 11)
D) “‘I don’t think much of any man or boy who falls off one of them liners in a flat, calm sea.’” (paragraph 12)

Notes on Scoring
This response receives partial credit (1 point). The sentence that describes Harvey in Part A has been correctly identified; however, the quotation chosen in Part B does not support that description.
Sample Response: 1 point

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

Part A

Which sentence describes Harvey in Passage 1?

A. He is nervous because he is in a strange situation.
B. He needs help from others but acts rudely to them.
C. He is not happy about being lost but is interested in helping on the ship.
D. He does not remember what happened to him and just wants to go home.

Part B

Select the sentence from Passage 1 that supports the answer in Part A.

A. “Then he arrogantly replied, ‘If your dad’s so anxious to see me, he can come down here.’” (paragraph 3)
B. “Harvey made his way aft, stumbling over fishing gear on the deserted deck, to a small, thick-set, clean-shaven man sitting on the step that led to the quarter-deck.” (paragraph 9)
C. “Besides, he had almost drowned, and this man didn’t even offer sympathy for all of his suffering.” (paragraph 11)
D. “‘I don’t think much of any man or boy who falls off one of them liners in a flat, calm sea.’” (paragraph 12)

Notes on Scoring

This response receives partial credit (1 point). The sentence that describes Harvey in Part A has been correctly identified; however, the quotation chosen in Part B does not support that description.
Sample Response: 0 points

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

**Part A**
Which sentence describes Harvey in Passage 1?

- **A** He is nervous because he is in a strange situation.
- **B** He needs help from others but acts rudely to them.
- **C** He is not happy about being lost but is interested in helping on the ship.
- **D** He does not remember what happened to him and just wants to go home.

**Part B**
Select the sentence from Passage 1 that supports the answer in Part A.

- **A** “Then he arrogantly replied, ‘If your dad’s so anxious to see me, he can come down here.’” (paragraph 3)
- **B** “Harvey made his way aft, stumbling over fishing gear on the deserted deck, to a small, thick-set, clean-shaven man sitting on the step that led to the quarter-deck.” (paragraph 9)
- **C** “Besides, he had almost drowned, and this man didn’t even offer sympathy for all of his suffering.” (paragraph 11)
- **D** “‘I don’t think much of any man or boy who falls off one of them liners in a flat, calm sea.’” (paragraph 12)

**Notes on Scoring**
This response receives no credit (0 points) because the description selected in Part A is incorrect. In order to receive any credit for this item, Part A must be correct. The correct response for Part B cannot receive credit on its own as it is identified as supporting the wrong description in Part A.
Sample Response: 0 points

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

Part A

Which sentence describes Harvey in Passage 1?

A. He is nervous because he is in a strange situation.
B. He needs help from others but acts rudely to them.
C. He is not happy about being lost but is interested in helping on the ship.
D. He does not remember what happened to him and just wants to go home.

Part B

Select the sentence from Passage 1 that supports the answer in Part A.

A. “Then he arrogantly replied, ‘If your dad’s so anxious to see me, he can come down here.’” (paragraph 3)
B. “Harvey made his way aft, stumbling over fishing gear on the deserted deck, to a small, thick-set, clean-shaven man sitting on the step that led to the quarter-deck.” (paragraph 9)
C. “Besides, he had almost drowned, and this man didn’t even offer sympathy for all of his suffering.” (paragraph 11)
D. “I don’t think much of any man or boy who falls off one of them liners in a flat, calm sea.”” (paragraph 12)

Notes on Scoring

This response receives no credit (0 points) because neither the description selected in Part A nor the quotation selected as support in Part B is correct.
Grade 4
English Language Arts
Spring 2017 Item Release

Question 4

Question and Scoring Guidelines
Question 4

What does the word **hoisted** mean as used in paragraph 7 of “Captains Courageous”?

- A) created
- B) dropped
- C) lifted
- D) slipped

**Points Possible:** 1

**Content Strand:** Vocabulary

**Content Standard:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

**Student Performance on this Question:**

Percent 0 Points Earned: 18.45%
Percent 1 Point Earned: 81.55%
Scoring Guidelines

Rationale for Option A: This is incorrect. In this context, the word “hoisted” suggests lifting, not something being created.

Rationale for Option B: This is incorrect. In this context, the word “hoisted” means to propel up, not to drop.

Rationale for Option C: Key – In this context, the word “hoisted” means to lift, as the context clue “up the ladder” suggests.

Rationale for Option D: This is incorrect. In this context, the word “hoisted” means to go up, not to slip.

Sample Response: 1 point

What does the word hoisted mean as used in paragraph 7 of “Captains Courageous”?

- [ ] created
- [ ] dropped
- [x] lifted
- [ ] slipped
Grade 4
English Language Arts
Spring 2017 Item Release

Question 5

Question and Scoring Guidelines
Question 5

In Passage 1, Harvey is certain the captain will do what he asks. How is Prince Edward’s attitude different in Passage 2?

A  Prince Edward thinks that his plan will not work.
B  Prince Edward does not want any help from Tom.
C  Prince Edward is excited when Tom agrees to the switch.
D  Prince Edward is afraid to have an unfamiliar experience.

Points Possible: 1

Content Strand: Integration of Knowledge and Ideas

Content Standard: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Student Performance on this Question:

Percent 0 Points Earned: 41.14%
Percent 1 Point Earned: 58.86%
Scoring Guidelines

Rationale for Option A: This is incorrect. This would be different from Harvey's attitude, but there is no indication that Edward believes that switching places with Tom will not work.

Rationale for Option B: This is incorrect. This would be different from Harvey's attitude, but Edward accepts Tom's offer to trade places so he can get the freedom he wants.

Rationale for Option C: Key – While Harvey believes that all he has to do to get his way is speak to the captain, Edward doesn't expect that Tom will help him get what he wants and is surprised by the offer.

Rationale for Option D: This is incorrect. While this may be true of Harvey, Prince Edward clearly wants to experience new things.

Sample Response: 1 point

In Passage 1, Harvey is certain the captain will do what he asks. How is Prince Edward’s attitude different in Passage 2?

(A) Prince Edward thinks that his plan will not work.
(B) Prince Edward does not want any help from Tom.
(C) Prince Edward is excited when Tom agrees to the switch.
(D) Prince Edward is afraid to have an unfamiliar experience.
Grade 4
English Language Arts
Spring 2017 Item Release

Question 6

Question and Scoring Guidelines
Question 6

Both Passage 1 and Passage 2 are told from whose point of view?

A. all the characters
B. the main character
C. a first-person narrator
D. a third-person narrator

Points Possible: 1

Content Strand: Craft and Structure

Content Standard: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Student Performance on this Question:

Percent 0 Points Earned: 67.38%
Percent 1 Point Earned: 32.62%
Scoring Guidelines

Rationale for Option A: This is incorrect. The characters in both passages speak, but the stories are told by a third-person narrator.

Rationale for Option B: This is incorrect. The main characters in both passages speak, but the stories are told by a third-person narrator.

Rationale for Option C: This is incorrect. Neither story is told by a first-person narrator.

Rationale for Option D: Key – Both passages are told by a third-person narrator.

Sample Response: 1 point
Grade 4
English Language Arts
Spring 2017 Item Release

Question 7

Question and Scoring Guidelines
Question 7

Harvey in Passage 1 and Prince Edward in Passage 2 feel trapped. Write a multi-paragraph response that explains what being trapped means to each of the boys and how each boy tries to change his situation. 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

Content Strand: 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>1.01%</td>
<td>0.93%</td>
<td>N/A</td>
</tr>
<tr>
<td>3</td>
<td>6.38%</td>
<td>5.49%</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>27%</td>
<td>23.49%</td>
<td>28.91%</td>
</tr>
<tr>
<td>1</td>
<td>32.06%</td>
<td>33.9%</td>
<td>47.37%</td>
</tr>
<tr>
<td>0</td>
<td>33.54%</td>
<td>36.2%</td>
<td>23.72%</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>19.6%</td>
<td>12.39%</td>
<td>7.58%</td>
<td>20.41%</td>
<td>8.79%</td>
<td>10.43%</td>
<td>13.31%</td>
<td>2.25%</td>
<td>4.19%</td>
<td>0.18%</td>
<td>0.87%</td>
</tr>
<tr>
<td>Scoring Guidelines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Introductions and Conclusions</strong></td>
<td><strong>Introductions and Conclusions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequate introduction of ideas from literature.</td>
<td>Adequate introduction of ideas from literature.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear explanation of ideas using precise vocabulary and academic language.</td>
<td>Clear explanation of ideas using precise vocabulary and academic language.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluations and Dispositions</strong></td>
<td><strong>Evaluations and Dispositions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The response provides thorough and convincing evaluations.</td>
<td>The response provides thorough and convincing evaluations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The response provides support for conclusions.</td>
<td>The response provides support for conclusions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Purpose, Focus, and Organization</strong></td>
<td><strong>Purpose, Focus, and Organization</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The response is clearly structured and organized.</td>
<td>The response is clearly structured and organized.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The response includes all major ideas and keeps the reader engaged.</td>
<td>The response includes all major ideas and keeps the reader engaged.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The response is easy to follow and understand.</td>
<td>The response is easy to follow and understand.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Score</strong></td>
<td><strong>Score</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Conventions of Standard English**

Score points within each domain include at least one of the characteristics below:

- **Verb tense and part of speech errors**
- **Spelling errors**
- **Punctuation errors**
- **Capitalization errors**
- **Word order errors**

**Informative/Expository Writing Rubric, Grade 2-5**

**Ohio State Test**
<table>
<thead>
<tr>
<th>Score</th>
<th>Conventions of Standard English</th>
<th>Evidence and Explanation</th>
<th>Purpose, Focus, and Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The response shows a lack of command of conventions of Standard English.

The response provides no support/evidence related to the topic and

The response is unrelated to the topic and

The response is limited in the topic and

The response is limited to the topic and

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The evidence provided is simple constructions.

The evidence provided is simple constructions.

The response is limited to a narrow focus of focus.

The response is limited to a narrow focus.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.

The response contains minimal support/evidence for the topic.
Grade 4
English Language Arts
Spring 2017 Item Release

Question 7

Sample Responses
Sample Response: 10 points

Harvey and Prince Edward want to be in a different situation. Harvey wants to go home but the captain is very willing even if Harvey gave a reward and does not like the ship. Prince Edward wants to be a regular boy, while the beggar would love to be the prince. Both characters are not happy about there situation.

Harvey wants to go home but the captain is not willing even if Harvey gave him a reward. I know this because in the text the captain says "I don't think much of any man or boy who falls off one of them liners in a flat, calm sea. Especially with the excuse of being seasick." from this sentence we obviously know the captain does not care about the boy. I also know this because in the text the Harvey says "You are to take me to New York immediately, and my father will pay you anything you ask," but in response the captain said he didn't care. Finally I know this because I know Harvey does not like the ship because in the text Harvey says "If your dad's so anxious to see me, he can come down here," which reflects his anger to the fact that he's on the ship in the middle of the ocean without his father. Obviously Harvey's captain is not willing to bring him home and, he doesn't like the ship, and the captain won't take him home even if he can get a reasonable reward.

Prince Edward wants to be a regular boy, while the beggar would love to be a prince. I know this because in the text it says "Don't tell me any more! If only I could dress in clothes like yours and swoosh around in mud barefoot, with no one to scold me! I think I'd give up the crown for that!" In this sentence we obviously know that the prince wants to become the beggar. I also know this because in the text the beggar says "Do you really? All right then. Take off your things and put on mine. We'll change clothes for a little while, then switch back before anyone bothers us." In this sentence we can tell that the beggar wants to be the prince. Finally we know this because in the text it says "Tom has always wanted to be a prince, and Prince Edward envies Tom for his freedom. Obviously Tom wants to be the prince, while the prince wants to be Tom.

We have learned that Harvey and Prince Edward want to be in a different situation. Harvey wants to go home but the captain isn't very willing even if Harvey gave a reward to the captain. Prince Edward wants to be a regular boy, while the beggar wants to be a prince. Obviously the characters want to be in a different situation.

<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 is fully sustained and remains focused on the purpose throughout. The response includes an introduction and conclusion that frame two body paragraphs. Each paragraph addresses information from one of the passages. The response is well organized and has ideas that progress logically throughout.

Evidence and Elaboration – Within the response are direct quotes from the passages that are relevant and supportive of the controlling idea. Elaboration on this support is evident. The response includes simple, complex and skillfully developed compound sentences.

Conventions – The response exhibits adequate understanding of the rules of punctuation and capitalization and is grammatically appropriate for the grade level.
Sample Response: 8 points

In the passages 1 (Captain's Courageous) and 2 (The Prince and the Pauper) both Harvey and Prince Edward feel trapped. They feel trapped in different ways though. I am going to tell you the different ways they feel trapped.

In this paragraph I am going to be talking about how Harvey feels trapped. Harvey feels trapped because he is stuck on a boat that he has never been on before. He also is far away from his father. I know that Harvey feels trapped this way because in the story, Harvey is rude to the captain and is in the middle of the sea so he can not get off the boat. The captain will not let Harvey off of his boat because he was rude to him, and the captain doesn’t want to make the boat go to New York instead of where it was actually supposed to go. This is why Harvey feels trapped in the story Captain's Courageous.

In the story The Prince and the Pauper, Prince Edward feels trapped. He feels trapped because he has to be the prince every day so he doesn’t have time to do stuff like hang out with any friends or do anything that a normal kid does. Prince Edward feels tired of his life. I know this because he wanted to switch lives with Tom and be somebody else for a little while. That is why Prince Edward and Tom switch clothes in the story. This is the way that Prince Edward feels trapped.

Now, we can see that although Prince Edward in the story The Prince and the Pauper and Harvey in the story Captain’s Courageous both feel trapped, they feel trapped in different ways.

<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 shows a general understanding of the purpose and audience of the task. It includes a sufficient introduction and conclusion. The ideas show a logical progression throughout the piece. The first body paragraph loses focus a bit and fails to fully address the prompt.

**Evidence and Elaboration** – The response includes generalized evidence from the passages. There is some elaboration on the evidence provided. While most of the sentences are simple, the response includes some with a bit more complexity.

**Conventions** – The response reflects a grade-level appropriate understanding of punctuation, capitalization and spelling.
Sample Response: 8 points

I re-read the passage and the question several times. And once you read a couple of times you can start to see how they both feel trapped. But I am going to try to explain how and why they feel trapped! Do you have any ideas on how they could be trapped? Well in case you don’t have any ideas, I will tell you some! So let’s get started!!

In the first passage there is this really rich kid who is used to having servants, and his name is Harvey. But when he gets sick and falls overboard off of his ship. A nice guy named Dan Troop safely and nicley brings him onto his ship. Harvey wants to go back to his family and his ship. But is taking this the wrong way. He is being really rude about it and commends the leader of the ship to take him home. But he won’t because he is being rude and treating him meanley. So I am going to infer that the captain will not take him back until he is going to be nice and treat him with respect. By the end of passage one he is not going anywhere. So Harvey is basically trapped on the “We’re Here” boat. Which is Dan’s boat.

In passage two There is a character that is a prince, Prince Edward, that looks remarkably alike to this poor kid named, Tom. Well, Prince Edward, all he wants is to not be a prince. But Tom, just wants to be a prince. So they switched clothes and pretend to be each other. But before they switched Prince Edward felt trapped like he had to be the prince and had to all nice and clean. And had to live in a palace and use his manners. But he wanted to be free to live life like a normal boy!

So, I am coming to a conclusion that Harvey felt like he couldn’t get off that ship. And Prince Edward felt like he had to be the prince. And that is how they both feel like they are trapped.

<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 is generally focused on the purpose and task. The controlling idea is maintained throughout. The response includes standard transitions (e.g., “In the first passage”, “In passage two”). The introduction and conclusion, though not well developed, are adequate.

**Evidence and Elaboration** – The response includes generalized evidence that supports the controlling idea. The information included is accurate and progresses through the response.

**Conventions** – The response reflects a grade-level appropriate understanding of punctuation, capitalization and spelling.
Sample Response: 6 points

I think that Prince Edward thinks that trapped means to not be able to go outside and play ball hang-out or go to a burger joint with some friends, to go to McDonald's and get food. (Maybe not those exact things just some things close to it). But I feel like he has been so accustomed to living very proper so getting to live in the real world is so cool in his mind. So then getting to do the things that we think that are just normal are like playing in mud, hanging-out with friends, having a sleep-over, and staying up late on the weekends. Also I think that he feels trapped because he has to do every thing someone else tells him. Like how I said up there about the playing ball and things like that.

How Prince Edward tries to change his situation is by by meeting this man (Tom) who looks like the Prince and Tom wants to be a prince. And the Prince wants to be a normal person. So because Tom and the Prince look a like they decide to change clothes and then later they will trade places back to what they were before. That's how The Prince changes his situation.

Harvey feels trapped because he is a very rich child and he gets to treat people how ever he wants to and gets away with it. And he does that because everyone is at his command but not his father. So when he stuck on this boat with people who are not rich as him they will not but up with his brat ways. So then he just wants to go home. Thats why I think that he feels trapped.

The way he tries to change his situation is by saying that his father is this and that so maybe Disko will take him back. But it does not work out for him. So then he says that I want to go home and maybe some hope will come and he will go home but that does not work either. Thats what I think he did to try and change not only Disko's mind but his situation.

<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>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Notes on Scoring

**Purpose, Focus, and Organization** – The response contains inaccurate and unrelated information (e.g., “McDonalds”). The controlling idea is partially focused on purpose and task. The response includes an attempt at an introduction and conclusion.

**Evidence and Elaboration** – The evidence is adequately integrated in paragraphs 2 – 4; however, there are inaccuracies and misunderstandings in paragraph 1. The evidence is generally connected to the task. There is repetition in sentence types, with many beginning with “So”.

**Conventions** – There are run-on sentences throughout the response. Errors in comma use and sentence structure are also evident.
Sample Response: 6 points

Harvey in Passage 1, feels trapped because he fell off of his ship and is now in another ship with people he doesn't know and he just wants to go home. Harvey demanded to Captain Disko Troop that he wanted to go home but, Disko did not want to help Harvey and said, "I don't think much of any man or boy who falls off one of them liners in a flat, calm sea. Especially with the excuse of being seasick." Harvey protested but Disko didn't listen to Harvey. Now, Harvey doesn't know what he is going to do to get home.

Prince Edward in Passage 2, feels trapped because he has a castle and money and nothing to worry about, but he doesn't have freedom. All of the beggars, to have fun, they play with their friends and have stick fights, races, they go wading in the canals, they have water battles and they bury each other in the sand. Edward was so jealous of the beggar, he agreed to switch clothes and change positions for a little bit. Edward just didn't anyone to boss him around anymore or tell him what to do. Also, they looked so much alike that no one would suspect anything at all.

Notes on Scoring

**Purpose, Focus, and Organization** – The response is focused on the purpose; however, the progression of ideas is uneven. There are no introductory or conclusion paragraphs or sentences, and there is little variety in transitions.

**Evidence and Elaboration** – There is evidence included that supports some of the points made; however, it is weakly integrated. There is no apparent elaboration of ideas and limited variation in sentence structure and type.

**Conventions** – The response reflects a grade-level appropriate understanding of punctuation, capitalization and spelling.
Sample Response: 5 points

Harvey feels trapped because he's a rich boy who fell over board and when the captain of the boat we're here saved him he made him work and all Harvey wants to do is go back home. Havery said to the captain take me to New York immediately, and my father will pay you. But the captain didn't want to take him to New York so he said no. So Harvey is trapped on that boat and dose not like it one little bit.

Also Prince Edward feels trapped because he doesn't want to be a Prince he wants to be free. He also envies Tom for his freedom. Tom is a kid who wants to be a Prince and doesn't want to play. So when Prince Edward runs into him he asked want do you do with your friends and when Tom told him he couldn't take it he had to have Tom stop. Finally at the end Prince Edward and Tom switched clothes. Tom was dressed like royalty like he wanted to be and Prince Edward was in rags like he wished.

<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 includes a somewhat sustained purpose and task. There is a limited use of transitions to progress from one idea to another. The response includes no introduction or conclusion.

**Evidence and Elaboration** – Support from the passages is generalized and has no elaboration. Some of the details included in the response are inaccurate in interpretation.

**Conventions** – The response shows an understanding of capitalization; however, the errors in spelling are not appropriate for the grade level (e.g., “dose” for “does”). Apostrophes are missing or incorrectly used.
Sample Response: 4 points

Harvey feels trapped because he got sea sick and fell over board and got taken on the disko tribes boat. they would not take him to new york city to get back to his father. prince Edward felt trapped because he never got to leave the castle to go do anything fun. other people got to go to the river and have battles or fight so he traded places with Tom.

<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>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Notes on Scoring

**Purpose, Focus, and Elaboration** – The response is largely focused on the purpose of the task. No controlling idea is clearly stated; it is too brief to demonstrate skill at organization or to show ideas progressing logically. It includes no introduction or conclusion and has no evidence of transitions.

**Evidence and Elaboration** – The response includes minimal evidence from the passages. Some of what is included reflects misinterpretation and inaccuracies.

**Conventions** – The response includes multiple errors in sentence structure; most are run-ons. There are multiple errors in capitalization, including failure to capitalize proper nouns (e.g., “disko tribes”, “prince Edward”) and the beginning of sentences.
Sample Response: 3 points

Prince Edward feels trapped because he got to have water fights and other things while he sat in a castle everyday. Harley felt trapped because he wanted to go to New York and he was on the ship and he didn’t want to be there.

<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 organization or progression of ideas. There is no controlling idea; however, the response does have a minimal but unstated focus. There is no introduction or conclusion to the response.

**Evidence and Elaboration** – The information presented as evidence is brief and shows inaccuracies. The ideas lack clarity. The response is too brief to determine variety in sentence construction.

**Conventions** – The limited response includes two sentences, both of which are awkward in formation. There is inconsistency in the use of tenses as well.
Sample Response: 1 point

Being trapped is going to be a horrible experience for a young little kid it would be scary and quiet frightening it be the the most scariest thing of your life. Then you would be creapt out because you would meet people you have never seen in your life.

<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>1</td>
</tr>
</tbody>
</table>

Notes on Scoring

**Purpose, Focus, and Organization** – The response is not related to the purpose or task. Ideas are extraneous.

**Evidence and Elaboration** – There is no evidence from the sources included in the response.

**Conventions** – The response demonstrates a partial command of conventions.
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 displays little awareness of purpose and task. There is no controlling idea, organizational structure or transitional strategy.

**Evidence and Elaboration** – The response provides no evidence from the source material and lacks clarity and accuracy.

**Conventions** – The response demonstrates a lack of command of conventions with frequent severe errors impeding understanding.