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<td>D</td>
<td>1 point</td>
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Grade 5
English Language Arts
Spring 2017 Item Release
Stimulus for Questions 1 – 8
Stimulus for Questions 1 – 8

Passage 1: Clock Watching
by Sara F. Shacter

1. Thousands of years ago, people didn’t care what time it was. They spent most of their days hunting and gathering food. A schedule would have been silly: “Nine o’clock, hunt. Ten o’clock, gather.”

2. But to survive, our ancestors did need to keep track of day, night, and seasons. They looked to the sun, moon, and stars for signs of these cycles in nature.

Half Past the Candle

3. Eventually, people learned that the sun could also be used to measure hours in a day. About 4,000 years ago, somebody shoved a stick in the ground and made a neat discovery: the stick’s shadow moved as the sun’s position in the sky changed from sunrise to sunset. People in ancient Egypt, Greece, and China made shadow clocks, or sundials, in all sizes and shapes.

4. But sundials weren’t perfect. At night, or on cloudy days, they didn’t work. So how did people tell time when there was no sunlight? Clocks made of candles, oil lamps, and incense sticks worked just fine without the sun, measuring the time in which a certain amount of wax, oil, or incense burned. Water clocks were popular, too, dripping the minutes away, leaving less water in a vessel as time passed.

5. However, there was a problem with clocks that burned and dripped; they only showed how much time had passed. Suppose a friend said, “I’ll meet you when half a candle melts.” To be on time, you’d both have to have the same size candle and light them together.

6. As towns and cities grew, travel and trade between countries increased. There were lots of new jobs to do, and people needed to be in the same place at the same time to get them done. The old clocks were no longer good enough, since they didn’t let everyone share the correct time of day.

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Passage 2: Telling Time and Location With the Sun
by Kathleen M. Reilly

Although ancient people believed the sun revolved around the earth, we now understand it’s the other way around. Early explorers knew Earth’s rotation on its axis and revolving path around the sun could give them a pretty accurate way of knowing the time and their location.

The earth is always in motion around the sun, turning on its axis and revolving in its orbit around the sun. Therefore, any shadows the sun casts upon the ground are going to change over the course of a day and throughout the year. Just poking a stick into the ground and examining its shadow can’t give you an accurate time of day. The first sundials that were accurate used an angled piece of wood to account for the curvature of the earth. The shadow fell onto a chart that marked the hours of the day.

Even without a sundial, you can get a pretty good estimate of what time it is by using the sun’s position:

Find the position of the sun. And be careful; all those warnings your mom has given about not looking directly at the sun are true. Studies have found that your eyes can sustain damage from the sun, so be sure you never look at it directly.

If the sun is directly overhead, you’re in luck. It’s noon. If it’s not noon yet, determine which direction is cast by finding the horizon that the sun is closest to. If it’s past noon, the sun will be closer to the western horizon.

Divide the sky into four sections that are about equal (the halfway point should pass directly over your head). Note which of those quadrants the sun is in.

Each of your quadrants represents about a three-hour period. If the sun’s in the first eastern quadrant, it’s between 6 a.m. and 9 a.m. If it’s in the first western quadrant, it’s between 3 p.m. and 6 p.m.

You can get closer still by estimating how far along in the quadrant the sun is. For example, halfway through the far quadrant it will be about 7:30 a.m.

You can also tell direction using the sun. Here’s how:

Put a stick that’s about three feet long into the ground. Pick an area that’s relatively flat and free of debris so the stick will cast a good shadow on the ground.

Mark the spot where the top of the stick’s shadow falls. You can use a stone, twig, or whatever’s handy. This spot will be your marker for west.

Wait about 15 minutes, then mark the tip of the stick’s shadow again (leave the original marker in place). This is your marker for east.

When you draw a line connecting these two markers, you’ll have a line that runs about east to west. If you position yourself with the east marker to your right and the west marker to the left, you’ll be facing north, and south will be behind you.

Glossary

- curvature: the fact of being curved or the degree to which something is curved
- quadrant: each of four parts of a plane, sphere, space, or body divided by two lines at right angles

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Grade 5
English Language Arts
Spring 2017 Item Release

Question 1

Question and Scoring Guidelines
Question 1

Which sentence from Passage 1 explains a problem of telling time with sundials?

A. “Thousands of years ago, people didn’t care what time it was.” (paragraph 1)
B. “But to survive, our ancestors did need to keep track of day, night, and seasons.” (paragraph 2)
C. “At night, or on cloudy days, they didn’t work.” (paragraph 4)
D. “...[T]hey only showed how much time had passed.” (paragraph 5)

Points Possible: 1

Content Strand: Key Ideas and Details

Content Standard: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Student Performance on this Question:

Percent 0 Points Earned: 41.46%
Percent 1 Point Earned: 58.54%
Scoring Guidelines

Rationale for Option A: This is incorrect. This sentence refers to an aspect of early cultures, not a problem with sundials.

Rationale for Option B: This is incorrect. This sentence shows the need of early cultures for rough diurnal and seasonal timekeeping; sundials were created when more precise timekeeping was needed.

Rationale for Option C: Key – Paragraph 4 states that sundials weren’t perfect because “[a]t night, or on cloudy days” they couldn’t be used.

Rationale for Option D: This is incorrect. This refers to water or burning clocks, not sundials. Sundials did show elapsed time during sunlight hours.

Sample Response: 1 point

Which sentence from Passage 1 explains a problem of telling time with sundials?

A. “Thousands of years ago, people didn’t care what time it was.” (paragraph 1)
B. “But to survive, our ancestors did need to keep track of day, night, and seasons.” (paragraph 2)
C. “At night, or on cloudy days, they didn’t work.” (paragraph 4)
D. “...[T]hey only showed how much time had passed.” (paragraph 5)
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Question 2

Question and Scoring Guidelines
Question 2

Which two quotations from Passage 1 help explain why “the old clocks were no longer good enough”? (paragraph 6)

☐ “... people didn’t care what time it was.” (paragraph 1)
☐ “... our ancestors did need to keep track of day, night, and seasons.” (paragraph 2)
☐ “Clocks made of candles, oil lamps, and incense sticks worked just fine without the sun...” (paragraph 4)
☐ “... there was a problem with clocks that burned and dripped: they only showed how much time had passed.” (paragraph 5)
☐ “To be on time, you’d both have to have the same size candle and light them together.” (paragraph 5)

Points Possible: 1

Content Strand: Key Ideas and Details

Content Standard: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Student Performance on this Question:

Percent 0 Points Earned: 50.83%
Percent 1 Point Earned: 49.17%
Scoring Guidelines

Rationale for First Option: This is incorrect. Although this detail might fit with the idea that clocks were unnecessary, people started to care about time once cities grew—then, “the old clocks were no longer good enough” because they were inaccurate, unshared and faulty.

Rationale for Second Option: This is incorrect. Although this detail might fit with the idea that clocks were not good enough if people needed to keep track of longer periods of time, people started to care about time once cities grew—then, “the old clocks were no longer good enough” because they were inaccurate, unshared and faulty.

Rationale for Third Option: This is incorrect. Although this suggests that the listed clocks were the ones replacing those that “were no longer good enough”, it is actually the shadow clocks, candle clocks, oil lamp clocks, incense clocks and water clocks that “were no longer good enough” because people “needed to be in the same place at the same time” to travel and trade in cities.

Rationale for Fourth Option: Key – This detail shows why clocks only worked to show one type of time telling (the passing of time), which was not helpful for people who were not in the same place using the same tools.

Rationale for Fifth Option: Key – Once people “needed to be in the same place at the same time” to travel and trade in cities, old clocks were “no longer good enough”.
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Question 2

Sample Responses
**Sample Response: 1 point**

Which two quotations from Passage 1 help explain why “the old clocks were no longer good enough”? (paragraph 6)

- [ ] “... people didn’t care what time it was.” (paragraph 1)
- [ ] “... our ancestors did need to keep track of day, night, and seasons.” (paragraph 2)
- [ ] “Clocks made of candles, oil lamps, and incense sticks worked just fine without the sun...” (paragraph 4)
- [x] “... there was a problem with clocks that burned and dripped: they only showed how much time had passed.” (paragraph 5)
- [x] “To be on time, you’d both have to have the same size candle and light them together.” (paragraph 5)

**Notes on Scoring**

This response receives full credit (1 point) because Options D and E correctly explain why old clocks were no longer useful.
Sample Response: 0 points

Which two quotations from Passage 1 help explain why “the old clocks were no longer good enough”? (paragraph 6)

☐ “...people didn’t care what time it was.” (paragraph 1)
☑ “...our ancestors did need to keep track of day, night, and seasons.” (paragraph 2)
☐ “Clocks made of candles, oil lamps, and incense sticks worked just fine without the sun...” (paragraph 4)
☑ “...there was a problem with clocks that burned and dripped: they only showed how much time had passed.” (paragraph 5)
☐ “To be on time, you’d both have to have the same size candle and light them together.” (paragraph 5)

Notes on Scoring

This response receives no credit (0 points). Option D is correctly identified as an explanation; however, Option B does not explain why the old clocks were no longer useful. In order to receive credit for this item, both Options D and E must be selected.
Sample Response: 0 points

Which two quotations from Passage 1 help explain why “the old clocks were no longer good enough”? (paragraph 6)

- [ ] “... people didn’t care what time it was.” (paragraph 1)
- [ ] “... our ancestors did need to keep track of day, night, and seasons.” (paragraph 2)
- [ ] “Clocks made of candles, oil lamps, and incense sticks worked just fine without the sun...” (paragraph 4)
- [ ] “... there was a problem with clocks that burned and dripped: they only showed how much time had passed.” (paragraph 5)
- [ ] “To be on time, you’d both have to have the same size candle and light them together.” (paragraph 5)

Notes on Scoring

This response receives no credit (0 points). Option E is correctly identified as an explanation; however, Option A does not explain why the old clocks were no longer useful. In order to receive credit for this item, both Options D and E must be selected.
Grade 5
English Language Arts
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Question 3

Question and Scoring Guidelines
Question 3

Select two main ideas from Passage 1.

☐ People throughout history have been able to tell the seasons by looking at the daytime sky.
☐ Clocks made of candles could tell time by measuring how much wax had been burned.
☐ People needed new types of clocks as civilizations grew and trade became important.
☐ Ancient humans were hunters and gatherers who did not care what time it was.
☐ In ancient times people invented a way to measure time using the sun.

Points Possible: 1

Content Strand: Key Ideas and Details

Content Standard: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Student Performance on this Question:
Percent 0 Points Earned: 75.18%
Percent 1 Point Earned: 24.82%

Scoring Guidelines

Rationale for First Option: This is incorrect. This is a supporting detail, and it does not represent a main idea of the passage.

Rationale for Second Option: This is incorrect. Although this is an interesting supporting detail, it does not represent a main idea of the passage.

Rationale for Third Option: Key – This sentence points out a main idea of the last part of the passage.

Rationale for Fourth Option: This is incorrect. This is a supporting detail, and it does not represent a main idea of the passage.

Rationale for Fifth Option: Key – This sentence points out one of the main ideas of the passage.
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English Language Arts
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Question 3

Sample Responses
Sample Response: 1 point

Select **two** main ideas from Passage 1.

- [ ] People throughout history have been able to tell the seasons by looking at the daytime sky.
- [ ] Clocks made of candles could tell time by measuring how much wax had been burned.
- [x] People needed new types of clocks as civilizations grew and trade became important.
- [ ] Ancient humans were hunters and gatherers who did not care what time it was.
- [x] In ancient times people invented a way to measure time using the sun.

**Notes on Scoring**

This response receives full credit (1 point) because both Options C and E are identified as two of the main ideas of Passage 1.
Sample Response: 0 points

Select **two** main ideas from Passage 1.

☐ People throughout history have been able to tell the seasons by looking at the daytime sky.

☐ Clocks made of candles could tell time by measuring how much wax had been burned.

☑ People needed new types of clocks as civilizations grew and trade became important.

☑ Ancient humans were hunters and gatherers who did not care what time it was.

☐ In ancient times people invented a way to measure time using the sun.

**Notes on Scoring**

This response receives no credit (0 points). Option C is correctly identified as a main idea; however, Option D is a detail from Passage 1 rather than a main idea. In order to receive credit for this item, both Options C and E must be selected as the main ideas of the passage.
Select two main ideas from Passage 1.

☐ People throughout history have been able to tell the seasons by looking at the daytime sky.
☐ Clocks made of candles could tell time by measuring how much wax had been burned.
☐ People needed new types of clocks as civilizations grew and trade became important.
☐ Ancient humans were hunters and gatherers who did not care what time it was.
☐ In ancient times people invented a way to measure time using the sun.

**Notes on Scoring**

This response receives no credit (0 points). Option E is correctly identified as a main idea; however, Option B is a detail from Passage 1 rather than a main idea. In order to receive credit for this item, both Options C and E must be selected as the main ideas of the passage.
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English Language Arts
Spring 2017 Item Release

Question 4

Question and Scoring Guidelines
Question 4

Read this sentence from Passage 2.

“The earth is always in motion around the sun, turning on its axis and revolving in its orbit around the sun.” (paragraph 8)

What does revolving mean as it is used in this sentence?

A  moving around a central point
B  repeating again and again
C  turning around quickly
D  tilting to one side

Points Possible: 1

Content Strand: Craft and Structure

Content Standard: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Student Performance on this Question:

Percent 0 Points Earned: 36.75%
Percent 1 Point Earned: 63.25%
Scoring Guidelines

Rationale for Option A: Key – This is the meaning of "revolving" intended here.

Rationale for Option B: This is incorrect. While this is a meaning of "revolving", it is not the meaning intended here.

Rationale for Option C: This is incorrect. While this is indicated by the earth always being in motion, it does not mean "revolving".

Rationale for Option D: This is incorrect. While this is indicated by the earth "turning on its axis", it does not mean "revolving".

Sample Response: 1 point

Read this sentence from Passage 2.

“The earth is always in motion around the sun, turning on its axis and revolving in its orbit around the sun.” (paragraph 8)

What does revolving mean as it is used in this sentence?

- moving around a central point
- repeating again and again
- turning around quickly
- tilting to one side
Grade 5
English Language Arts
Spring 2017 Item Release

Question 5

Question and Scoring Guidelines
Question 5

Read this sentence from paragraph 10.

“Studies have found that your eyes can sustain damage from the sun, so be sure you never look at it directly.”

What does sustain mean as used in the sentence?

A) preserve  
B) prove  
C) suffer  
D) support

Points Possible: 1

Content Strand: Vocabulary

Content Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

Student Performance on this Question:

Percent 0 Points Earned: 29.88%  
Percent 1 Point Earned: 70.12%
Scoring Guidelines

Rationale for Option A: This is incorrect. Although the word “sustain” can mean “preserve”, in some cases the word “sustain” means “suffer” or “experience”, which is evident from the context clues in the sentence.

Rationale for Option B: This is incorrect. Although the word “sustain” can mean “prove”, in some cases the word “sustain” means “suffer” or “experience”, which is evident from the context clues in the sentence.

Rationale for Option C: Key – The word “sustain” means “suffer”, which is evident from the context clues in the sentence.

Rationale for Option D: This is incorrect. Although the word “sustain” can mean “support”, in some cases the word “sustain” means “suffer” or “experience”, which is evident from the context clues in the sentence.

Sample Response: 1 point

Read this sentence from paragraph 10.

“Studies have found that your eyes can sustain damage from the sun, so be sure you never look at it directly.”

What does sustain mean as used in the sentence?

- A  preserve
- B  prove
- C  suffer
- D  support
Grade 5
English Language Arts
Spring 2017 Item Release

Question 6

Question and Scoring Guidelines
Question 6

Read these sentences from Passage 2.

“Just poking a stick into the ground and examining its shadow can’t give you an accurate time of day. The first sundials that were accurate used an angled piece of wood to account for the curvature of the earth.” (paragraph 8)

How do these sentences add to the description of the first sundials in paragraph 3 of Passage 1?

A  by showing how sundials used the sun to mark the seasons
B  by discussing how special sundials are used to figure out direction
C  by explaining how sundials led to the development of modern clocks
D  by describing how sundials were developed to measure time more accurately

Points Possible: 1

Content Strand: Key Ideas and Details

Content Standard: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Student Performance on this Question:

Percent 0 Points Earned: 54.83%
Percent 1 Point Earned: 45.17%
Scoring Guidelines

Rationale for Option A: This is incorrect. Passage 2 mentions the relationship between the earth revolving and its orbit around the sun, but it does not discuss marking the seasons with it.

Rationale for Option B: This is incorrect. Passage 2 does not suggest that sundials were used to determine direction.

Rationale for Option C: This is incorrect. Passage 2 does not explain how the first clocks were developed.

Rationale for Option D: Key – Passage 2 explains that the first sundials that were accurate took into account the curvature of the earth when measuring shadows.

Sample Response: 1 point

Read these sentences from Passage 2.

“Just poking a stick into the ground and examining its shadow can't give you an accurate time of day. The first sundials that were accurate used an angled piece of wood to account for the curvature of the earth.” (paragraph 8)

How do these sentences add to the description of the first sundials in paragraph 3 of Passage 1?

A  by showing how sundials used the sun to mark the seasons
B  by discussing how special sundials are used to figure out direction
C  by explaining how sundials led to the development of modern clocks
D  by describing how sundials were developed to measure time more accurately
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English Language Arts
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Question 7

Question and Scoring Guidelines
Question 7

How is the structure of Passage 1 different from the structure of Passage 2?

A. Passage 1 explains how time is measured; Passage 2 introduces a problem, then gives several different solutions.

B. Passage 1 compares and contrasts ways of keeping time; Passage 2 asks a question about clocks, then gives several possible answers.

C. Passage 1 describes ways of keeping time as they developed in history; Passage 2 provides steps for estimating time and direction using the sun.

D. Passage 1 states a problem with measuring time and gives several solutions; Passage 2 introduces a cause, then gives several possible reasons for it.

Points Possible: 1

Content Strand: Craft and Structure

Content Standard: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Student Performance on this Question:

Percent 0 Points Earned: 47.67%
Percent 1 Point Earned: 52.33%
Scoring Guidelines

Rationale for Option A: This is incorrect. Passage 1 is not structured around an explanation. Passage 2 does not follow a problem/solution structure.

Rationale for Option B: This is incorrect. Passage 1 describes different methods but is not structured as comparison/contrast of the methods. Passage 2 is not structured this way.

Rationale for Option C: Key – Passage 1 discusses time keeping in a rough chronological fashion. Passage 2 provides steps for estimating time using the sun.

Rationale for Option D: This is incorrect. Passage 1 introduces a problem, but it does not structure the passage around problem/solution. Passage 2 does not follow a cause/effect structure.

Sample Response: 1 point

How is the structure of Passage 1 different from the structure of Passage 2?

A  Passage 1 explains how time is measured; Passage 2 introduces a problem, then gives several different solutions.

B  Passage 1 compares and contrasts ways of keeping time; Passage 2 asks a question about clocks, then gives several possible answers.

C  Passage 1 describes ways of keeping time as they developed in history; Passage 2 provides steps for estimating time and direction using the sun.

D  Passage 1 states a problem with measuring time and gives several solutions; Passage 2 introduces a cause, then gives several possible reasons for it.
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Question 8

Question and Scoring Guidelines
Question 8

Write a multi-paragraph response that explains the early ways of measuring time. Include information about the materials used and problems with those materials in your response. 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.

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<td>- Coherence of ideas and smooth flow between paragraphs.</td>
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<tr>
<th>Facility</th>
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<tr>
<td>- Related analysis, discussion, and evidence.</td>
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<td>- Logical progression of ideas in paragraphing.</td>
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<td>- Coherence and strong presentation of ideas.</td>
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<td>- The conclusion: The response includes most of the information/development/conclusion and effectively incorporates most of the evidence/conclusion.</td>
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<th>(4-points) Purpose, Focus, and Organization</th>
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<td>The response is clearly articulated and organized.</td>
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<th>Score</th>
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<th>(3-points) Conclusion of Standard English</th>
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<th>(2-points) Conclusion of Standard English</th>
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<th>(1-point) Conclusion of Standard English</th>
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<th>(0-point) Conclusion of Standard English</th>
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(Note: The table above represents a scoring rubric for an essay. Each criterion is scored on a scale of 0-4, with 4 being the highest and 0 being the lowest. The rubric includes evaluation of introduction and conclusion, facility, purpose, focus, and organization.)
<table>
<thead>
<tr>
<th>Score</th>
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<td>Conventions of Standard English</td>
<td>Evidence and Explanation</td>
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Sample Response: 10 points

A long time ago, people didn’t have clocks. So, they had to figure out other ways to tell time. They were all very unique. One way was to poke a stick into the ground and calculate what time it was based on the shadow of the stick. Another way is to light a candle and figure out how much time has passed according to how much wax melts. You can even estimate the time based on the sun’s position. Even though earlier humans didn’t have clocks, they could still get a pretty good estimate of what time it is.

The first they found time, was by pushing a stick into the ground. Weird right? First, you find a nice flat piece of land so the shadow will appear well. Then obviously, you push a stick into the ground. After you have done that, you mark the spot that the end of the stick’s shadow is. You keep repeating this until you have a circle of dashes around the stick. When you have finished that, you make a chart of what time it was when the stick’s shadow was in an area. It works well, but as it says in paragraph four “At night, or on cloudy days, they didn’t work.” This way worked well but still had some flaws to it.

Another way that you could tell time was with a candle. You would first light a candle. Then, you would wait until some of the candle melted. That’s how it would work, you light a candle, and depending on how much wax has melted. It would work perfectly, right? Wrong! There was a problem with this. As it says in paragraph five “Suppose a friend said, ‘I’ll meet you when half candle melts.’ To be on time, you’d both have to have the same size candle and light them together.” This is another good way, but has a few more flaws.

The last way you will learn to tell time is by looking at the sun’s position. You first find the sun (don’t look directly at the sun or it will cause eye issues). If you want a less precise estimate of time, look at if the sun is directly above you. If it is, its noon. If it’s closer to the east horizon, it is before noon and vice versa. Another way to get a better idea of what time it is is by, as it says in paragraph 12 “Divide the sky into four sections (the halfway point should pass directly over your head).” Each quadrant would represent three hours. The eastern quadrants are a.m. and the western are p.m. This last way is great, just a little vague.

As you can tell, there are many ways to tell time without clocks. With a stick, a candle, or just looking at the sun. Even in the future, people will discover more ways to tell time.
Notes on Scoring

**Purpose, Focus, and Organization** – The response has a sustained purpose ("Even though earlier humans didn’t have clocks, they could still get a pretty good estimate of what time it is"). There are clear transitions within paragraphs and across the entire response. The ideas progress logically. The response shows strong organization and has a clear introduction and conclusion. The ideas are clear and demonstrate a full understanding of the purpose and task.

**Evidence and Elaboration** – The response includes relevant evidence that is skillfully integrated throughout. The response includes elaboration on the evidence that extends the information presented. There is a clear expression of ideas through the use of precise language.

**Conventions** – The response reflects an adequate understanding of the conventions of standard English for this grade level.
The useful ways of early ways of measuring time depend on the materials and methods you use. It was useful because then it would make it easier to meet up at certain times and go to work on time.

The materials they used depends on how they were telling the time. Some people just used the sun, moon, and stars. Others may have put a stick in the ground. You can also tell time by dripping water or a melting candle. Those are not the best methods though because that just shows how much time has passed. The best way back then was to use a sundial.

The methods you can use depend on the materials you use. If you put a stick in the ground then you can mark West and East to help tell time. Dripping water and a melting candle are also ways to tell time but, they are not the best ways. To use a sundial was to get two pieces of wood and you would set up one on the other in a triangle shape. Then wait for certain times of day and mark the sundial. So at noon you would mark a line on the sundial for noon. Make sure you keep it in the same positions or it could effect the shadow. Then it would effect the time of days it shows and confuse you.

The method with the dripping water and the melting candle wasn’t the best because it didn’t really tell time it told you how long it’s been. You and a friend couldn’t be like, “I will meet you when half a candle melts.” You would have to have the same candle. Then you would have to light it at the same time also. That just didn’t work with people. Back then they were starting to build factory’s and other compounds which brought more jobs along with it which means that everyone would have to light the same candle at the same time in order to get to work on time. That was not a very good system.

This essay included materials that were used and the methods that you can use to tell the time. You can also do these projects in the present day. I have seen plenty of sundials in people’s yards. There may have been other methods to tell time back then but, those were some of the major points.
Notes on Scoring

**Purpose, Focus, and Elaboration** – The response is focused on the purpose and task. There is an adequate organizational structure throughout. Transitions between ideas are weak. The response includes a retelling of parts of the passages that is irrelevant to the task presented.

**Evidence and Elaboration** – The response includes evidence from the passages that is integrated throughout; however, some of the included evidence is inaccurate in interpretation. The response includes some elaboration on points made, but some of this elaboration is irrelevant or imprecise.

**Conventions** – The response reflects an adequate understanding of the conventions of standard English for this grade level.
Sample Response: 8 points

Early ways of measuring time are useful in many different ways. For us, it might just seem like a waste of time, but for the early people these ways were very useful. One way that the early ways are useful is that early sundials don't require much materials and are easy to make. Another way that early ways of measuring are useful is that you can measure time by just looking at where the sun is. The final way that early ways of measuring time are useful is that sundials and the sun are simple but are able to measure the hours in a day.

One way that early ways of measuring time were useful is that sundials don't require much materials and are easy to make. The very first sundials were just sticks that were stuck in the ground. The early people just looked at the sticks' shadows to see how far in the day they were. The later sundials were a little more complicated, but still really simple and easy. The put an angled piece of wood on a chart that they made on the ground and measured time by seeing where the woods' shadow was on the chart.

Another way that early ways of measuring time were useful is that you could measure time by just looking at where the sun is in the sky. It was simple and easy and didn't require any materials at all. If the sun was directly above you it was noon. If it was before noon, the sun would be nearer where the sun rises in the morning, and if it was after noon, the sun would be nearer where the sun sets in the evening. It's really that simple.

The final way that early ways of measuring time were useful is that sundials and looking at where the sun is in the sky is super simple but effective. Looking at the sun is as easy as just looking up at the sky, and making a sundial is easy and even more effective than the sun.

As you can see, the early ways of measuring time are easy and simple. They were really useful to the early people because that was all they had and it worked really well, except on cloudy days. Although these ways are very cool, simple, and effective, I know that many people will prefer the modern ways of telling time, because it's a little more accurate and a little easier.
Notes on Scoring

**Purpose, Focus, and Organization** – The response includes a strong organizational structure and has an adequately maintained controlling idea. The introduction and conclusion give the response a sufficient sense of completeness; however, the response is only partially focused on the task. There is no explanation of what the issues were with the material used to make early clocks.

**Evidence and Elaboration** – The evidence is generally integrated into the response. There is some elaboration; however, it is inaccurate in places. Sentence structure is varied throughout the response.

**Conventions** – The response reflects an adequate understanding of the conventions of standard English for this grade level.
Sample Response: 7 points

In Ancient Times, there were many ways that they found the time of day. They made a thing called a sundial that could find the time of day. They could easily find the day just by putting a stick into the ground and watching the shadow as the Earth revolved around the sun. They also used candles by lighting them when they saw sunlight and seeing how much the fire had burned the candle. Even though they thought they were a good way of keeping track of time all of these had their own problems especially when the town started growing. You can also find the time of day by just looking at the sun.

A few ways that they kept track of time was that they could shove a stick into the ground and they could see the stick's shadow move around when the position of the sun changed. In the text it said, "About 4,000 years ago, somebody shoved a stick in the ground and made a neat discovery: the stick's shadow moved as the sun's position in the sky changed from sunup to sundown." The information from the text explains how they were able to keep track of the sun's position in the sky. Another way they kept track of time was by lighting a candle when the sun came up and keeping track of how much time had passed by looking how much the candle had burned down, but this had its own problems. A problem early people had with this was that if you wanted to be on time for something you would have to light your candle at the same time with their candle. In the text it says, "However, there was a problem with clocks that burned and dripped: they only showed how much time had passed. Suppose a friend said, 'I'll meet you when half a candle melts.' To be on time, you'd both have to have the same size candle and light them together." This piece of text shows a problem people had with candle clocks.

Another way they kept track of time without sundials was that they could find the position of the sun up in the sky and if it is directly overhead then it is noon. To tell the direction of a place you can still use the sun. Find a stick and put into the ground and mark the shadow (this will be your west), wait about 15 minutes and mark it again (this is east) and so on to mark north and south. If the sun is to the side a little bit find which way it is (east or west) by looking at which horizon it is. If it is closer to east then it is still morning, but if it is closer to the west then it is past noon and heading for the evening.

In conclusion, there are many ways to mark the time using the sun, you can use sundials or just by using natural things such as sticks and other things. This essay was about how people marked the time using a thing called a sundial which could just be shoving a stick in the ground and marking the shadow as the sun revolved around the sun or just by lighting a candle at the time of dawn and seeing how much the fire burned down the candle. This essay was also about how you can find direction and mark the time just by looking at the sun and using things in nature.
### Notes on Scoring

**Purpose, Focus, and Organization** – The response has a strong controlling idea that is focused on the purpose. There is an adequate progression of ideas. The response includes an adequate introduction and conclusion and is generally organized around a single focus.

**Evidence and Elaboration** – The response includes evidence that is weakly integrated throughout. The ideas are expressed adequately; however, there are inaccuracies in the elaboration of the evidence.

**Conventions** – The response reflects an adequate understanding of the conventions of standard English for this grade level.

<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>
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Sample Response: 6 points

Sundials, candles, and water clocks were all ancient ways to analyze what time it was and will be. It's important to know the time of day. If you didn't have a way to figure it out you would not know if you would be late to something important or if it was time to take food out of the grill or oven. Sundials were the most efficient way to tell time in ancient cities. You could schedule events and tell what time it was. These had a big problem with how they had to be used. It had to be sunny, because they would not be able to work in the rain, at night, when it was cloudy, etc. However, candle clocks weren't the best either. They could only tell you how much time had passed instead of how much time is left in the day. I do not know much about the ancient water clocks, but I'm assuming they were hard to keep track of. In conclusion, we have learned about ancient clocks and how they worked and didn't work.

Modern clocks are easy to read and favorable. Whether it's an electronic clock or a digital clock, or even just a normal clock we do not appreciate how we can tell time. In ancient times you would have had to plant a stick or block of wood in the ground. Later on in that era they invented a machine called a sundial. Sundials were slabs of wood or stone placed in larger pieces of material. They were used to tell the time of day. When the sundial was improved you could even schedule events on it. There were other methods of telling time though. People would use candles to tell how much time had passed. They were also used to schedule a trade with someone. An example would be if someone asked their friend, a family member, or neighbor to meet them when a full candle burns to a half candle. That was how you used candles to tell time. Those were also ancient methods to telling time.

I have informed you of ancient ways to get them to work and ways they didn't work and their flaws. I had informed you of the names of these methods and who particularly used them. Those were ancient clocks and the methods used to make them work.

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Notes on Scoring

**Purpose, Focus, and Organization** – The response has a partially focused controlling idea that is somewhat connected to the purpose and task. There is evidence of loosely connected information. The ideas progress unevenly. The response has an introduction and a weak conclusion. The response minimally addresses the flaws of the materials used to create early time pieces.

**Evidence and Elaboration** – The response includes weakly integrated, minimal evidence from the passages. There is little elaboration on the points that are addressed. Some pieces of evidence are inaccurately interpreted.

**Conventions** – The response reflects an adequate understanding of the conventions of standard English for this grade level.
Sample Response: 6 points

There were many useful ways a sundial could help you. They could help you to know the time of day. People found out that they could measure the time of day in hours. They also could help you to know what time it was. But there were some flaws with this system.

People weren’t able to necessarily meet each other at the same time of day. The passage states "Suppose a friend would say I’ll meet you when half a candle melts.‘ To be on time, you’d both have to have the same size candle and light them together." People started to need to be at the same place at the same time of day. So this turned into a problem.

Finally, people came up with a system that worked. The system used an angled piece of wood to account for the curvature of the Earth. The shadow of the sundial fell onto a chart that marked the hours of the day. This helped them to be at the right place at the right time. So eventually, it all worked out.

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Notes on Scoring

**Purpose, Focus, and Organization** – The response is partially connected to the purpose and task. The controlling idea is unclear. There is an uneven progression of ideas throughout the response. There is evidence of some loosely related material that reflects a lack of understanding of focus.

**Evidence and Elaboration** – The response includes some general evidence from the passages that is connected to the purpose. The ideas are simplistic, and there is little variation in sentence structure.

**Conventions** – The response reflects an adequate understanding of the conventions of standard English for this grade level.
Sample Response: 6 points

People many years ago used clocks that used the sun and a stick. In these paragraphs I will tell you some of the things that made using these clocks useful to people. For example explorers could use them to find their correct position. Now I will tell you more things in the following paragraphs.

Many years ago someone made a discovery by sticking a stick into the ground and noticed that it’s shadow changed throughout the day. The people then created something called a sundial. Some advantages of using the sundial the people learned how to tell time, and could then know what time of day it is and what season it is at that time. Also hunters would need to know where to find wild animals to hunt and kill. Another advantage is that explorers need to know what direction they are facing and where to go if they somehow get lost. It also gets you very accurate data, and it keeps your eyes from having to look at the sun and possibly cause eye problems.

Sundials have been around for many many years and are even by some people still used. And now you know a little more about them. That they can tell time and help explorers find there way to places and that they can help the human eye by preventing them from looking at the sun. And Know you know all about where they started and the history of sundials.

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Notes on Scoring

**Purpose, Focus, and Elaboration** – The response includes a controlling idea; however, much of the discussion is loosely related. There is a weak organizational structure with an inadequate introduction and conclusion. The response has effective use of transition within and across the full piece.

**Evidence and Elaboration** – The response includes uneven evidence from the passages that is weakly integrated. A significant amount of evidence is either irrelevant or inaccurate.

**Conventions** – The response reflects an adequate understanding of the conventions of standard English for this grade level.
Sample Response: 4 points

I think that it was much simpler to make a clock. Now you need high gear and stuff, when you can just put a stick in the ground and call it a clock. Sure, they weren't that exact but you can still tell general time.

They were actually really useful in the past. They also developed them a lot over the years. The sun dial just used to be a stick in the ground, but they didn't work on cloudy days or at night. So they started to use candles and oil lamps so they could use them all the time.

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Notes on Scoring

**Purpose, Focus, and Organization** – The response is loosely connected to the topic, but it does not fully address the task. There is little evidence of organization in this limited response.

**Evidence and Elaboration** – There is minimal evidence from the passages in the response. The sentences are simply constructed. The ideas expressed in the response are vague and confusing.

**Conventions** – The response reflects an adequate understanding of the conventions of standard English for this grade level.
Sample Response: 3 points

Sundials are used for telling the time, but when it is night you cannot tell because the sun was not out to tell the time, now for a lamp you would have to light it at the same time to be able to tell also you would need the same size of candle. But sometimes people watch the sun (not all the time XD) to tell the seasons or what day it is, so if the sun did not rise the time you wake up it would be fall/winter and when the sun was up when you woke up it was spring/summer.

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Notes on Scoring

**Purpose, Focus, and Organization** - The response shows a limited awareness of task. It is too brief to show a progression of ideas or evidence of organization.

**Evidence and Elaboration** – The response includes minimal evidence that is generalized. Ideas are unclear and sentences are simplistic.

**Conventions** – The response includes two run-on sentences. There is inconsistent use of the conventions of standard English expected at this grade level.
Sample Response: 2 points

* They would put a stick in the ground and see which way the shadow was at and that is how they knew what time it was from sun up to sun down.

* They would light a candle that was the same weight and size and light them at the same time to know what time it was.

* They would use water clocks, oil lamps, incense sticks, sundials, shadow clocks.

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Notes on Scoring

**Purpose, Focus, and Organization** – The response is a bulleted list and does not demonstrate an understanding of focus. Because it is a bulleted list, evidence of writing skills is not demonstrated.

**Evidence and Elaboration** – There is minimal inclusion of information that is related to the topic, but it is unrelated to the task.

**Conventions** – The response shows inconsistent use of the conventions of standard English expected at this grade level.
Sample Response: 0 points

The first passage is for time using in ancient time and the second passage is for the direction to go.

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Notes on Scoring

**Purpose, Focus, and Organization** – The response is too brief to demonstrate understanding of purpose or task. There is no evidence of organization.

**Evidence and Elaboration** – No evidence or elaboration is presented relevant to the task or purpose.

**Conventions** – The response is too brief to demonstrate an understanding of the conventions of standard English.