Ohio’s State Tests

ITEM RELEASE

SPRING 2018

GRADE 3
ENGLISH LANGUAGE ARTS
# Table of Contents

Questions 8 – 14: Content Summary and Answer Key ............................................................ ii

Stimulus for Questions 8 – 14 ............................................................................................... 1

Question 8: Question and Scoring Guidelines .................................................................. 5
Question 8: Sample Response ............................................................................................ 7

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

Question 10: Question and Scoring Guidelines .............................................................. 13
Question 10: Sample Response ....................................................................................... 15

Question 11: Question and Scoring Guidelines ............................................................. 17
Question 11: Sample Response ....................................................................................... 19

Question 12: Question and Scoring Guidelines ............................................................ 21
Question 12: Sample Responses .................................................................................... 25

Question 13: Question and Scoring Guidelines ............................................................. 33
Question 13: Sample Responses .................................................................................... 37

Question 14: Question and Scoring Guidelines ............................................................ 41
Question 14: Sample Responses .................................................................................... 45
## Grade 3 ELA
### Spring 2018 Item Release
#### Content Summary and Answer Key

<table>
<thead>
<tr>
<th>Question No.*</th>
<th>Item Type</th>
<th>Topic</th>
<th>Content Standard</th>
<th>Answer Key</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Multiple Choice</td>
<td>Informational</td>
<td>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</td>
<td>D</td>
<td>1 point</td>
</tr>
<tr>
<td>9</td>
<td>Multiple Choice</td>
<td>Informational</td>
<td>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</td>
<td>D</td>
<td>1 point</td>
</tr>
<tr>
<td>10</td>
<td>Multiple Choice</td>
<td>Informational</td>
<td>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
<td>D</td>
<td>1 point</td>
</tr>
<tr>
<td>11</td>
<td>Multiple Choice</td>
<td>Informational</td>
<td>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</td>
<td>C</td>
<td>1 point</td>
</tr>
<tr>
<td>12</td>
<td>Evidence-Based Selected Response</td>
<td>Informational</td>
<td>Compare and contrast the most important points and key details presented in two texts on the same topic.</td>
<td>C; B, F</td>
<td>2 points</td>
</tr>
<tr>
<td>13</td>
<td>Table Item</td>
<td>Informational</td>
<td>Compare and contrast the most important points and key details presented in two texts on the same topic.</td>
<td>---</td>
<td>1 point</td>
</tr>
</tbody>
</table>

* The question number matches the item number in the Item Level Report in the Online Reporting System. The items are numbered sequentially in the practice site.
<table>
<thead>
<tr>
<th>Question No.*</th>
<th>Item Type</th>
<th>Topic</th>
<th>Content Standard</th>
<th>Answer Key</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Extended Response</td>
<td>Writing</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>

*The question number matches the item number in the Item Level Report in the Online Reporting System. The items are numbered sequentially in the practice site.*
Grade 3
English Language Arts
Spring 2018 Item Release

Stimulus for Questions 8 - 14
Stimulus for Questions 8 - 14

Passage 1: from The History of the Camera
by Elizabeth Raum

1. Many of the first cameras were very big and hard to carry. These cameras used heavy plates instead of film. Inventors around the world tried to make cameras that were smaller and easier to use.

2. People taking photos needed a big camera, a stand to hold the camera, and heavy plates. George Eastman, of the United States, wanted to find an easier way to take photos. In 1884 he invented film on a roll.

Cameras for Everyone

3. George Eastman began a company called Kodak. In 1888 the first Kodak camera was sold. It was smaller than earlier cameras. Many people bought the first Kodak camera even though it cost a lot of money.

4. In 1900 Kodak invented a camera called the Brownie. Kodak’s Brownie camera was easy to use. Millions of children and adults bought Brownie cameras. Kodak sold Brownies for 70 years.

5. Cameras got better over time. Oskar Barnack, from Germany, invented a new kind of camera. He called it a Leica. It was the first 35 millimeter camera. In 1924 people started buying Leica cameras.

6. In 1930 the flash camera was invented. The flash of light let photographers take photos in dark places. By 1936 a new kind of film made color photos possible. More people bought color film than black and white.

Instant Pictures

7. In 1944 Edwin Land, of the United States, took a photo of his three-year-old daughter. She asked to see the photo right away. That gave him an idea.

8. In 1947 Land invented an instant camera. It was called a Polaroid. Minutes after the picture was snapped, a photo came out of the camera.
Digital Cameras

9 In the 1970s, astronauts wanted to take photos in space and send them back to Earth quickly. Inventors made the digital camera. Digital cameras do not need film. The photos are stored on a tiny computer disk inside the camera.

10 It took time to make the digital camera smaller and easier to use. In 1991, Kodak began selling digital cameras to the public. In 2000, a company in Japan put a camera in a cell phone. Now many companies make camera phones.

Glossary
plates: sheets of glass

---

Excerpt from The History of the Camera by Elizabeth Raum. Copyright © 2008 by Heinemann Library. Reprinted by permission of Heinemann Library via Copyright Clearance Center. Images are in the public domain.

---

Passage 2: from The Camera
by Larry Hills

11 Pictures have been around for thousands of years. Early people drew pictures of animals and hunters on cave walls. People later painted and sculpted what they thought was important.

Camera Obscura

12 Early artists searched for ways to make their art look real. The ancient Greeks found a way to make an image with light. They used a tool called the camera obscura. This term means darkened room in Latin.

13 A camera obscura let light enter a dark room through a tiny hole. . . . The light formed an image of the outside scene on the wall. The image appeared upside down and backward.

14 Some artists used the camera obscura to trace images of their subjects. Tracing helped artists paint pictures that looked more like their subjects.

15 Over time, the camera obscura box was made small enough for people to carry. In 1558, Giambettista della Porta put a lens in a camera obscura. The lens made images sharper and brighter. Artists also added mirrors to show images right side up.

Fact!
In the 1800s, some parks and resorts had large camera obscura rooms. Visitors could stand inside the camera obscura to watch live color images of the surrounding area.

Photochemicals

16 Scientists also took steps toward the invention of the camera. In 1727, German scientist Johann Heinrich Schultz discovered photochemicals. He found that a solution of silver and salt turned dark in sunlight. Other scientists soon tested photochemicals.
Inventors

17 The camera was not invented by just one person. Many people invented ways to capture images. The early cameras changed the way people saw the world.

Excerpt from The Camera by Larry Hills. Copyright © 2005 by Capstone Press. Reprinted by permission of Capstone Press via Copyright Clearance Center.
Grade 3
English Language Arts
Spring 2018 Item Release

Question 8

Question and Scoring Guidelines
**Question 8**

Read the sentences from Passage 1.

"Inventors around the world tried to make cameras that were smaller and easier to use." (paragraph 1)

"Inventors made the digital camera." (paragraph 9)

What is the meaning of the word inventors?

- people who travel
- people who study pictures
- people who take photographs
- people who create new things

**Points Possible:** 1

**Topic:** Informational

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

Rationale for Option A: This is incorrect. While the first sentence mentions a worldwide need, the context reveals that inventors are people with ideas for new things.

Rationale for Option B: This is incorrect. While the sentences discuss cameras that take pictures, the underlined word describes people with ideas for new things.

Rationale for Option C: This is incorrect. While the sentences may suggest that inventors take photographs, the word describes people who have ideas for new things.

Rationale for Option D: Key – The words “make” and “made” suggest that inventors are people with the ability to create new things.

Sample Response: 1 point

Read the sentences from Passage 1.

"Inventors around the world tried to make cameras that were smaller and easier to use.” (paragraph 1)

"Inventors made the digital camera.” (paragraph 9)

What is the meaning of the word inventors?

A people who travel
B people who study pictures
C people who take photographs
D people who create new things
Grade 3
English Language Arts
Spring 2018 Item Release

Question 9

Question and Scoring Guidelines
Question 9

Read the paragraph from Passage 1.

In 1947 Land invented an **instant** camera. It was called a Polaroid. Minutes after the picture was snapped, a photo came out of the camera.

What does the word **instant** tell the reader about the Polaroid camera?

- It was small.
- It was easy to use.
- It took good pictures.
- It made pictures quickly.

**Points Possible: 1**

**Topic:** Informational

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

Rationale for Option A: This is incorrect. While the new camera was smaller, the meaning of “instant” is shown by the context “minutes after” to mean that pictures were ready right away.

Rationale for Option B: This is incorrect. While the new camera was “easy” to use, the meaning of “instant” is shown by the context “minutes after” to mean that pictures were ready soon after they were taken.

Rationale for Option C: This is incorrect. While the new camera’s pictures may have been of very “good” quality, the meaning of “instant” is shown by the context “minutes after” to mean pictures that had been taken could be seen right away.

Rationale for Option D: Key - The context of paragraph 8 explains that with an instant camera, photos appeared “minutes after”, meaning the pictures were made quickly.

Sample Response: 1 point

Read the paragraph from Passage 1.

8 In 1947 Land invented an instant camera. It was called a Polaroid. Minutes after the picture was snapped, a photo came out of the camera.

What does the word instant tell the reader about the Polaroid camera?

A It was small.
B It was easy to use.
C It took good pictures.
D It made pictures quickly.
Grade 3
English Language Arts
Spring 2018 Item Release

Question 10

Question and Scoring Guidelines
Question 10

According to Passage 1, why was the Brownie camera popular?

A. It lasted for many years.
B. It was sold for a low price.
C. It could be used to photograph families.
D. It was easy for many different people to use.

**Points Possible:** 1

**Topic:** Informational

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

Rationale for Option A: This is incorrect. The Brownie was made and sold for 70 years, but the text does not explain how long the individual cameras lasted.

Rationale for Option B: This is incorrect. While many people bought the Brownie camera, the text does not include the price of the camera.

Rationale for Option C: This is incorrect. While families purchased the Brownie camera, the text does not tell specifically what the cameras photographed.

Rationale for Option D: Key – The text says that the Brownie camera was easy to use for both children and adults.

Sample Response: 1 point

According to Passage 1, why was the Brownie camera popular?

A  It lasted for many years.
B  It was sold for a low price.
C  It could be used to photograph families.
D  It was easy for many different people to use.
Grade 3
English Language Arts
Spring 2018 Item Release

Question 11

Question and Scoring Guidelines
Question 11

Read the sentences from Passage 2.

"A camera obscura let light enter a dark room through a tiny hole. . . . The light formed an image of the outside scene on the wall." (paragraph 13)

What is the meaning of the word image?

- frame
- mirror
- picture
- window

Points Possible: 1

Topic: Informational

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

Rationale for Option A: This is incorrect. While the scene was being shown visually, the light formed a picture rather than a frame of the scene outside.

Rationale for Option B: This is incorrect. While mirrors were added to the camera obscura eventually, that is not what the word “image” means.

Rationale for Option C: **Key** – The scene from outside was projected on the wall as an image or picture that could be traced.

Rationale for Option D: This is incorrect. While it makes sense that an outside scene would appear in a window, the scene from outside was projected as an image, or picture that could be traced onto a wall. The image itself is not a window.

Sample Response: 1 point

Read the sentences from Passage 2.

“A camera obscura let light enter a dark room through a tiny hole. . . . The light formed an image of the outside scene on the wall.” (paragraph 13)

What is the meaning of the word image?

- frame
- mirror
- picture
- window
Grade 3
English Language Arts
Spring 2018 Item Release

Question 12

Question and Scoring Guidelines
Question 12

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

**Part A**
Which sentence describes an important idea in both passages?

- Cameras were made to make taking pictures exciting.
- Cameras were made to make sharing information easier.
- Cameras were developed by building on the ideas of many people.
- Cameras were developed because many people liked to create inventions.

**Part B**
Select one detail from Passage 1 and one detail from Passage 2 that support the answer in Part A.

- “Many people bought the first Kodak camera even though it cost a lot of money.” (Passage 1, paragraph 3)
- “Cameras got better over time. Oskar Barnack, from Germany, invented a new kind of camera.” (Passage 1, paragraph 5)
- “It was called a Polaroid. Minutes after the picture was snapped, a photo came out of the camera.” (Passage 1, paragraph 8)
- “Early artists searched for ways to make their art look real.” (Passage 2, paragraph 12)
- “Some artists used the camera obscura to trace images of their subjects.” (Passage 2, paragraph 14)
- “The camera was not invented by just one person.” (Passage 2, paragraph 17)

**Points Possible: 2**

**Topic:** Informational

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

Part A
Rationale for Option A: This is incorrect. While both passages discuss how people used camera technology over the years, this is a minor detail and is not the reason cameras were invented.

Rationale for Option B: This is incorrect. While the passages assert that cameras brought a new perspective to how people saw the world, they do not state that cameras were an answer for insufficient means of sharing information.

Rationale for Option C: Key - Both passages emphasize that there was not a single inventor of the camera and that many people contributed to its development.

Rationale for Option D: This is incorrect. While the passages suggest that people liked to create inventions, this is a minor detail and not the reason cameras were developed.

Part B
Rationale for First Option: This is incorrect. Although this quotation suggests the appeal of or excitement about cameras, it does not support the shared main idea in Part A.

Rationale for Second Option: Key - This option suggests that the process of improving camera technology happened “over time” and was far-reaching.

Rationale for Third Option: This is incorrect. While this process was exciting, it does not support the shared main idea in Part A.

Rationale for Fourth Option: This is incorrect. While this quotation states that artists worked over time to make their art better, it does not support the shared main idea in Part A.

Rationale for Fifth Option: This is incorrect. While this quotation suggests innovation as a way to improve upon existing artistic techniques, it does not support the shared main idea in Part A.

Rationale for Sixth Option: Key - This quotation refers to the innovation and evolution of the camera that are outlined in both passages.
Grade 3
English Language Arts
Spring 2018 Item Release

Question 12

Sample Responses
Sample Response: 2 points

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

Part A
Which sentence describes an important idea in both passages?
① Cameras were made to make taking pictures exciting.
⑥ Cameras were made to make sharing information easier.
● Cameras were developed by building on the ideas of many people.
⑥ Cameras were developed because many people liked to create inventions.

Part B
Select one detail from Passage 1 and one detail from Passage 2 that support the answer in Part A.

☐ "Many people bought the first Kodak camera even though it cost a lot of money." (Passage 1, paragraph 3)
☐ "Cameras got better over time. Oskar Barnack, from Germany, invented a new kind of camera." (Passage 1, paragraph 5)
☐ "It was called a Polaroid. Minutes after the picture was snapped, a photo came out of the camera." (Passage 1, paragraph 8)
☐ "Early artists searched for ways to make their art look real." (Passage 2, paragraph 12)
☐ "Some artists used the camera obscura to trace images of their subjects." (Passage 2, paragraph 14)
☑ "The camera was not invented by just one person." (Passage 2, paragraph 17)

Notes on Scoring
This response receives full credit (2 points) because the correct answer is selected in Part A and both correct answers are selected in Part B.
Sample Response: 1 point

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

**Part A**
Which sentence describes an important idea in both passages?

- Cameras were made to make taking pictures exciting.
- Cameras were made to make sharing information easier.
- Cameras were developed by building on the ideas of many people.
- Cameras were developed because many people liked to create inventions.

**Part B**
Select one detail from Passage 1 and one detail from Passage 2 that support the answer in Part A.

- "Many people bought the first Kodak camera even though it cost a lot of money." (Passage 1, paragraph 3)
- "Cameras got better over time. Oskar Barnack, from Germany, invented a new kind of camera." (Passage 1, paragraph 3)
- "It was called a Polaroid. Minutes after the picture was snapped, a photo came out of the camera." (Passage 1, paragraph 8)
- "Early artists searched for ways to make their art look real." (Passage 2, paragraph 12)
- "Some artists used the camera obscura to trace images of their subjects." (Passage 2, paragraph 14)
- "The camera was not invented by just one person." (Passage 2, paragraph 17)

**Notes on Scoring**

This response receives partial credit (1 point) because the correct answer is selected in Part A, but both correct answers are not selected in Part B. Although answer choice F in Part B is correct, answer choice A is not. To receive full credit (2 points) for this item, both correct answer choices must be selected in Part B.
**Sample Response: 1 point**

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

**Part A**
Which sentence describes an important idea in both passages?

- Cameras were made to make taking pictures exciting.
- Cameras were made to make sharing information easier.
- Cameras were developed by building on the ideas of many people.
- Cameras were developed because many people liked to create inventions.

**Part B**
Select one detail from Passage 1 and one detail from Passage 2 that support the answer in Part A.

- "Many people bought the first Kodak camera even though it cost a lot of money." (Passage 1, paragraph 3)
- "Cameras got better over time. Oskar Barnack, from Germany, invented a new kind of camera." (Passage 1, paragraph 5)
- "It was called a Polaroid. Minutes after the picture was snapped, a photo came out of the camera." (Passage 1, paragraph 8)
- "Early artists searched for ways to make their art look real." (Passage 2, paragraph 12)
- "Some artists used the camera obscura to trace images of their subjects." (Passage 2, paragraph 14)
- "The camera was not invented by just one person." (Passage 2, paragraph 17)

**Notes on Scoring**

This response receives partial credit (1 point) because the correct answer is selected in Part A, but both correct answers are not selected in Part B. Although answer choice F in Part B is correct, answer choice C is not. To receive full credit (2 points) for this item, both correct answer choices must be selected in Part B.
Sample Response: 1 point

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

Part A
Which sentence describes an important idea in both passages?

- Cameras were made to make taking pictures exciting.
- Cameras were made to make sharing information easier.
- Cameras were developed by building on the ideas of many people.
- Cameras were developed because many people liked to create inventions.

Part B
Select one detail from Passage 1 and one detail from Passage 2 that support the answer in Part A.

- “Many people bought the first Kodak camera even though it cost a lot of money.” (Passage 1, paragraph 3)
- “Cameras got better over time. Oskar Barnack, from Germany, invented a new kind of camera.” (Passage 1, paragraph 5)
- “It was called a Polaroid. Minutes after the picture was snapped, a photo came out of the camera.” (Passage 1, paragraph 8)
- “Early artists searched for ways to make their art look real.” (Passage 2, paragraph 12)
- “Some artists used the camera obscura to trace images of their subjects.” (Passage 2, paragraph 14)
- “The camera was not invented by just one person.” (Passage 2, paragraph 17)

Notes on Scoring
This response received partial credit (1 point). Option C is correctly selected in Part A however, Options C and D are selected in Part B, both of which are incorrect. To receive full credit Option B in Part A and Options B and F in Part B must be selected. No credit can be given for correct responses in Part B if Part A is incorrect.
Sample Response: 0 points

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

**Part A**

Which sentence describes an important idea in both passages?

- Cameras were made to make taking pictures exciting.
- Cameras were made to make sharing information easier.
- Cameras were developed by building on the ideas of many people.
- Cameras were developed because many people liked to create inventions.

**Part B**

Select one detail from Passage 1 and one detail from Passage 2 that support the answer in Part A.

- ☐ “Many people bought the first Kodak camera even though it cost a lot of money.” (Passage 1, paragraph 3)
- ✔ “Cameras got better over time. Oskar Barnack, from Germany, Invented a new kind of camera.” (Passage 1, paragraph 5)
- ☐ “It was called a Polaroid. Minutes after the picture was snapped, a photo came out of the camera.” (Passage 1, paragraph 8)
- ☐ “Early artists searched for ways to make their art look real.” (Passage 2, paragraph 12)
- ☐ “Some artists used the camera obscura to trace images of their subjects.” (Passage 2, paragraph 14)
- ☑ “The camera was not invented by just one person.” (Passage 2, paragraph 17)

**Notes on Scoring**

This response receives no credit (0 points) because the answer selected in Part A is incorrect. To receive credit for this item, the correct answer must be selected in Part A. No credit can be given in Part B if Part A is incorrect.
Sample Response: 0 points

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

Part A
Which sentence describes an important idea in both passages?

- Cameras were made to make taking pictures exciting.
- Cameras were made to make sharing information easier.
- Cameras were developed by building on the ideas of many people.
- Cameras were developed because many people liked to create inventions.

Part B
Select one detail from Passage 1 and one detail from Passage 2 that support the answer in Part A.

- Many people bought the first Kodak camera even though it cost a lot of money." (Passage 1, paragraph 3)
- "Cameras got better over time. Oskar Barnack, from Germany, invented a new kind of camera." (Passage 1, paragraph 5)
- "It was called a Polaroid. Minutes after the picture was snapped, a photo came out of the camera." (Passage 1, paragraph 9)
- "Early artists searched for ways to make their art look real." (Passage 2, paragraph 12)
- "Some artists used the camera obscura to trace images of their subjects." (Passage 2, paragraph 14)
- "The camera was not invented by just one person." (Passage 2, paragraph 17)

Notes on Scoring

This response receives no credit (0 points). Incorrect options were selected for Parts A (A) and B (A and E). To receive full credit Option B in Part A and Options B and F in Part B must be correct. To receive partial credit Option B in Part A must be selected. No credit can be given for correct responses in Part B if Part A is incorrect.
Grade 3
English Language Arts
Spring 2018 Item Release

Question 13

Question and Scoring Guidelines
Question 13

Both passages are about the history of the camera. Select the boxes to show whether the details are described in Passage 1, in Passage 2, or in both passages.

<table>
<thead>
<tr>
<th>Details</th>
<th>Passage 1</th>
<th>Both</th>
<th>Passage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cameras today are smaller and more useful.</td>
<td></td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Artists wanted to know how they could make their work look more realistic.</td>
<td></td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Cameras were used to amuse people and help them see the world differently.</td>
<td></td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>

**Points Possible:** 1

**Topic:** Informational

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

For this item, a full-credit response includes:

- “Passage 1” selected for “Cameras today are smaller and more useful.”;
  
  AND

- “Passage 2” selected for “Artists wanted to know how they could make their work look more realistic.”;

  AND

- “Both” selected for “Cameras were used to amuse people and help them see the world differently.” (1 point).
Grade 3
English Language Arts
Spring 2018 Item Release

Question 13

Sample Responses
Both passages are about the history of the camera. Select the boxes to show whether the details are described in Passage 1, in Passage 2, or in both passages.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Passage 1</th>
<th>Both</th>
<th>Passage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cameras today are smaller and more useful.</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artists wanted to know how they could make their work look more realistic.</td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Cameras were used to amuse people and help them see the world differently.</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>

**Notes on Scoring**

This response receives full credit (1 point). The student correctly aligned row one with Passage 1, row two with Passage 2 and row three with both passages.
Sample Response: 0 points

Both passages are about the history of the camera. Select the boxes to show whether the details are described in Passage 1, in Passage 2, or in both passages.

<table>
<thead>
<tr>
<th>Detail</th>
<th>Passage 1</th>
<th>Both</th>
<th>Passage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cameras today are smaller and more useful.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Artists wanted to know how they could make their work look more realistic.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Cameras were used to amuse people and help them see the world differently.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response receives no credit (0 points). To receive credit, all three details must be associated with the correct passage(s). In this response, the details in rows two and three are associated with the incorrect passage(s).
Sample Response: 0 points

Both passages are about the history of the camera. Select the boxes to show whether the details are described in Passage 1, in Passage 2, or in both passages.

<table>
<thead>
<tr>
<th>Details</th>
<th>Passage 1</th>
<th>Both</th>
<th>Passage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cameras today are smaller and more useful.</td>
<td></td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Artists wanted to know how they could make their work look more realistic.</td>
<td></td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>Cameras were used to amuse people and help them see the world differently.</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response receives no credit (0 points). To receive credit, all three details must be associated with the correct passage(s). In this response, none of the details are associated with the correct passage(s).
Question 14

Write a multi-paragraph response that explains how cameras were invented to meet people’s needs. Include information about how the inventors helped develop the camera. Use information from both passages to support your response.

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

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

Write your multi-paragraph response in the space provided.

Points Possible: 10

Topic: Writing

Content Standard: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<table>
<thead>
<tr>
<th>Score</th>
<th>Purpose, Focus, and Organization</th>
<th>Evidence and Explanation</th>
<th>(4-pairs)</th>
<th>Communication of Standard English</th>
<th>(2-pairs)</th>
<th>Total (Score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Clear and concise. Introduction clearly states purpose and focuses on specific research question.</td>
<td>Evidence supports thesis statement.</td>
<td>4</td>
<td>Minimal errors in grammar and spelling.</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Introduction and conclusion are well-structured.</td>
<td>Evidence and explanation are relevant.</td>
<td>3</td>
<td>Minor errors in grammar and spelling.</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Introduction is clear, but conclusion is weak.</td>
<td>Evidence is tangential to the thesis.</td>
<td>2</td>
<td>Significant errors in grammar and spelling.</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Introduction is weak, and conclusion is underdeveloped.</td>
<td>Evidence is irrelevant to the thesis.</td>
<td>1</td>
<td>Major errors in grammar and spelling.</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>Introduction is unclear, and conclusion is non-existent.</td>
<td>Evidence is not relevant to the thesis.</td>
<td>0</td>
<td>Many errors in grammar and spelling.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>Introduction is completely absent, and conclusion is not present.</td>
<td>Evidence is not relevant to the thesis.</td>
<td>0</td>
<td>Many errors in grammar and spelling.</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Score</td>
<td>(4 points)</td>
<td>Evidence and Explanation</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>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>(2 points)</th>
<th>Conventions of Standard English</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Analysis

**Conventions of Standard English**: The response is not written in standard English.

**Evidence and Explanation**: The response provides no support/evidence/relevant facts or data. The response is limited to simple constructions.

### Example

*No evidence from the support materials.*

*The response is not coherent and explicit.*

*The response is limited to simple constructions.*

*The response is relevant to the topic and the question.*

*The response is not well-organized.*

*The response is not well-written.*
Sample Response: 8 points

Cameras have a long storied history that goes on for more than a couple hundred years! A lot of the first cameras in the world were big and took a lot of people to carry. These old cameras used big and heavy plates instead of small light rolls of film. Lots of inventors all over the world tried to make them better. George Eastman who lived in the United States, he found an easier way to take photos. He made the film on a roll in 1884. He also began a company called Kodak that is still around today. In 1888 he sold his first camera. It was much smaller and easier to use than old cameras. People loved his new camera even though it cost a lot of money. In 1900 that same company made another camera called the brownie. In 1930 the flash camera was made, the flash helped people take good pictures in the dark. Also in 1936 color film was invented and people liked that a lot. In 1944 Edwin Land took a picture of his daughter when she wanted the picture right away he got the idea for the polaroid. This camera printed out pictures seconds after the picture was taken. In the 1970s astronauts made the digital camera that took photos and stored them on a computer chip inside the camera. There are many ways the camera has developed but these are just some of the main ways it has.

Cameras have been made for many purposes from taking historical pictures to making art! Ancient Greeks made a camera obscura. This camera made images with light. This camera let light enter a dark room through a tiny hole. The image looked upside down and backwards. Some artists used this camera to trace art. Over time the camera obscura box was made smaller so it was easy to carry. In 1558 Giambattista della Porta put a lens in this camera. The lens made images brighter and sharper. Artists also added mirrors to make the pictures right side up. In 1727 John Heinrich Schultz discovered photographic materials. The camera was not made by just a few people lots of people made it better and better!

<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 – This response receives 3 points in Purpose, Focus and Organization. It has a clear organizational structure with ideas from Passage 1 in the first paragraph and from Passage 2 in the second. The response has a weak, but evident, introduction and conclusion. There is strong discussion around the topic of the development of the camera, however little attention has been given to how the camera was invented to meet the needs of people.

Evidence and Elaboration – This response receives 3 points in Evidence and Elaboration. The student uses source material to support points made; however, the support is not smoothly integrated into the writing, and very little elaboration on points is included. The response includes some grade-appropriate vocabulary.

Conventions – This response receives 2 points for Conventions. The response shows some weakness in the understanding of capitalization of words (brownie, polaroid) that are taken directly from the passage. Many of the sentences have awkward constructions (The camra was not made by just a few people lots of people made it better and better). However, none of these errors impact the intended meaning of the response.
Sample Response: 8 points

A camera was invented so people could see pictures or images of what they were looking at and see it in a photo. The early cameras did not use film at all, they used heavy plates. The really early cameras, like camera obscura, just used a hole in it so light could come through it and shine on a dark place, it would show the image of the outside scene but upside down and backwards, so they put a mirror on it.

Then a new company called Kodak begun by George Eastman sold small cameras. They costed a lot of money but people still bought them. Then a few years later George Eastman invented a camera called the brownie. The brownie was a lot easier to use and millions of adults, kids, and people bought it. The company Kodak sold brownie cameras for 70 years.

Cameras got a lot better overtime. There was the Leica camera and then the flash of light camera that helped people take pictures in the dark. Then there was cameras with film that had color. After that there was the instant pictures that after a few minutes a photo of it would pop out. Finally, they invented the digital camera that made them see it on a screen or on a cell phone.

<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 – This response receives 3 points in Purpose, Focus and Organization. The response includes in the first sentence a description of the purpose of the task, to identify how cameras helped people. It follows with a chronological retelling of the development of the camera. There is no evidence of an introduction or conclusion to pull the piece together.

Evidence and Elaboration – This response receives 3 points in Evidence and Elaboration. There are details from the selection that are used to support the student’s main points. Ideas are generally integrated, however very little elaboration of those ideas is included in the response.

Conventions – This response receives 2 points for Conventions. Grammatical constructions are awkward and include run-ons, misspellings and punctuation errors such as those found in this sentence: the really early cameras, like camera obscura the just used a hole in it so light could come through it and shine on a dark place, it would show the image of the outside scene but upside down and backwards, so they put a mirror on it. While these errors are numerous, they do not impact the intended meaning of the response.
Sample Response: 7 points

Develop

How did inventors help develop the camera? First, they made the first camera that was too heavy, big, and hard to use. So people went from there and made it better, by developing a way to add a camera obscura so they can take pictures in dark. Using a camera obscura it made the pictures upside down and backward. So then they made it better by adding mirrors so it was right side up. In 1888 George Eastman sold the first Kodak camera. It was smaller than the ones made before but it cost a lot. So from their on other people have been finding ways to make cameras better and improved. In 1900 George made a new camera called the Brownie. It was easy to use and millions of children and adults bought it. The Brownie sold for 70 years. Other cameras were made as the years past but in 1991 the digital camera was made and George started to sell them at that time. And so that was how different cameras were developed over the years.

Peoples Needs

How did cameras meet people's needs? The first camera was heavy, big, and hard to use. It didn't meet some people's needs. So inventors started to improve the cameras by adding things and making them smaller. They also got improved by having them way less and making them easier to use. Little things like these made it easier to meet peoples needs. People kept pictures around by painting them on walls and keeping old things. Also keeping or making scalpers of the things. That didn't work for people and so those are reasons why the heavy, big, and hard to use cameras didn't work or meet peoples needs.

<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>2</td>
<td>2</td>
</tr>
</tbody>
</table>
Notes on Scoring

**Purpose, Focus, and Organization** - This response receives 3 points in Purpose, Focus and Organization. The response shows some evidence in organization by using headings to identify the topics being discussed. However, there is little evidence of transition or connections between the two sections. While each section has an introduction and some evidence of a conclusion, there is no evidence of an overall introduction and conclusion to tie the sections together.

**Evidence and Elaboration** - This response receives 2 points in Evidence and Elaboration. The student supports the major points with information from the selection, however some of the evidence is misinterpreted or incorrect. Very little elaboration is included as it relates to the major ideas presented or evidence included. There is evidence of variation in sentence structure.

**Conventions** - This response receives 2 points for Conventions. There are multiple spelling errors (their/there, ben/been, cemeras/cameras) and several incorrect grammatical constructions; however, the meaning of the response is generally clear.
Sample Response: 5 points

Do you know that the earlier cameras did not look like the one you and your family use today? Today's cameras sure do look different than they did in the olden days.

One fact is that people who wanted to take pictures in the olden days had to stand to hold the camera. For example, the earlier cameras were way bigger than the ones today. In 1900 Kodak invented a camera called the Brownie. People bought Brownies because the camera was easy to use. Kodak sold Brownies for about 70 years! Cameras helped people because they could use the camera to send or save memories. For example, in the 1970's astronauts wanted to take pictures in space and send them to earth. So, inventors created a new camera which is a digital camera. Digital cameras did not need film. So when the astronauts needed to take pictures they were saved in a tiny computer disk inside the camera.

As you can see, these were a couple of some facts about cameras in the olden days.

<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>

52 (2018)
Notes on Scoring

**Purpose, Focus, and Elaboration** - This response receives 2 points in Purpose, Focus and Organization. There is a clear introduction, conclusion and body paragraph. The response is weakly focused on one part of the prompt, how cameras are designed to meet people’s needs, and fails to address the development of the camera over time. The response includes information that is incorrect and unrelated to the purpose of the task.

**Evidence and Elaboration** - This response receives 2 points in Evidence and Elaboration. While information from the passage is included it is roughly integrated into the response. In some instances, because there is no elaboration, the details that are included are only minimally related to each other.

**Conventions** - This response receives 1 point in Conventions. There are errors in the use of apostrophes (Todays cameras is missing an apostrophe, 1970’s includes an unnecessary apostrophe). The response includes spelling errors (then/than, inventers/inventors, pictuers/pictures, wich/which) and a significant amount of colloquial language (sure do look, olden days).
Sample Response: 5 points

Back then cameras were very big and hard to carry so a person named George Eastman invented a smaller camera George named the camera the Kodak it sold for 70 years. Cameras got better and better in 1930 the flash camera was invented by 1936 a new kind of film made color possible. In the 1970s, astronauts wanted to take a photo in space.

<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 Elaboration** - This response receives 2 points for Purpose, Focus and Organization. The response does not have an introduction or conclusion and is too brief to show any organization. The information included shows only a partial understanding of the purpose and focus of the task.

**Evidence and Elaboration** - This response receives 2 points for Evidence and Elaboration. The response includes weakly integrated evidence and little elaboration on the details that are included. The evidence included only partially addresses the task and because of the brevity does not show a variation in sentence structure or type.

**Conventions** - This response receives 1 point for Conventions. The first two sentences of the response are run-ons that make a series of points that are accurate but not related within a single sentence. There is no end punctuation for the last sentence. The brevity of the response makes these errors significant.
Sample Response: 3 points

Inventors made cameras because they wanted to make the world a better place, and help people remember what they did. Inventors made all sorts of cameras, but they all go in a time line. Like the first camera ever invented was huge it had these heavy plates, and through time there smaller cameras not as they are today, but that was a hundred years ago, the cameras got smaller and more usefull.

<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>

56 (2018)
Notes on Scoring

Purpose, Focus, and Organization - This response receives 1 point in Purpose, Focus and Organization. It shows a limited understanding of the purpose of the task (making the world a better place). There is no evidence of organization or transitions in the response. There is some awareness of the passage, but that information is random at best.

Evidence and Elaboration - The response receives 1 point in Evidence and Elaboration. While there are statements that are based on information in the passage, their inclusion is not explained and are not integrated into the response.

Conventions - The response receives 1 point in Conventions. There are a number of errors in this response that at times impede understanding of the intended message. The third sentence of the response has no capital letter at the beginning. The fourth sentence is a run-on with multiple thoughts. There are multiple spelling errors (inventers/inventors, throuth/throughout, usefull/useful).
Sample Response: 3 points

camras are things that take picture and help artis paint realistickly. camras shall have a good use for artistick people. for example someone can take a picture and draw a creature on it. one time in girl scouts I went to a musam and we got to look at a picture that was first a picture from a camra then they drew a creature and it looked like bob from monser vs aliens but green and many more. cave man had to actuly draw on the walls of caves and big rocks. in the 1800s, some resorts had large camra obscura rooms. visitors could stand inside the camra obscra to watch live color images of the surounding area.

<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 - This response receives 1 point in Purpose, Focus and Organization. The response focuses more on painting and artistic expression than on the development of and people’s need for cameras. It has no evidence of organization and has no introduction or conclusion. The response strays from the purpose of the task.

Evidence and Elaboration - This response receives 1 point in Evidence and Elaboration. Minimal evidence is included in the response which includes mention of the camera obscura. The elaboration is unrelated to the task. Some of the evidence included reflects misunderstanding and does not support the intended response. The response has awkward sentence structures and includes a run-on sentence.

Conventions - This response receives 1 point in Conventions. Sentences do not begin with capital letters. The response has multiple misspellings (camras/cameras, picturs/pictures, artis/artist, realistically/realistically).
Sample Response: 0 points

CAMERAS WERE VERY HEAVY TO CARRY

<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** - This response receives 0 points in Purpose, Focus and Organization. While there is mention of a camera, nothing else in the response shows understanding of the purpose or focus on the task. The response is too short to reflect organization in any way.

**Evidence and Elaboration** - This response receives 0 points in Evidence and Elaboration. A partial fact from the passage is included, however it is not connected to anything.

**Conventions** - This response receives 0 points in Conventions. The five-word response includes two spelling errors, no ending punctuation and does not reflect an understanding of capitalization.
Sample Response: 0 points

**Notes on Scoring**

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

<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>
Sample Response: 0 points

The history of the camera lot of camera's were very big and hard to carry. George Eastman began a company called Kodak in 1888. The first Kodak camera was sold in 1900. Koda's invented a camera called the Brownie. Kodak's camera was easy to use. Early artists searched for ways to make art look real. The ancient Greeks found a way to make an image with light. They used a tool called the camera obscura. This term means darkened room in Latin.

<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

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

many of the first cameras were very big and hard to carry. these cameras used heavy plates instead of film. inventors around the world tried to make cameras that were smaller and easier to use.

<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

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