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## Grade 5 ELA
### Spring 2018 Item Release
#### Content Summary and Answer Key

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<th>Points</th>
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<tr>
<td>6</td>
<td>Multiple Choice</td>
<td>Informational</td>
<td>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.</td>
<td>B</td>
<td>1 point</td>
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<td>7</td>
<td>Multiple Choice</td>
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<td>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</td>
<td>C</td>
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<td>8</td>
<td>Multiple Choice</td>
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<td>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>B</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 5 topic or subject area.</td>
<td>D</td>
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<td>10</td>
<td>Evidence-Based</td>
<td>Informational</td>
<td>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>A; D</td>
<td>2 points</td>
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<td>11</td>
<td>Multiple Choice</td>
<td>Informational</td>
<td>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</td>
<td>B</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.*
## Grade 5 ELA
### Spring 2018 Item Release
#### Content Summary and Answer Key

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>12</td>
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<td>Informational</td>
<td>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</td>
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<td>1 point</td>
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<tr>
<td>13</td>
<td>Multiple Choice</td>
<td>Informational</td>
<td>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.</td>
<td>D</td>
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<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>
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*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 5
English Language Arts
Spring 2018 Item Release

Stimulus for Questions 6 - 14
Stimulus for Questions 6 - 14

Passage 1: Eating in Space
by NASA

1 Imagine going camping for more than a week with several of your close friends. You would make sure you have plenty of food and the gear to cook and eat it with. The food would have to be stored properly and be nonperishable to avoid spoilage. After finishing your meal, or at the end of your camping trip, you would then stow all your gear and dispose of your trash properly just before the ride home.

2 Astronauts basically do the same thing when they go to space. Preparation varies with the food type. Some foods can be eaten in their natural forms, such as brownies and fruit. Other foods require adding water, such as macaroni and cheese or spaghetti. Of course, an oven is provided in the space station to heat foods to the proper temperature. There are no refrigerators in space, so space food must be stored and prepared properly to avoid spoilage, especially on longer missions.

3 Condiments, such as ketchup, mustard and mayonnaise, are provided. Salt and pepper are available but only in a liquid form. This is because astronauts can't sprinkle salt and pepper on their food in space. The salt and pepper would simply float away. There is a danger they could clog air vents, contaminate equipment or get stuck in an astronaut's eyes, mouth or nose.

4 As on Earth, space food comes in disposable packages. Astronauts must throw their packages away when they have finished eating. Some packaging actually prevents food from flying away. The food packaging is designed to be flexible and easier to use, as well as to maximize space.

<table>
<thead>
<tr>
<th>Glossary</th>
</tr>
</thead>
<tbody>
<tr>
<td>stow: store</td>
</tr>
<tr>
<td>contaminate: make something unsuitable or unclean</td>
</tr>
</tbody>
</table>

Excerpt from "Eating in Space" by NASA. In the public domain.
Passage 2: No Pizza in Space?
by NASA

In the past, space food was not that great. Astronauts had to eat dried food from metal tubes that squeezed out like toothpaste. It was not very tasty. Space food has become more like the food we eat on Earth.

Planning food for a space flight can be tricky. Fresh fruits and vegetables have to remain at room temperature. This limits how much can be taken. Fortunately, the Space Shuttle makes its own water. The water is used to rehydrate the food and drinks. The food can only be heated to room temperature.

Eating the right foods keeps us healthy. A good diet keeps astronauts in good shape. It is the job of the meal planners at Johnson Space Center’s Space Food Systems Laboratory to create healthy meals for astronauts. They use the same food pyramid guide we use here on Earth. “We use caloric requirements based on a World Health Organization equation,” says Vickie Kloeris, subsystem manager for Shuttle and International Space Station food. Astronauts have their own meal plan for space travel. This plan is based on their height and weight. The body uses nutrients differently in space. Astronauts burn fewer calories. Iron is used differently in the body. The meal planners allow for these changes in planning meals.

The astronauts pick their food from a list. The items range from spaghetti to fruit salad. Their choices are wrapped and stored in the galley area.

Water is added to their dry food at the rehydration station. A special oven warms their food to 180 degrees Fahrenheit (82 degrees Celsius). This does not cook the food, only warms it. There is not a refrigerator on the Space Shuttle. Food is stored at room temperature. There is a very small chiller on board. There isn’t room for much.

A few items just don’t work in space, Kloeris says. Soft drinks don’t work because of microgravity. Ice cream can’t go up without freezers. Pizzas have not been perfected yet. Beyond that, astronauts can eat anything you might order from a typical menu.

Cleanup is no fun, even in space. Plates and wrappers are disposable. The forks, spoons, and knives are washed using wet wipes.

“Astronauts are people,” Kloeris says. “They have likes and dislikes and we try to meet their preferences.” Astronauts are staying in space longer and need tasty nutritious meals.

Glossary
- rehydrate: re-add water to a dried food item
- caloric requirements: number of calories necessary
- nutrients: substances or matter that is needed for the life and growth of living things
- microgravity: the feeling of weightlessness that happens in space

“No Pizza in Space?” by NASA. In the public domain.
Grade 5
English Language Arts
Spring 2018 Item Release

Question 6

Question and Scoring Guidelines
Question 6

According to Passage 1, how might trying to eat in space lead to problems?

A. Heating foods to high temperatures can become dangerous.
B. Loose food floating around can injure astronauts or damage machinery.
C. Astronauts can become surrounded by spoiled food that is unhealthy to eat.
D. Extra trash in a small area can limit the space that astronauts can use for work.

Points Possible: 1

Topic: Informational

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.
**Scoring Guidelines**

Rationale for Option A: This is incorrect. While the passage describes heating food, it does not mention the danger of heating food to too high a temperature, nor does it suggest overheating foods as a possibility.

Rationale for Option B: Key - The passage uses the example of salt and pepper, seemingly harmless seasonings that have to be changed to liquid in order to not float around and “clog air vents” or “get stuck in an astronaut’s eyes, mouth or nose.” (paragraph 3)

Rationale for Option C: This is incorrect. The passage mentions food spoilage in the context of food storage and proper preparation. It does not suggest that astronauts are floating around surrounded by rotten food.

Rationale for Option D: This is incorrect. The passage mentions trash and disposable packaging, but it does not describe what happens to the packaging once it has been used.

**Sample Response: 1 point**

According to Passage 1, how might trying to eat in space lead to problems?

- A. Heating foods too high temperatures can become dangerous.
- B. Loose food floating around can injure astronauts or damage machinery.
- C. Astronauts can become surrounded by spoiled food that is unhealthy to eat.
- D. Extra trash in a small area can limit the space that astronauts can use for work.
Question 7

What does the word disposable in paragraph 4 of Passage 1 suggest about the packages?

A. They are large.
B. They are heavy.
C. They are used once.
D. They are inconvenient.

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 5 topic or subject area.
Scoring Guidelines

Rationale for Option A: This is incorrect. The fact that the packages are thrown away could suggest that they are large and take up a lot of room; however, the context suggests that "disposable" means "used once".

Rationale for Option B: This is incorrect. The fact that the packages keep food from flying away could suggest that they hold the food down; however, the context suggests that "disposable" means "used once".

Rationale for Option C: Key - The astronauts throw away the packages after they are used, which suggests that "disposable" means "used once".

Rationale for Option D: This is incorrect. The fact that the astronauts throw away the packages could suggest that they are inconvenient; however, the context suggests that "disposable" means "used once".

Sample Response: 1 point

What does the word disposable in paragraph 4 of Passage 1 suggest about the packages?

A) They are large.
B) They are heavy.
C) They are used once.
D) They are inconvenient.
Grade 5
English Language Arts
Spring 2018 Item Release

Question 8

Question and Scoring Guidelines
Question 8

Which sentence from Passage 2 suggests that astronauts’ meals need to be carefully planned before each mission?

A  “In the past, space food was not that great.” (paragraph 5)
B  “The body uses nutrients differently in space.” (paragraph 7)
C  “The items range from spaghetti to fruit salad.” (paragraph 8)
D  “Their choices are wrapped and stored in the galley area.” (paragraph 8)

Points Possible: 1

Topic: Informational

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

Rationale for Option A: This is incorrect. While this statement generally supports the idea that all food was not good in space in the past, it does not directly support the idea that astronauts’ meals need to be carefully planned before each mission.

Rationale for Option B: **Key** – This sentence suggests that astronauts have to have a meal plan that requires more thought than is normal on Earth because their bodies do not react to food in the same way when in space.

Rationale for Option C: This is incorrect. The list of potential foods that astronauts can pick does not help to support the idea that their meals must be carefully planned in advance of each mission.

Rationale for Option D: This is incorrect. This detail relates to food storage, but not to the meals themselves.

Sample Response: 1 point

Which sentence from Passage 2 suggests that astronauts’ meals need to be carefully planned before each mission?

- **A**) “In the past, space food was not that great.” (paragraph 5)
- **B**) “The body uses nutrients differently in space.” (paragraph 7)
- **C**) “The items range from spaghetti to fruit salad.” (paragraph 8)
- **D**) “Their choices are wrapped and stored in the galley area.” (paragraph 8)
## Question 9

Read the sentence from Passage 2.

“Beyond that, astronauts can eat anything you might order from a *typical* menu.” (paragraph 10)

Based on the passage, what does the word *typical* mean?

- A confusing
- B limited
- C popular
- D regular

---

**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 5 topic or subject area.
Scoring Guidelines

Rationale for Option A: This is incorrect. There are a lot of factors that affect what is on a menu, but the context does not suggest that the menu is confusing.

Rationale for Option B: This is incorrect. While there are a few specific items not included on the menu, the context does not suggest that it is limited.

Rationale for Option C: This is incorrect. While the meal planners try to accommodate the tastes of the astronauts, the context does not show whether or not the menu is popular.

Rationale for Option D: Key - The context, e.g., "anything you might order", suggests that the menu is like a regular menu found on Earth.

Sample Response: 1 point

Read the sentence from Passage 2.

"Beyond that, astronauts can eat anything you might order from a typical menu." (paragraph 10)

Based on the passage, what does the word typical mean?

A confusing
B limited
C popular
D regular
Question 10

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

Part A
According to Passage 2, why are there limits on which foods can be taken to space?
A. The Space Shuttle lacks the necessary devices to store certain foods.
B. The meal planners want only flavorful foods aboard the Space Shuttle.
C. The meal planners want healthy foods to be taken aboard the Space Shuttle.
D. The Space Shuttle lacks enough space to carry the water needed to make most foods.

Part B
Which sentence from Passage 2 supports the answer in Part A?
A. “It was not very tasty.” (paragraph 5)
B. “The water is used to rehydrate the food and drinks.” (paragraph 6)
C. “They use the same food pyramid guide we use here on Earth.” (paragraph 7)
D. “Ice cream can’t go up without freezers.” (paragraph 10)

Points Possible: 2
Topic: Informational
Content Standard: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
**Scoring Guidelines**

**Part A**

**Rationale for Option A: Key** – Due to a lack of refrigeration and freezers, certain foods cannot be brought on space missions.

**Rationale for Option B:** This is incorrect. The meal planners have a say in which foods are brought, but they are mainly concerned with nutrition.

**Rationale for Option C:** This is incorrect. The meal planners are concerned with nutrition, but this is not the reason why some foods cannot be brought into space.

**Rationale for Option D:** This is incorrect. Water is necessary for many of the meals that the astronauts eat, but the shuttle makes its own water, so that does not limit what foods can be brought.

**Part B**

**Rationale for Option A:** This is incorrect. This sentence suggests that space food wasn’t always very appetizing, but it does not support the correct answer in Part A.

**Rationale for Option B:** This is incorrect. This sentence explains how water is used to make some foods edible in space, therefore it does not support the correct answer in Part A.

**Rationale for Option C:** This is incorrect. This sentence suggests that much of the food in space is similar to food on Earth, but it does not support the correct answer in Part A.

**Rationale for Option D: Key** – This is an example of a food that cannot be brought into space due to a lack of proper equipment.
Sample Response: 2 points

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

Part A
According to Passage 2, why are there limits on which foods can be taken to space?

- The Space Shuttle lacks the necessary devices to store certain foods.
- The meal planners want only flavorful foods aboard the Space Shuttle.
- The meal planners want healthy foods to be taken aboard the Space Shuttle.
- The Space Shuttle lacks enough space to carry the water needed to make most foods.

Part B
Which sentence from Passage 2 supports the answer in Part A?

- “It was not very tasty.” (paragraph 5)
- “The water is used to rehydrate the food and drinks.” (paragraph 6)
- “They use the same food pyramid guide we use here on Earth.” (paragraph 7)
- “Ice cream can't go up without freezers.” (paragraph 10)

Notes on Scoring

This response receives full credit (2 points). Option A in Part A and Option D in Part B are correctly identified as the explanation and support for why there are limits on food taken into space.
Sample Response: 1 point

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

**Part A**

According to Passage 2, why are there limits on which foods can be taken to space?

- The Space Shuttle lacks the necessary devices to store certain foods.
- The meal planners want only flavorful foods aboard the Space Shuttle.
- The meal planners want healthy foods to be taken aboard the Space Shuttle.
- The Space Shuttle lacks enough space to carry the water needed to make most foods.

**Part B**

Which sentence from Passage 2 supports the answer in Part A?

- “It was not very tasty.” (paragraph 5)
- “The water is used to rehydrate the food and drinks.” (paragraph 6)
- “They use the same food pyramid guide we use here on Earth.” (paragraph 7)
- “Ice cream can’t go up without freezers.” (paragraph 10)

**Notes on Scoring**

This response receives partial credit (1 point). Option A in Part A is correctly identified as the reason there are limits on the food that can be taken into space. However, the support identified in Part B (Option C) is incorrect. To receive full credit, both Part A and Part B must be correct.
Sample Response: 1 point

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

**Part A**

According to Passage 2, why are there limits on which foods can be taken to space?

- The Space Shuttle lacks the necessary devices to store certain foods.
- The meal planners want only flavorful foods aboard the Space Shuttle.
- The meal planners want healthy foods to be taken aboard the Space Shuttle.
- The Space Shuttle lacks enough space to carry the water needed to make most foods.

**Part B**

Which sentence from Passage 2 supports the answer in Part A?

- “It was not very tasty.” (paragraph 5)
- “The water is used to rehydrate the food and drinks.” (paragraph 6)
- “They use the same food pyramid guide we use here on Earth.” (paragraph 7)
- “Ice cream can’t go up without freezers.” (paragraph 10)

**Notes on Scoring**

This response receives partial credit (1 point). Option A in Part A is correctly identified as the reason there are limits on the food that can be taken into space. However, the support identified in Part B (Option A) is incorrect. To receive full credit, both Part A and Part B must be correct.
Sample Response: 1 point

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

**Part A**
According to Passage 2, why are there limits on which foods can be taken to space?

- The Space Shuttle lacks the necessary devices to store certain foods.
- The meal planners want only flavorful foods aboard the Space Shuttle.
- The meal planners want healthy foods to be taken aboard the Space Shuttle.
- The Space Shuttle lacks enough space to carry the water needed to make most foods.

**Part B**
Which sentence from Passage 2 supports the answer in Part A?

- “It was not very tasty.” (paragraph 5)
- “The water is used to rehydrate the food and drinks.” (paragraph 6)
- “They use the same food pyramid guide we use here on Earth.” (paragraph 7)
- “Ice cream can’t go up without freezers.” (paragraph 10)

**Notes on Scoring**
This response receives partial credit (1 point). Option A in Part A is correctly identified as the reason there are limits on the food that can be taken into space. However, the support identified in Part B (Option B) is incorrect. To receive full credit, both Part A and Part B must be correct.
Sample Response: 0 points

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

Part A

According to Passage 2, why are there limits on which foods can be taken to space?

A. The Space Shuttle lacks the necessary devices to store certain foods.

B. The meal planners want only flavorful foods aboard the Space Shuttle.

C. The meal planners want healthy foods to be taken aboard the Space Shuttle.

D. The Space Shuttle lacks enough space to carry the water needed to make most foods.

Part B

Which sentence from Passage 2 supports the answer in Part A?

A. “It was not very tasty.” (paragraph 5)

B. “The water is used to rehydrate the food and drinks.” (paragraph 6)

C. “They use the same food pyramid guide we use here on Earth.” (paragraph 7)

D. “Ice cream can’t go up without freezers.” (paragraph 10)

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
According to Passage 2, why are there limits on which foods can be taken to space?

A. The Space Shuttle lacks the necessary devices to store certain foods.
B. The meal planners want only flavorful foods aboard the Space Shuttle.
C. The meal planners want healthy foods to be taken aboard the Space Shuttle.
D. The Space Shuttle lacks enough space to carry the water needed to make most foods.

Part B
Which sentence from Passage 2 supports the answer in Part A?

A. “It was not very tasty.” (paragraph 5)
B. “The water is used to rehydrate the food and drinks.” (paragraph 6)
C. “They use the same food pyramid guide we use here on Earth.” (paragraph 7)
D. “Ice cream can’t go up without freezers.” (paragraph 10)

Notes on Scoring
This response receives no credit (0 points). The options selected in both Part A and Part B are incorrect. While it appears that the sentence selected in Part B supports the idea that healthy foods need to be taken on the space shuttle (Part A, Option C), that is not the reason a limited amount of food can be taken aboard. To receive any credit the correct answer must be selected in Part A.
Grade 5
English Language Arts
Spring 2018 Item Release

Question 11

Question and Scoring Guidelines
Question 11

Which statement summarizes Passage 2?

④ Meal planners use the same food pyramid for space meals as they use on Earth, and they know astronauts may dislike some of the food they eat.

⑥ The human body treats some food differently in space, and meal planners try to address that in order to keep astronauts healthy.

⑤ Certain foods taste bad in space, and condiments are necessary to make these foods taste better.

⑥ Space food still needs to be improved, and it spoils quickly on the Space Shuttle.

Points Possible: 1

Topic: Informational

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

Rationale for Option A: This is incorrect. While meal planners may be challenged by the needs of astronauts and the challenges of meal planning for space, they try to make sure astronauts like the food they are going to eat.

Rationale for Option B: Key – Passage 2 states that space affects the way that astronauts “burn . . . calories” and use iron, and food planners try to take this into consideration as they prepare meals for astronauts.

Rationale for Option C: This is incorrect. While space food used to taste bad, this passage does not mention the need for condiments; rather, it mentions specific foods like “spaghetti” and “fruit salad” (paragraph 8).

Rationale for Option D: This is incorrect. While space food has improved, which is suggested by the first sentence of Passage 2, the passage is mostly about the foods that have been improved, as well as the delicate balance for astronauts between taste and nutrition.

Sample Response: 1 point

Which statement summarizes Passage 2?

- Meal planners use the same food pyramid for space meals as they use on Earth, and they know astronauts may dislike some of the food they eat.
- The human body treats some food differently in space, and meal planners try to address that in order to keep astronauts healthy.
- Certain foods taste bad in space, and condiments are necessary to make these foods taste better.
- Space food still needs to be improved, and it spoils quickly on the Space Shuttle.
Grade 5
English Language Arts
Spring 2018 Item Release

Question 12

Question and Scoring Guidelines
Question 12

Select the boxes to show whether each idea is developed in Passage 1, Passage 2, or both passages.

<table>
<thead>
<tr>
<th>Idea</th>
<th>Passage 1</th>
<th>Both</th>
<th>Passage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Astronauts pick the kind of food they want to eat from a list.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Astronauts are provided food that cannot harm equipment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Astronauts need to eat healthy food during their missions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Astronauts eat many different kinds of food in space.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Points Possible: 1

Topic: Informational

Content Standard: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Scoring Guidelines

For this item, a full-credit response includes:

- “Passage 2” selected for “Astronauts pick the kind of food they want to eat from a list”;
  AND
- “Passage 1” selected for “Astronauts are provided food that cannot harm equipment”;
  AND
- “Passage 2” selected for “Astronauts need to eat healthy food during their missions”;
  AND
- “Both” selected for “Astronauts eat many different kinds of food in space” (1 point).
Grade 5
English Language Arts
Spring 2018 Item Release

Question 12

Sample Responses
Sample Response: 1 point

Select the boxes to show whether each idea is developed in Passage 1, Passage 2, or both passages.

<table>
<thead>
<tr>
<th>Idea</th>
<th>Passage 1</th>
<th>Both</th>
<th>Passage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Astronauts pick the kind of food they want to eat from a list.</td>
<td></td>
<td></td>
<td>☑</td>
</tr>
<tr>
<td>Astronauts are provided food that cannot harm equipment.</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Astronauts need to eat healthy food during their missions.</td>
<td></td>
<td></td>
<td>☑</td>
</tr>
<tr>
<td>Astronauts eat many different kinds of food in space.</td>
<td></td>
<td>☑</td>
<td></td>
</tr>
</tbody>
</table>

**Notes on Scoring**

This response receives full credit (1 point). The response correctly identifies the ideas in Row 1 and 3 as occurring in Passage 2, Row 2 occurring in Passage 1 and Row 4 occurring in both passages.
Sample Response: 0 points

Select the boxes to show whether each idea is developed in Passage 1, Passage 2, or both passages.

<table>
<thead>
<tr>
<th>Idea</th>
<th>Passage 1</th>
<th>Both</th>
<th>Passage 2</th>
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<tbody>
<tr>
<td>Astronauts pick the kind of food they want to eat from a list.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Astronauts are provided food that cannot harm equipment.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Astronauts need to eat healthy food during their missions.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Astronauts eat many different kinds of food in space.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes on Scoring

This response receives no credit (0 points). The idea in Row 4 is incorrectly identified as happening only in Passage 1. It is an idea that appears in both passages. To receive credit each row must be correctly associated with the passage or passages from which it comes.
Sample Response: 0 points

<table>
<thead>
<tr>
<th>Statement</th>
<th>Passage 1</th>
<th>Both</th>
<th>Passage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Astronauts pick the kind of food they want to eat from a list.</td>
<td>○</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Astronauts are provided food that cannot harm equipment.</td>
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<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response receives no credit (0 points). The idea in Row 2 is incorrectly identified as happening in Passage 2. It is an idea that appears only in Passage 1. Row 4 is incorrectly identified as happening only in Passage 1. It is an idea that appears in both passages. To receive credit each row must be correctly associated with the passage or passages from which it comes.
Grade 5
English Language Arts
Spring 2018 Item Release

Question 13

Question and Scoring Guidelines
Question 13

How are the structures of Passage 1 and Passage 2 different?

① Passage 1 contrasts the taste of food on Earth with the taste in space, while Passage 2 compares diets on Earth to diets in space.
② Passage 1 describes why food is prepared in space, while Passage 2 provides a solution for how astronauts can keep food fresh in space.
③ Passage 1 outlines the steps astronauts take to prepare food in space, while Passage 2 sorts the kinds of foods that astronauts eat into groups.
⑥ Passage 1 compares the experience of eating on Earth to eating in space, while Passage 2 addresses the problem of making space food healthy and better tasting.

Points Possible: 1

Topic: Informational

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.
Scoring Guidelines

Rationale for Option A: This is incorrect. While Passage 1 is structured in a way that discusses the differences between space food and Earth food, it does not suggest a difference in taste; Passage 2 describes how space diets follow the same food pyramid as on Earth.

Rationale for Option B: This is incorrect. While Passage 1 describes food storage in great detail, it only mentions how water is used to prepare food; Passage 2 describes how fresh food can spoil, but does not solve the problem of food storage.

Rationale for Option C: This is incorrect. Passage 1 talks about food in space, but does not do so in a series of steps; Passage 2 is focused more on how astronauts eat and how decisions are made regarding their meal plans.

Rationale for Option D: Key - Passage 1 compares the experience of eating in space to camping and using the same resources on Earth differently in space (e.g., condiments); Passage 2 focuses on keeping astronauts happy and healthy in their meal choices.

Sample Response: 1 point

<table>
<thead>
<tr>
<th></th>
<th>How are the structures of Passage 1 and Passage 2 different?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Passage 1 contrasts the taste of food on Earth with the taste in space, while Passage 2 compares diets on Earth to diets in space.</td>
</tr>
<tr>
<td>2</td>
<td>Passage 1 describes why food is prepared in space, while Passage 2 provides a solution for how astronauts can keep food fresh in space.</td>
</tr>
<tr>
<td>3</td>
<td>Passage 1 outlines the steps astronauts take to prepare food in space, while Passage 2 sorts the kinds of foods that astronauts eat into groups.</td>
</tr>
<tr>
<td>4</td>
<td>Passage 1 compares the experience of eating on Earth to eating in space, while Passage 2 addresses the problem of making space food healthy and better tasting.</td>
</tr>
</tbody>
</table>
Grade 5
English Language Arts
Spring 2018 Item Release

Question 14

Question and Scoring Guidelines
Question 14

Write a multi-paragraph response that explains why preparing meals in space is more complicated than preparing meals on Earth. Include information about making the food appealing to astronauts, as well as about the challenges of the environment. 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.
### Scoring Guidelines

<table>
<thead>
<tr>
<th>Scoring Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1-point</strong> (a) Purpose, Focus, and Organization</td>
<td></td>
</tr>
<tr>
<td><strong>2-points</strong> (b) Evidence and Explanation</td>
<td></td>
</tr>
<tr>
<td><strong>3-points</strong> (c) Organized Structure, Conventions, and Language</td>
<td></td>
</tr>
<tr>
<td><strong>4-points</strong> (d) Coherence, Clarity, and Organization</td>
<td></td>
</tr>
</tbody>
</table>

**Total Score:**

- **5** points for effective and well-organized writing
- **3** points for clear and coherent writing
- **2** points for adequate but less organized structure
- **1** point for inadequate organization and coherence

**Example:**

- **Introduction:**
  - Clear statement of purpose or topic
  - Engaging, relevant, and interesting
- **Evidence:**
  - Logical and relevant examples, evidence, or data
  - Supportive and convincing
- **Conclusion:**
  - Summary of main points
  - Restate thesis or purpose
- **Organization:**
  - Clear and logical flow of ideas
  - Use of headings, subheadings, or outlines

**Note:**

- Adapt these criteria to your specific assignment guidelines.
- Consider the audience and purpose for scoring.
<table>
<thead>
<tr>
<th>Score</th>
<th>2 (points)</th>
<th>4 (points)</th>
<th>6 (points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension of Standard English</td>
<td>Syntax and spelling, vocabulary, standard usage, syntax</td>
<td>Vocabulary, standard usage, syntax, sentence structure, coherence</td>
<td>Vocabulary, standard usage, syntax, sentence structure, coherence</td>
</tr>
<tr>
<td>Evidence and Expression</td>
<td>Integration of ideas from sources, paragraphs, paragraphs, coherence, logical development</td>
<td>Integration of ideas from sources, paragraphs, coherence, logical development, evidence, support for main ideas</td>
<td>Integration of ideas from sources, paragraphs, coherence, logical development, evidence, support for main ideas</td>
</tr>
<tr>
<td>Organization, Focus, and Coherence</td>
<td>Evidence of a clear focus, logical development, supporting details, evidence, organization</td>
<td>Evidence of a clear focus, logical development, supporting details, evidence, organization</td>
<td>Evidence of a clear focus, logical development, supporting details, evidence, organization</td>
</tr>
</tbody>
</table>

The response demonstrates a lack of command of standard English. The response may include typographical errors, ungrammatical sentences, inappropriate use of domain-specific vocabulary, and/or lack of evidence of knowledge of the subject. The response may demonstrate evidence of intention, but with limited or no evidence of development or support of ideas. The response may not include an explicit thesis statement or clear organization, and may lack evidence of a clear focus. The response may have some minor errors in usage, but no patterns of errors. The response may demonstrate evidence of intention, but with limited or no evidence of development or support of ideas. The response may include some minor errors in usage, but no patterns of errors. The response may demonstrate evidence of intention, but with limited or no evidence of development or support of ideas. The response may include some minor errors in usage, but no patterns of errors.
Grade 5
English Language Arts
Spring 2018 Item Release

Question 14

Sample Responses
Sample Response: 10 points

It is easier to make food on Earth then in space. The possibilities on Earth seem to be never ending but in space food is limited.

Preparing meals in space is more difficult then preparing meals on Earth by the fact that in Space they don’t have refrigerators to keep some foods from spoiling so they have to use food packaging to store their food. On Earth we have cabinets we have refrigerators and more but in space those things are limited. If you want pepper on your meal on Earth then you can simply grab some and BAM you have pepper on your meal but in space you have to have liquid pepper and salt. On Earth you don’t have your food floating around but in space in you let go of your food then it will float away. Planning food for a space flight can be tricky. Fresh fruits and vegetables have to remain at room temperature. This limits how much can be taken. Fortunately, the space shuttle makes it’s own water. The water is used to rehydrate the food and drinks. The food can only be heated to room temperature.

In the past, space food was not that great at all, astronauts had to eat dried food from metal tubes that they had to squeeze out like toothpaste. Soft drinks are not capable of being in space because of microgravity. Pizza also is not capable of going up because they haven’t been perfected yet. Ice cream is another thing that can’t go up because they wouldn’t make it without freezers, so they would melt. There is only one thing that can keep their food warm and that is a special oven that can warm their food up to be 180 degrees F but still that doesn’t cook their food all the way.

If you were on Earth then you could just simply go to McDonalds and get a soft drink, And you could go to Papa Johns or make your own for pizza. And if you’re watching a movie you could simply eat the tub of ice cream but none of these things are capable to do in space. You could cook your food to perfection and put your leftovers in the fridge but that is not possible in space. The items that you can have in space range from spaghetti to fruit salad, on Earth you have much more possibilities.

So now you can see that is much easier to make food on Earth than in space. Possibilities go crazy on Earth. So now you know that meals on Earth are easier than 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>4</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>
Notes on Scoring

Purpose, Focus, and Organization – This response receives full credit for Purpose, Focus and Organization (4 points). There is clear evidence of organization that includes a succinct opening and closing paragraph. There is a strong focus on the controlling idea found in the opening paragraph (…but in space food is limited). The response is coherently presented and progresses smoothly throughout.

Evidence and Elaboration – This response receives full credit for Evidence and Elaboration (4 points). The quoted and accurately paraphrased information from the passages is smoothly integrated into the response. Elaborative techniques show evidence of originality without veering from the intended topic. Sentences are varied and evoke reader interest.

Conventions – This response receives full credit for Conventions (2 points). There is an occasional misspelling or error in grammatical structure. However, the response reflects an adequate use of punctuation, spelling and capitalization appropriate for this grade level.
Sample Response: 9 points

Eating food in space is not easy. It’s anything but simple to prepare the food. The challenge of making the food appealing is another hurdle to jump over. And storing this food is also tricky. But somehow, astronauts manage to do it. I’m not saying they like the food that they’re given, or the way they have to eat it. Humans do need food though, so I guess it can’t be too bad.

On Earth, we have ovens and freezers. So, we can have more, better tasting food. Since Earth has gravity, our food doesn’t float when we try to eat it. In space however, they do not have ovens or freezers, so that means all of their meals are room temperature. And since some foods require a freezer to not spoil, they can’t have some delicious foods. It is also harder to make food in space because it is wrapped in packaging that keeps it from floating away. Although, on Earth most food from stores comes in a package, so I guess we kind of know how they feel.

Because of the environment they are in, which is space with no gravity, it is hard to eat. They must try to devour their food, only for it to float away if their grip on the object is too loose. Plus, they can’t have any powers like sugar, salt, and pepper because it could float away and get in equipment or someone’s eyes. Even though they have this struggle to deal with, astronauts still manage to get a healthy intake of food.

One thing that must be awful to meal planners, is making the food appealing to the people who are going to eat it. Everyone has likes and dislikes, which makes the food planning process so much harder. When astronauts see purple goop and you tell them it’s a grape, they probably won’t want to eat it, or believe it’s a grape. If a person saw a plate of grapes, and you told them it’s grapes, they will probably believe you. A human’s brain is programmed to like food, if it looks like food.

Despite all these challenges, people who travel to space still manage to eat a good amount and stay healthy when away from their home planet. I bet lots of people are glad the meals for these space travelers meals to have improved over time. I personally think they will like their stay in space a lot more if they got food food, which they do. Hopefully, the food we send to space continues to improve, as we reach farther into the stars.

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</tr>
</tbody>
</table>

54 (2018)
Notes on Scoring

**Purpose, Focus, and Organization** – This response receives full credit for Purpose, Focus and Organization (4 points). The response demonstrates a clear organizational pattern that includes effective introductory and closing paragraphs. It is focused on the topic of the difficulties encountered when preparing for space meals and progresses smoothly throughout.

**Evidence and Elaboration** – This response receives partial credit for Evidence and Elaboration (3 points). Adequate conclusions are drawn from the reading; however, there are no direct quotes or general references to the passages. While the response includes elaboration on some of the passage information, much of it is focused on food preparation on Earth, not in space. Ideas are adequately expressed and there is evidence of sentence elaboration.

**Conventions** – This response receives full credit for Conventions (2 points). There is a sophisticated understanding of comma use (to set off introductory phrases, to indicate a series of things, and to indicate a subordinate phrase). Most spelling is correct and there are no patterns of errors.
Sample Response: 8 points

Can you imagine eating food in space? It would be pretty cool right? You could eat things in zero-gravity! But hold on there. Although eating space food sound cool and fun, there are still many restrictions to how to properly eat in space, how to store the food, and many more things like that. So I will be telling you all the important thing that you will need to know to properly enjoy your space meal.

The first step to having a balanced and healthy meal is to bring the right foods. You can’t just bring any food you want, there are only a few things you can bring to space because some foods that may taste good on Earth will taste very bad in space. In paragraph 10, passage 2, it says "Soft drinks don’t work because of microgravity. Ice cream can’t go up without freezers. Pizzas have not been perfected yet. Beyond that, astronauts can eat anything you might order from a typical menu. This suggests that most foods can be eaten in space, but there are a few mandatory things a food might need to be healthy and good tasting that a space shuttle can’t provide, like how you need microgravity for a soft drink.

The next step for a good meal in space is to make sure you can dispose and store the food properly. For example, in paragraph 6, passage 2, it says, “Planning food for space can be tricky. Fresh fruits and vegetables have to remain at room temperature. Fortunately, the Space Shuttle make its own water. The water is used to rehydrate the food and drinks. The food can only be heated at room temperature.” This tells you that it is very difficult to plan a space meal because there are very specific and exact precautions you must make or the food could end up tasting bad or become unhealthy. In paragraph 4, passage 1, It says "...Some packaging actually prevents food from flying away..." This shows that sometimes things could fly away due to the lack of gravity, and some things, like salt and pepper, need to be made into to liquid forms because the powder could clog vents, or go into someone’s eyes, nose, or mouth.

To wrap things up, there are many things you must think about to have balanced and proper food source in space. Like making sure you dispose and store food properly, and you have healthy food. Hopefully this essay helped you to make and plan out a good and tasty meal for space. Enjoy your meal!

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Notes on Scoring

**Purpose, Focus, and Organization** – This response receives partial credit in Purpose, Focus and Organization (3 points). The controlling idea is maintained and there is some sense of completeness with an adequate introduction and conclusion. The focus of the piece wavers a bit from the task, focusing on healthy food rather than meal preparation. There is evidence of some loosely related material throughout. The response includes a few transitions; however, they do not help to clarify the relationships between the points being made.

**Evidence and Elaboration** – This response receives partial credit in Evidence and Elaboration (3 points). The evidence selected from the passages is generally integrated within the piece. The elaborative techniques are only loosely connected to the original purpose of discussing the difficulty of preparing meals in space, focusing mostly on the ease of preparing meals on Earth. There is variation in the sentence structure and many of the sentences are complex in nature.

**Conventions** – This response receives full credit in Conventions (2 points). There are minor errors in tense and agreement in the response; however, these do not represent a pattern of errors nor do they impede meaning in any way.
Sample Response: 8 points

Preparing meals on earth is less complicated than preparing them in space. A few reasons why it’s so difficult is there is no gravity and there is not the required applications to store frozen items or cook items. There are also many other reasons that preparing meals in space are so difficult, but I just listed a few of them. Some foods they can eat normally such as brownies and fruits. They also can have condiments like ketchup, mustard, and mayonnaise. But, could you think of you having to eat salt and pepper in liquid form? I couldn’t even think of what liquid salt or pepper would look like.

Making food more appealing to astronauts is another challenge. In the past space food was not very good. Would you like to eat foods from metal tubes that squeezed food out like toothpaste? Most of you wouldn’t. Planning food for a trip can be difficult. Fresh fruit and vegetables have to stay at room temperature. This limits how much can be taken with them. But luckily the space Shuttle creates its own water. The water can be used to rehydrate the food and drinks. They let the astronaut pick their food from a list. Their choices are then wrapped up and stored in the galley area. I think this helps make it more appealing to astronaut. They get to choose their own foods. That means they don’t have to eat the same thing and everybody else every single day.

They can’t have certain things because of the environment they are in. Things such as pizza or ice cream. Ice cream can go up yet because they need a freezer. Pizza is not perfected yet. Soft drinks do not work because of microgravity. The body also uses nutrients differently in space. The body burns fewer calories. Iron is used differently in the body. The meal planners allow these changes in meal planning. Salt and pepper have to be in liquid for because it would just float away, there is a risk that they could clog air vents, contaminate equipment or even get stuck in a passenger’s eyes, mouth or nose.

As you can see from the listed information above, eating and preparing food in space can be difficult. But, we are still working to improve food for our astronauts. I’m sure that over the years we will improve how much food we can take to space. Improve the living conditions for our astronauts, and many even finally get pizza up there.

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Notes on Scoring

Purpose, Focus, and Organization - This response receives partial credit in Purpose, Focus and Organization (3 points). This adequate response includes a clearly stated controlling idea (Preparing meals on earth is less complicated than preparing them in space.). However, the body of the response focuses on the appeal of foods that are eaten in space, rather than the difficulty with preparations. The piece is coherent and has an opening and a closing paragraph but little in the way of transitions across and within paragraphs.

Evidence and Elaboration - This response receives partial credit in Evidence and Elaboration (3 points). Much of the response is paraphrased information from the passages that is adequately connected to the focus of the task. There is little information that has been specifically linked to a source. Sentence structure is varied and includes some complex constructions.

Conventions - This response receives full credit in Conventions (2 points). There are a few errors in capitalization and punctuation; however, the response reflects grade appropriate skill in grammatical constructions and has no pattern of errors.
Space food is almost just like earth food. You can eat most of the same food in space as you can on earth. But the big difference is how you prepare it. On earth we prepare food by getting it in packages and then we cook it if it has to be cooked. Then we eat it. But in space it is very complicated. You have specific foods you eat in space, and finally, you can't cook anything in space. It's very confusing if you're not an astronaut. Therefore preparing food in space is very complicated.

The first reason that it is very complicated is that you have to eat specific foods in space. You have to have healthy foods. In space you can't burn that many calories in space. The food you eat is used differently in your body. You have to eat from the food pyramid that we have on earth. You have to eat healthy foods from a plan. The plan is based on your height and weight. Iron is also used differently in your body. As you can see you have to eat specific foods when your up in space.

The final reason is that you can't cook anything in space. They have to package it cooked. They have an oven in space but it only goes to 180°F degrees. It's only use is for heating up stuff. It isn't used for cooking. All other food is stored at room temp. or in the small refrigerator or chiller. As you can see that not cooking anything make food very difficult to prepare in space.

From the two previous paragraphs you can see that both reasons make it hard to prepare food in space. I don't blame them, I think it's hard to. On earth it isn't that hard to prepare food. In space it's hard. In conclusion if you ever go to space it would be hard to prepare your food.
**Notes on Scoring**

**Purpose, Focus, and Organization** – This response receives partial credit in Purpose, Focus and Organization (3 points). The response includes an opening and closing paragraph and shows evidence of a simple organizational structure (The first reason..., The final reason...). There is an adequate focus on a controlling idea.

**Evidence and Elaboration** – This response receives partial credit in Evidence and Elaboration (2 points). The response has weakly integrated evidence and little elaboration. Some of the evidence included does not support the student’s stated purpose. Most sentences are limited to simple constructions.

**Conventions** – This response receives partial credit in Conventions (1 point). The response has a number of errors in spelling (pirimid/pyramid, spisific/specific, perpair/prepare). There are a number of errors with punctuation including incorrect or lack of apostrophe use (it’s/its, can’t/can’t).
Sample Response: 6 points

Preparing meals in space is a lot more complicated than preparing meals on Earth. First, most of the food has to be at room temperature so most foods are already out of the question, but some foods like brownies and fruits are able to be eaten naturally. Some foods also need water and you need water to drink so that's why space shuttles make their own water. Space in a space shuttle can also have an affect on the food you bring into space this is because if your food has to stay at room temperature in a room then the more or bigger food you have in the room the less most of those foods will stay at room temperature. Preparing meals in space is also tricky because a good astronaut must be healthy so not all foods can be eaten in space this is why we use caloric requirements based on world health organization equation. In conclusion that is why preparing meals in space is harder than preparing meals on Earth.

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<td>2</td>
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Notes on Scoring

Purpose, Focus, and Organization – This response receives partial credit in Purpose, Focus and Organization (2 points). There is a partially focused controlling idea (Preparing meals in space is a lot more complicated than preparing meals on Earth). The response has an opening sentence and a concluding sentence beyond that there is little apparent organizational structure. The progression of ideas from one to another is uneven.

Evidence and Elaboration - This response receives partial credit in Evidence and Elaboration (2 points). The response includes weakly integrated evidence with little elaboration.

Conventions – This response receives full credit in Conventions (2 points). The response has a few minor errors in punctuation but shows an understanding of sentence formation and grade-appropriate spelling.
Sample Response: 6 points

These are some reasons preparing meals in space is complicated. One reason is that regular food might injure astronauts in space if water is not added, the food might get stuck in astronauts' mouth, eyes, or nose. Another reason it is more complicated is that astronauts' bodies use nutrients differently in space, astronauts burn fewer calories and iron is used differently.

One way to make food more appealing is by letting the astronauts choose their food. The astronauts pick their food from a list of foods they can eat in space. Another way they make food more appealing is by allowing some condiments. Astronauts are allowed ketchup, mustard, and mayonnaise. They can also have salt in pepper in liquid form. The astronauts also have an oven to heat their foods.

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**Notes on Scoring**

**Purpose, Focus, and Organization** – This response receives partial credit in Purpose, Focus and Organization (2 points). The response includes a controlling idea, but that idea is not sustained throughout. There is an introductory sentence; however, there is no conclusion. The response provides information from the selection, but there is no organizational structure in the presentation of those ideas.

**Evidence and Elaboration** – This response receives partial credit in Evidence and Elaboration (2 points). Much of the response is very closely paraphrased and weakly integrated throughout. There is little evidence of elaboration.

**Conventions** – This response receives full credit in Conventions (2 points). There are no patterns of errors evident. The response has an adequate use of punctuation and spelling. Grammatical structure and sentence formation show grade appropriate understanding of written language.
The assesses can have fries but not salt because it float around and damage machines but the salt here is stable doesn't float.

In space foods are limited because the oven is only use to heat not cooking but on earth we use it for both. In space the have fruit but it is dried out and needs water but on earth is already has water in it. Earth and space both can have many other food that we have put if either does not water or needs cooked in space.

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</table>
Notes on Scoring

Purpose, Focus, and Organization – This response receives partial credit in Purpose, Focus and Organization (1 point). The controlling idea is ambiguous, and ideas included are only loosely related. The response is too brief to show any organizational patterns or structures, and there is no apparent introduction or conclusion.

Evidence and Elaboration – This response receives partial credit in Evidence and Elaboration (1 point). There are few references to the source material; however, the ideas expressed are confusing or unclear. Sentence formation is often confusing and includes multiple run-ons.

Conventions – This response receives partial credit in Conventions (1 point). There are multiple spelling errors throughout the short response (asstumots/astronauts, becowse/because, walter/water). Grammatical and sentence structures are awkward (The asstumots can have fries but not salt because it float around and damage machines but the salt here is stable doesn’t float).
Sample Response: 2 points

even more complicated to get food ready for space than on earth because on earth you don't have to wire about whether or not is gravity going to move my food around or not and you can get whatever you would like on earth but yet in space you have to wire and wire about whether or not you have too much food because in space everything gets lifted up at some point and when it does your food will go everywhere whether or not you are on space or not and I don't know whether or not this answer is even right or not but here is

<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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<tbody>
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Notes on Scoring

Purpose, Focus, and Organization – This response receives partial credit in Purpose, Focus and Organization (1 point). This short response has no apparent controlling idea, but is loosely focused on the idea of food in space. The ideas included are extraneous at times. Because of the brevity of the response, no evidence of organization is present.

Evidence and Elaboration – This response receives partial credit in Evidence and Elaboration (1 point). The response makes vague reference to information from the passages that is confusing throughout. There is little use of facts and details from the source material.

Conventions – This response receives no credit in Conventions (0 points). There are multiple errors throughout the piece. The response has no apparent punctuation and appears to be one full sentence. There are frequent misspellings of grade appropriate words (wire/worry, wether/whether, u/you, wuld/would, erth/Earth).
Sample Response: 0 points

Earth and space are different because earth has gravity and space doesn’t have gravity so they are two different. So is like other spaces that are different than earth and earth has a lot of people but space some people visit there just like that guy that visited space for a year.

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Notes on Scoring

**Purpose, Focus, and Organization** – This response receives no credit for Purpose, Focus and Organization (0 points). The response is unrelated to the topic of food preparation in space. There is no apparent organization or transitions between ideas. The response has no controlling idea.

**Evidence and Elaboration** – This response receives no credit in Evidence and Elaboration (0 points). There is no evidence, facts or details from the passages in this response.

**Conventions** – This response receives no credit for Conventions (0 points). This brief response (2 sentences) includes multiple severe errors in spelling, punctuation and sentence formation.
Sample Response: 0 points

Astronauts basically do the same thing when they go to space. Preparation varies with the food type. Some foods can be eaten in their natural forms, such as brownies and fruit. Other foods require adding water, such as macaroni and cheese or spaghetti. Of course, an oven is provided in the space station to heat foods to the proper temperature. There are no refrigerators in space, so space food must be stored and prepared properly to avoid spoilage, especially on longer missions.

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.
The food would have to be stored properly and be nonperishable to avoid spoilage. Some foods can be eaten in their natural forms such as brownies and fruit. This is because astronauts can't sprinkle salt and pepper on their food in space. The food packaging is designed to be flexible and easier to use as well as to maximize space. Space food has become more like the food we eat on Earth. The food can only be heated to room temperature. A good diet keeps astronauts in good shape. Their choices are wrapped and stored in the galley area. This does not cook the food only warms it. The forks, spoons, and knives are washed using wet wipes. Astronauts are staying in space longer and need tasty nutritious meal. Ice cream can't go up without freezers. The water is used to rehydrate the food and drinks. Condiments such as ketchup, mustard, and mayonnaise are provided. Substances or matter that is needed for the life and growth of living things. Planning food for a space flight can be tricky.

**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

Condiments such as ketchup and mustard and mayonnaise are provided.

Astronauts basically do the same thing when they go to space.

Imagine going camping for more than a week with several of your close friends.

As on earth space food comes in disposable packages.

Condiments are provided such as ketchup, mayonnaise and mustard.

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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.
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