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## Grade 3 English Language Arts
### Spring 2019 Item Release
#### Content Summary and Answer Key

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<td>Level 1</td>
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<td>2</td>
<td>Evidence-Based Selected Response</td>
<td>Literary</td>
<td>Analyze literary text development. a. Determine a theme and explain how it is conveyed through key details in the text. b. Retell stories, including fables, folktales, and myths from diverse cultures. <em>(RL.3.2)</em></td>
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<td>Literary</td>
<td>Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. <em>(RL.3.5)</em></td>
<td>Level 2</td>
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<td>Level 1</td>
<td>C</td>
<td>1 point</td>
</tr>
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<td>5</td>
<td>Multiple Choice</td>
<td>Literary</td>
<td>Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. <em>(RL.3.5)</em></td>
<td>Level 2</td>
<td>C</td>
<td>1 point</td>
</tr>
<tr>
<td>6</td>
<td>Matching Item</td>
<td>Literary</td>
<td>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). <em>(RL.3.9)</em></td>
<td>Level 2</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.
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**Spring 2019 Item Release**  
**Content Summary and Answer Key**

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<tr>
<td>7</td>
<td>Extended Response</td>
<td>Writing</td>
<td>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.3.2)</td>
<td>Level 4</td>
<td>---</td>
<td>10 points</td>
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</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.*
Depth of Knowledge (DOK)

Depth of Knowledge (DOK) refers to the complexity of thinking required to complete a task in a given item. Items with a DOK 1 designation focus on the recall of information, such as definitions and terms, and simple procedures. Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details. Items with a DOK 3 designation feature higher-order cognitive tasks such as critiquing a statement and forming a conclusion, explaining, justifying, or proving a statement, or approaching abstract and complex problems. For ELA, 2-3 items will be developed at the DOK 3 level for each set of items written to a passage or passage set. Items with a DOK 4 designation require the need for information to be synthesized, applied, and analyzed. The DOK 4 designation may be used for the development of extended response items in ELA.
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Stimulus for Questions 1 – 7
Stimulus for Questions 1 – 7

Buster often travels to new places with his father. While he is away, he sends postcards to his family and friends about the things he sees.

Passage 1: from Postcards from Buster: Buster Hits the Trail
by Marc Brown

1  “So, Buster,” said Arthur, “what will you be doing in South Dakota?”

2  Buster put his hands on his hips. “I’m going to mosey out to look for little dogies,” he said.

3  “What?” said Arthur.

4  “I’m just practicing my cowboy talk,” Buster explained.

5  When Buster and his father got to South Dakota, they took a good look around.

6  “These sure are wide-open spaces,” said Buster. “I’ll bet the skies are not cloudy all day.”

7  “Do you want to see Mount Rushmore?” asked his dad. “Those four presidents have pretty big heads.”

8  Buster checked in a book he was carrying. “Dad what about this, instead?” he asked. “The biggest sculpture in the world is right here. It’s called Crazy Horse.”

9  Buster tried to imagine what the sculpture would look like.

    Dear Arthur,

    How are things home on the range?

    I have not seen the deer or the antelope play yet.

    But we haven’t been here long, so there’s still plenty of time.

    Buster

10 The Crazy Horse monument was not what Buster expected.

11 Crazy Horse was a leader of the Lakota Indian tribe.
“When Crazy Horse was around horses,” the guide explained, “the horses would dance.”

...  

Only Crazy Horse’s head was easy to see.

“His nose is thirty-two feet long,” said the guide.

“Wow!” said Buster. “If he sneezes, they’ll feel it for miles around.”

The rest of the sculpture was not finished. “It takes a long time to carve a mountain,” the guide explained.

...  

That night Buster was still excited. “What else can we do here?” he asked his father.

“Well,” said Mr. Baxter, “we could go see a buffalo roundup.”

“That would be great!” said Buster. “I’ve only seen buffalo on postcards.”

Dear Francine,

Tomorrow, I am going to see some buffalo.

The Lakota people called them TATONKA.

The Lakota believed they were a sacred animal. You may have seen buffalo on old nickels. They’re much bigger in real life.

Buster

Glossary

mosey: walk in a certain way
dogies: calves that do not have mothers

Passage 2: from Postcards from Buster: Buster and the Giant Pumpkin
by Marc Brown

“That’s a really big suitcase,” said Arthur.

“Well, I’m going to Oregon,” said Buster.

“Everything is big there. So I need to be prepared.”

In Oregon, Buster met a farmer. His name was Steve.

Steve had a son named Scotty. They grew really big vegetables.

Dear Brain,

Some people in Oregon are giant pumpkin growers.

The people are not giants. It’s the pumpkins that are big.

Buster

“Last spring we planted the seed in a milk jug,” said Scotty.

“But now it’s growing outside.”

... 

Steve and Scotty’s pumpkin had grown big over the summer.

Buster watched them measure it.

Dear Francine,

If you ever need a pumpkin coach for a Cinderella play, this is the place to get it.

Buster

Steve and Scotty got the pumpkin ready to move.

Then they put it carefully in the truck.
They planned to enter it in a contest.

    Dear Mom,
    You can make more than 300 pumpkin pies from one giant pumpkin.
    If you want whipped cream with them, you will have to plan ahead.
    Buster

Buster saw lots of big pumpkins. The contest was about to start.

    ...

The pumpkins were weighed, one at a time.

    Dear Arthur,
    I think every pumpkin in this contest weighs more than 1,000 pounds.
    I was surprised the scale didn't break.
    Buster

Scotty's pumpkin was the biggest one of all.

"1,414.5 pounds!" said Buster.

It was a new world record!
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Question 1

Question and Scoring Guidelines
Question 1

In Passage 1, why does Buster want to see the Crazy Horse carving instead of Mount Rushmore?

A  The guides at Mount Rushmore are not funny.
B  The sculpture at Crazy Horse is much bigger.
C  The dancing horses at the Crazy Horse sculpture are real.
D  The heads of the presidents at Mount Rushmore are not finished.

Points Possible: 1

Topic: Literary

Content Standard: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. *(RL.3.1)*

Depth of Knowledge: Level 1
Items with a DOK 1 designation focus on the recall of information, such as definitions and terms, and simple procedures.
Scoring Guidelines

Rationale for Option A: This is incorrect. There is mention of guides at the Crazy Horse monument, but nothing about Mount Rushmore guides.

Rationale for Option B: Key – Buster states that it is the biggest monument in the world.

Rationale for Option C: This is incorrect. There is mention of horses dancing around Crazy Horse, the man, not the monument.

Rationale for Option D: This is incorrect. There is mention in the passage that Mount Rushmore was not finished, but this was not what made them go to the Crazy Horse monument.

Sample Response: 1 point

In Passage 1, why does Buster want to see the Crazy Horse carving instead of Mount Rushmore?

A. The guides at Mount Rushmore are not funny.

○ The sculpture at Crazy Horse is much bigger.

C. The dancing horses at the Crazy Horse sculpture are real.

D. The heads of the presidents at Mount Rushmore are not finished.
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Question 2

Question and Scoring Guidelines
Question 2

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

**Part A**

What is the central message of Passage 1?

A. Fun activities can be found in surprising places.

B. A person can learn a lot by traveling to other places.

C. Preparing for a trip can be as much fun as the trip itself.

D. Planning for bad weather on trips is important to remember.

**Part B**

Which detail supports the answer in Part A?

A. “I’m going to mosey out to look for little dogies,’ he said.” (paragraph 2)

B. “I’m just practicing my cowboy talk,’ Buster explained.” (paragraph 4)

C. “The biggest sculpture in the world is right here. It’s called Crazy Horse.” (paragraph 8)

D. “If he sneezes, they’ll feel it for miles around.” (paragraph 15)

**Points Possible:** 2

**Topic:** Literary

**Content Standard:** Analyze literary text development. a. Determine a theme and explain how it is conveyed through key details in the text. b. Retell stories, including fables, folktales, and myths from diverse cultures. *(RL.3.2)*

**Depth of Knowledge:** Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.
Scoring Guidelines

Part A

**Rationale for Option A:** This is incorrect. Although the activities described are fun, they are not necessarily found in surprising places.

**Rationale for Option B:** Key – The trip is an educational one and offers Buster many learning opportunities.

**Rationale for Option C:** This is incorrect. Although Buster describes how he is practicing his humorous cowboy talk, the main message is not that more fun is found in the preparation for a trip than the trip itself.

**Rationale for Option D:** This is incorrect. Although Buster makes reference to cloudless skies, this is not related to preparing for the trip, nor is it reflective of the main message of the passage.

Part B

**Rationale for Option A:** This is incorrect. This option supports the idea that fun activities can be found in surprising places, which is not the main idea of Passage 1.

**Rationale for Option B:** This is incorrect. This option supports the idea that preparing for a trip can be just as fun as the trip itself, which is not a main idea of Passage 1.

**Rationale for Option C:** Key – This option references a fact that Buster learns on the trip, which supports the main idea of the passage.

**Rationale for Option D:** This is incorrect. This option supports the idea that planning for bad weather is important, which is not the main idea of Passage 1.
Sample Response: 2 points

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

**Part A**

What is the central message of Passage 1?

- **A** Fun activities can be found in surprising places.
- **B** A person can learn a lot by traveling to other places.
- **C** Preparing for a trip can be as much fun as the trip itself.
- **D** Planning for bad weather on trips is important to remember.

**Part B**

Which detail supports the answer in Part A?

- **A** “‘I’m going to mosey out to look for little dogies,’ he said.” (paragraph 2)
- **B** “‘I’m just practicing my cowboy talk,’ Buster explained.” (paragraph 4)
- **C** “‘The biggest sculpture in the world is right here. It’s called Crazy Horse.’” (paragraph 8)
- **D** “‘If he sneezes, they’ll feel it for miles around.’” (paragraph 15)

**Notes on Scoring**

This response receives full credit (2 points) because the student selected the correct answer for Part A, “A person can learn a lot by traveling to other places”, and the correct answer for Part B, “‘The biggest sculpture in the world is right here. It’s called Crazy Horse.’"
**Sample Response: 1 point**

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

**Part A**

What is the central message of Passage 1?

A) Fun activities can be found in surprising places.

B) A person can learn a lot by traveling to other places.

C) Preparing for a trip can be as much fun as the trip itself.

D) Planning for bad weather on trips is important to remember.

**Part B**

Which detail supports the answer in Part A?

A) “I’m going to mosey out to look for little dogies,’ he said.” (paragraph 2)

B) “I’m just practicing my cowboy talk,’ Buster explained.” (paragraph 4)

C) “The biggest sculpture in the world is right here. It’s called Crazy Horse.” (paragraph 8)

D) “If he sneezes, they’ll feel it for miles around.” (paragraph 15)

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**Notes on Scoring**

This response receives partial credit (1 point) because the student selected the correct answer in Part A but did not select the correct answer in Part B. The sentence “‘I’m going to mosey out to look for little dogies,’ he said.” does not support the central message that a person can learn a lot by traveling to other places.
Sample Response: 1 point

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

**Part A**

What is the central message of Passage 1?

- A Fun activities can be found in surprising places.
- □ A person can learn a lot by traveling to other places.
- □ Preparing for a trip can be as much fun as the trip itself.
- □ Planning for bad weather on trips is important to remember.

**Part B**

Which detail supports the answer in Part A?

- □ “I’m going to mosey out to look for little dogies,’ he said.” (paragraph 2)
- □ “I’m just practicing my cowboy talk,’ Buster explained.” (paragraph 4)
- □ “The biggest sculpture in the world is right here. It’s called Crazy Horse.” (paragraph 8)
- □ “If he sneezes, they’ll feel it for miles around.” (paragraph 15)

**Notes on Scoring**

This response receives partial credit (1 point) because the student selected the correct answer in Part A but did not select the correct answer in Part B. The sentence “‘I’m just practicing my cowboy talk,’ Buster explained.” does not support the central message that a person can learn a lot by traveling to other places.
Sample Response: 1 point

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

**Part A**

What is the central message of Passage 1?

- **A** Fun activities can be found in surprising places.
- **B** A person can learn a lot by traveling to other places.
- **C** Preparing for a trip can be as much fun as the trip itself.
- **D** Planning for bad weather on trips is important to remember.

**Part B**

Which detail supports the answer in Part A?

- **A** “I’m going to mosey out to look for little dogies,’ he said.” (paragraph 2)
- **B** “I’m just practicing my cowboy talk,’ Buster explained.” (paragraph 4)
- **C** “The biggest sculpture in the world is right here. It’s called Crazy Horse.” (paragraph 8)
- **D** “If he sneezes, they’ll feel it for miles around.” (paragraph 15)

**Notes on Scoring**

This response receives partial credit (1 point) because the student selected the correct answer in Part A but did not select the correct answer in Part B. The sentence “‘If he sneezes, they’ll feel it for miles around.’” does not support the central message that a person can learn a lot by traveling to other places.
Sample Response: 0 points

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

**Part A**

What is the central message of Passage 1?

- Fun activities can be found in surprising places.
- A person can learn a lot by traveling to other places.
- Preparing for a trip can be as much fun as the trip itself.
- Planning for bad weather on trips is important to remember.

**Part B**

Which detail supports the answer in Part A?

- "I’m going to mosey out to look for little dogies,’ he said.” (paragraph 2)
- “I’m just practicing my cowboy talk,’ Buster explained.” (paragraph 4)
- "The biggest sculpture in the world is right here. It’s called Crazy Horse.” (paragraph 8)
- "If he sneezes, they’ll feel it for miles around.” (paragraph 15)

**Notes on Scoring**

This response receives no credit (0 points) because the phrase “Fun activities can be found in surprising places.” (Part A) is not the central message of Passage 1. The student must select the correct central message in Part A in order to receive full credit.
### Sample Response: 0 points

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

### Part A

What is the central message of Passage 1?

- **A** Fun activities can be found in surprising places.
- **B** A person can learn a lot by traveling to other places.
- **C** Preparing for a trip can be as much fun as the trip itself.
- **D** Planning for bad weather on trips is important to remember.

### Part B

Which detail supports the answer in Part A?

- **A** “I’m going to mosey out to look for little dogies,’ he said.” (paragraph 2)
- **B** “I’m just practicing my cowboy talk,’ Buster explained.” (paragraph 4)
- **C** “The biggest sculpture in the world is right here. It’s called Crazy Horse.” (paragraph 8)
- **D** “If he sneezes, they’ll feel it for miles around.” (paragraph 15)

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### Notes on Scoring

This response receives no credit (0 points) because “Preparing for a trip can be as much fun as the trip itself.” is not the central message of Passage 1. In Part B, the sentence “‘I’m going to mosey out to look for little dogies,’ he said.” is also incorrect.
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Question 3

Question and Scoring Guidelines
Question 3

How does paragraph 10 build on the earlier paragraphs in Passage 1?

A. It shows that Buster becomes bored with the trip.
B. It explains what Buster wrote in his postcard to his friend.
C. It explains what Buster learned at the Crazy Horse monument.
D. It shows that Buster was wrong about the Crazy Horse monument.

Points Possible: 1

Topic: Literary

Content Standard: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (RL.3.5)

Depth of Knowledge: Level 2
Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.
Scoring Guidelines

Rationale for Option A: This is incorrect. While earlier paragraphs show Buster investigating other places to visit, paragraph 10 does not show that he is bored with the trip.

Rationale for Option B: This is incorrect. Buster does not reference the Crazy Horse monument in any of his postcards to Arthur.

Rationale for Option C: This is incorrect. What Buster learned at the monument occurs in paragraphs 11 – 14, not paragraph 10.

Rationale for Option D: **Key** – Buster discovers that the Crazy Horse monument is not at all what he imagined.

Sample Response: 1 point

How does paragraph 10 build on the earlier paragraphs in Passage 1?

- **A** It shows that Buster becomes bored with the trip.
- **B** It explains what Buster wrote in his postcard to his friend.
- **C** It explains what Buster learned at the Crazy Horse monument.
- **D** It shows that Buster was wrong about the Crazy Horse monument.
Question 4

In Passage 2, why does Buster have a big suitcase?

A. Buster needs it to move giant pumpkins.
B. Buster wants his suitcase to set a world record.
C. Buster claims that everything is big where he is going.
D. Buster is visiting many places and needs a lot of clothes.

Points Possible: 1

Topic: Literary

Content Standard: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1)

Depth of Knowledge: Level 1
Items with a DOK 1 designation focus on the recall of information, such as definitions and terms, and simple procedures.
Scoring Guidelines

Rationale for Option A: This is incorrect. In the story, the farmers do move a giant pumpkin, but not in a suitcase.

Rationale for Option B: This is incorrect. Scotty’s giant pumpkin sets the world record, not Buster’s suitcase.

Rationale for Option C: Key – Buster gives this as his reason at the very beginning of the story.

Rationale for Option D: This is incorrect. There is no mention of traveling to multiple locations; there is no need to pack a lot of clothes for a lengthy visit.

Sample Response: 1 point

In Passage 2, why does Buster have a big suitcase?

A. Buster needs it to move giant pumpkins.
B. Buster wants his suitcase to set a world record.
C. Buster claims that everything is big where he is going.
D. Buster is visiting many places and needs a lot of clothes.
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Question 5

Question and Scoring Guidelines
Question 5

Why are the postcards important in both stories?

A. They tell the reader about places Buster will go on his next trip.
B. They help the reader to plan the same trips as Buster and his dad.
C. They help the reader see the adventures from Buster’s point of view.
D. They tell the reader where to find information about Buster’s adventures.

Points Possible: 1

Topic: Literary

Content Standard: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (RL.3.5)

Depth of Knowledge: Level 2
Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.
Scoring Guidelines

**Rationale for Option A:** This is incorrect. Most of what is in the postcards and stories relates to what is happening on the current trip and is not about future trips.

**Rationale for Option B:** This is incorrect. The postcards describe the adventures through Buster’s eyes and do not provide any information, details, or steps that would be necessary to plan a trip similar to Buster’s.

**Rationale for Option C:** Key – The unique and humorous descriptions help the reader experience these adventures through Buster’s eyes.

**Rationale for Option D:** This is incorrect. While there are details in the passages that might encourage the reader to investigate these locations, the information in the postcards captures Buster’s perspective on the trip and would not direct anyone to any additional information.

**Sample Response: 1 point**

Why are the postcards important in both stories?

- A They tell the reader about places Buster will go on his next trip.
- B They help the reader to plan the same trips as Buster and his dad.
- C They help the reader see the adventures from Buster’s point of view.
- D They tell the reader where to find information about Buster’s adventures.
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Question 6

Question and Scoring Guidelines
Question 6

Both *Buster Hits the Trail* and *Buster and the Giant Pumpkin* are written by the same author. In some ways they are the same, and in other ways they are different.

Select the boxes to show what Buster does in Passage 1, Passage 2, or both.

<table>
<thead>
<tr>
<th>Buster makes jokes.</th>
<th>☐</th>
<th>☐</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buster goes to a contest.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Buster learns about history.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Points Possible:** 1

**Topic:** Literary

**Content Standard:** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). *(RL.3.9)*

**Depth of Knowledge:** Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.
Sample Response: 1 point

Both *Buster Hits the Trail* and *Buster and the Giant Pumpkin* are written by the same author. In some ways they are the same, and in other ways they are different.

Select the boxes to show what Buster does in Passage 1, Passage 2, or both.

<table>
<thead>
<tr>
<th></th>
<th><em>Buster Hits the Trail</em> (Passage 1)</th>
<th>Both</th>
<th><em>Buster and the Giant Pumpkin</em> (Passage 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buster makes jokes.</td>
<td>□</td>
<td>✓</td>
<td>□</td>
</tr>
<tr>
<td>Buster goes to a contest.</td>
<td>□</td>
<td>□</td>
<td>✓</td>
</tr>
<tr>
<td>Buster learns about history.</td>
<td>✓</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response receives full credit (1 point) because each of the sentences in the first column of the table has been correctly linked to the appropriate story/stories. This response successfully shows an understanding of the similarities and differences in the two passages.
Sample Response: 0 points

Both *Buster Hits the Trail* and *Buster and the Giant Pumpkin* are written by the same author. In some ways they are the same, and in other ways they are different.

Select the boxes to show what Buster does in Passage 1, Passage 2, or both.

<table>
<thead>
<tr>
<th></th>
<th><strong>Buster Hits the Trail</strong> (Passage 1)</th>
<th>Both</th>
<th><strong>Buster and the Giant Pumpkin</strong> (Passage 2)</th>
</tr>
</thead>
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<td>Buster makes jokes.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buster goes to a contest.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Buster learns about history.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response receives no credit (0 points) because the item expressed in the sentence “Buster makes jokes.” is found in both passages, and the idea expressed in the sentence “Buster goes to a contest.” is only found in *Buster and the Giant Pumpkin*. Buster learns about the history—row 3 of the table—of the Sitting Bull statue in Passage 1. To receive credit for this item, all three of the sentences in the first column of the table need to be correctly connected to one or both of the stories.
Sample Response: 0 points

Both *Buster Hits the Trail* and *Buster and the Giant Pumpkin* are written by the same author. In some ways they are the same, and in other ways they are different.

Select the boxes to show what Buster does in Passage 1, Passage 2, or both.

<table>
<thead>
<tr>
<th></th>
<th>Buster Hits the Trail (Passage 1)</th>
<th>Both</th>
<th>Buster and the Giant Pumpkin (Passage 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buster makes jokes.</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Buster goes to a contest.</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Buster learns about history.</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response receives no credit (0 points) because the item expressed in the sentence "Buster makes jokes." is found in both passages, and the idea expressed in the sentence "Buster goes to a contest." is only found in *Buster and the Giant Pumpkin*. To receive credit for this item, all three of the sentences in the first column of the table need to be correctly connected to one or both of the stories.
Grade 3 English Language Arts
Spring 2019 Item Release

Question 7

Question and Scoring Guidelines
Question 7

In both passages, Buster shows that he likes to learn. Write a multi-paragraph response that explains what Buster has learned. 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. (W.3.2)

Depth of Knowledge: Level 4
Items with a DOK 4 designation require the need for information to be synthesized, applied, and analyzed. The DOK 4 designation may be used for the development of extended response items in ELA.
<table>
<thead>
<tr>
<th>Score</th>
<th>Purpose, Focus, and Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>The response is well-crafted and clearly organized.</td>
</tr>
<tr>
<td>4</td>
<td>The response is organized and logically structured.</td>
</tr>
<tr>
<td>3</td>
<td>The response is somewhat organized, but lacks cohesion.</td>
</tr>
<tr>
<td>2</td>
<td>The response is disorganized and lacks focus.</td>
</tr>
<tr>
<td>0</td>
<td>The response is not relevant to the prompt.</td>
</tr>
</tbody>
</table>

**Introduction and Conclusion**
- The introduction effectively captures the reader's attention and sets the stage for the essay.
- The conclusion is well-written, providing a strong final impression.

**Evidence and Explanation**
- The essay provides evidence and explanation in support of the main ideas.
- The evidence is relevant and effectively supports the arguments.

**Organization**
- The essay is well-organized, with clear sections and transitions.
- The ideas flow smoothly from one to the next.

**Style and Voice**
- The writing style is appropriate for the subject matter.
- The voice is engaging and maintains the reader's interest.

**Vocabulary and Grammar**
- The essay demonstrates a rich vocabulary and correct grammar.
- The writing is free of errors and is well-edited.

**Presentation**
- The essay is well-presented, with clear and readable formatting.
- The use of visual aids or multimedia is appropriate and enhances the presentation.

**Conclusion**
- The response includes a comprehensive conclusion that summarizes the main ideas and provides a final perspective.
- The essay effectively concludes the discussion by tying together the key points.

**Scoring Guidelines**

<table>
<thead>
<tr>
<th>Component</th>
<th>2 Points</th>
<th>3 Points</th>
<th>4 Points</th>
<th>5 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Evidence</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>Organization</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Conclusion</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Total Score</td>
<td>8</td>
<td>11</td>
<td>16</td>
<td>20</td>
</tr>
</tbody>
</table>

**General Guidelines**
- The response includes a comprehensive introduction that outlines the main ideas.
- The essay provides evidence and explanation in support of the main ideas.
- The response includes a well-written conclusion that summarizes the main ideas and provides a final perspective.

**Focus**
- The response is focused on the topic and stays on topic throughout.

**Clarity**
- The writing is clear and easy to understand.

**Coherence**
- The ideas flow smoothly from one to the next.

**Style and Voice**
- The writing style is appropriate for the subject matter.
- The voice is engaging and maintains the reader's interest.

**Vocabulary and Grammar**
- The essay demonstrates a rich vocabulary and correct grammar.
- The writing is free of errors and is well-edited.
<table>
<thead>
<tr>
<th>Score</th>
<th>Purpose, Focus, and Clarification</th>
<th>Evidence and Elaboration</th>
<th>Conventions of Standard English</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The response is unrelated to the topic and displays little awareness of the purpose and audience. The response provides minimal support/evidence for the claim. The claim is not clear enough to assess.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The response demonstrates a lack of command of conventions, evidence, and elaboration. The response includes minor errors in usage but no patterns of incorrect use of conventions. The response may be possible, but it is not credible.</td>
<td></td>
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<tr>
<td>2</td>
<td>The response demonstrates a lack of command of conventions, evidence, and elaboration. The response includes minor errors in usage but no patterns of incorrect use of conventions. The response may be possible, but it is not credible.</td>
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<tr>
<td>4</td>
<td>The response demonstrates a lack of command of conventions, evidence, and elaboration. The response includes minor errors in usage but no patterns of incorrect use of conventions. The response may be possible, but it is not credible.</td>
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<tr>
<td>5</td>
<td>The response demonstrates a lack of command of conventions, evidence, and elaboration. The response includes minor errors in usage but no patterns of incorrect use of conventions. The response may be possible, but it is not credible.</td>
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<tr>
<td>6</td>
<td>The response demonstrates a lack of command of conventions, evidence, and elaboration. The response includes minor errors in usage but no patterns of incorrect use of conventions. The response may be possible, but it is not credible.</td>
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<tr>
<td>7</td>
<td>The response demonstrates a lack of command of conventions, evidence, and elaboration. The response includes minor errors in usage but no patterns of incorrect use of conventions. The response may be possible, but it is not credible.</td>
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<tr>
<td>8</td>
<td>The response demonstrates a lack of command of conventions, evidence, and elaboration. The response includes minor errors in usage but no patterns of incorrect use of conventions. The response may be possible, but it is not credible.</td>
<td></td>
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</tr>
<tr>
<td>9</td>
<td>The response demonstrates a lack of command of conventions, evidence, and elaboration. The response includes minor errors in usage but no patterns of incorrect use of conventions. The response may be possible, but it is not credible.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The response demonstrates a lack of command of conventions, evidence, and elaboration. The response includes minor errors in usage but no patterns of incorrect use of conventions. The response may be possible, but it is not credible.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Grade 3 English Language Arts
Spring 2019 Item Release

Question 7

Sample Responses
Sample Response: 10 points

It’s no wonder that Buster likes to learn. He learns lots of things in two of his adventures. The following paragraph explains what Buster learned in those adventures. Without further ado, here is what Buster learned when he went to South Dakota, and when he went to Oregon.

The first thing Buster learned when he went to South Dakota and Oregon is that there are a lot of wide-open spaces. I say this because in line three, when Buster and his dad first arrived to South Dakota, Buster says "These sure are wide-open space," which means he didn’t know that there were wide-open spaces in South Dakota before. The second thing Buster learned when he went to South Dakota and Oregon is that Crazy Horse was a leader of the Lakota, and not an actual crazy horse. I say this because in line 10 and 11, it says "The Crazy Horse monument was not what Buster expected. Crazy Horse was a leader of the Lakota Indian tribe," which means Buster thought that Crazy Horse was a horse and not an Indian tribe. The last thing Buster learned when he went to South Dakota and Oregon is that pumpkins can weigh over 1,000 pounds. I say this because in line 36, it said "1,414.5 pounds!" said Buster," that means he was surprised that a pumpkin can weigh that much.

That was all the things Buster learned when he went to South Dakota and Oregon. You may disagree and say that he learned more things, and your probably right. I hope you learned something from this, just like Buster did when he went to Oregon and South Dakota. Good-bye!
Notes on Scoring

**Purpose, Focus, and Organization** – This response receives full credit (4 points) for Purpose, Focus, and Organization. There is a creative introduction that reflects the focus of the task, “It’s no wonder that Buster likes to learn.” The response is well-organized and uses signal words to transition between points and create a logical progression.

**Evidence and Elaboration** – This response receives full credit (4 points) for Evidence and Elaboration. The evidence is well-integrated and directly related to the task. Ideas are clear and effectively stated and include points of elaboration on what was said in the texts. Sentence structure is varied throughout the piece.

**Conventions** – This response receives full credit (2 points) in Conventions. Punctuation is used appropriately and effectively and includes the use of commas to offset introductory phrases. There are minor errors in capitalization (crazy horse/Crazy Horse); however, meaning is not impacted.
Buster has learned about some things on his trip like somethings about the Crazy Horse and some things about a large pumpkin. Keep reading to find out what he has learned about these things and how.

One thing Buster has learned from the Crazy Horse is that it is the biggest sculpture in the world. In the passage it says that Buster’s dad suggested to go see Mount Rushmore but Buster checked his book and asked if they could go see Crazy Horse instead because the book said it was the biggest sculpture in the world. The passage also said that the Crazy Horse monument was not what Buster had expected which means he had to have learned something that he didn’t know like what the monument looked like.

Another thing that Buster learned was that pumpkins can grow very large. The passage says that 2 pumpkin growers named Steve and Scotty grew a very large pumpkin and won a contest because the pumpkin’s weight was the heaviest at the contest. It weighed 1,414.5 pounds! That may not have even been the biggest pumpkin in the world though!

Therefore Buster learned that a monument called Crazy Horse was the biggest sculpture in the world and that pumpkins can grow to be very big (at least up to 1,414.5 pounds in weight which is very heavy) He even got to see buffalo!
Notes on Scoring

**Purpose, Focus, and Organization** – This response receives partial credit (3 points) for Purpose, Focus, and Organization. There is clear understanding of purpose and task reflected in the introduction (*Buster has learned about some things on his trip like somethings about the Crazy Horse...*). Signal words are used to reflect organization and transitions.

**Evidence and Elaboration** – This response receives full credit (4 points) for Evidence and Elaboration. Evidence supporting the purpose of the task is paraphrased from both passages. The response includes elaborative techniques, further explaining how textual information relates to what Buster learned. Sentences are varied and include simple, compound and complex structures.

**Conventions** – This response receives full credit (2 points) for Conventions. While there are some grammatical errors, the response reflects a grade-appropriate understanding of mechanics.
Sample Response: 8 points

Here is what Buster learned in passage one (Buster Hits the Trail). First he learned how to talk like a cowboy. Then he learned in his book that the biggest sculpture in the world (Crazy Horse) was in Dakota. After that he learned that Crazy Horse was a leader of the Lakota Indian tribe. He also learned that when Crazy Horse was around horses the horses would dance. Then from the guide, he learned that the rest of the sculpture was not finished yet. That was what Buster learned in the first passage.

Here is what Buster learned in the second passage (Buster and the Giant Pumpkin). First he learned that Steve and Scotty grew big vegetables. Then he learned that last Spring Steve and Scotty planted a pumpkin seed in a milk jug and it grew big over the summer so its growing outside. Then he learned that Scotty’s pumpkin was the biggest pumpkin in the world. That is what Buster learned in the second passage.
Notes on Scoring

**Purpose, Focus, and Organization** – This response receives partial credit (3 points) for Purpose, Focus, and Organization. The response is adequately connected to the purpose and the task. A simple organizational structure is present; paragraph 1 focuses on Passage 1 and paragraph 2 on Passage 2.

**Evidence and Elaboration** – This response receives partial credit (3 points) for Evidence and Elaboration. The response includes paraphrased information from the passages that supports the idea that Buster learned things on his trips. There is some variation in sentence structure. However, there is little elaboration on the points made in the response.

**Conventions** – This response receives full credit (2 points) for Conventions. There is a clear understanding of punctuation, including the use of commas to offset an introductory phrase (*Then from the guide, he learned*).
Sample Response: 7 points

This is what Buster has learned in both trips and places he has been on this adventure to both Organ and South Dakota. In both of his trips he learned different things and I am gonna tell you all of the facts. He learned that in Buster hits the trail that crazy hores was a leader of the Lakota Indians. He learned that Lakota people called buffalo Tatonka. In passage 2 he learned that every pumpkin must have weighs more than 1,000 pounds. In passage 1 the Lakota Indians believed that the buffalos where a sacred animal. That they were much bigger in real life than one you might have seen on a nickel. In passage 1 he learned that it takes a long time to carve a moutain. That is all the facts in the passage and some details.
Notes on Scoring

**Purpose, Focus, and Organization** – This response receives partial credit (3 points) for Purpose, Focus, and Organization. There is an introductory statement followed by information from each of the passages, which reflects an understanding of the purpose of the response. The response focuses on information from both passages to address the topic. There is a limited organizational structure with some evidence of transitions within the paragraph.

**Evidence and Elaboration** – This response receives partial credit (3 points) for Evidence and Elaboration. There is adequate evidence used to support the idea that Buster learned things on his trips. Little elaboration on those points is included. Sentence structures vary, and appropriate vocabulary is included.

**Conventions** – This response receives partial credit (1 point) in Conventions. There are multiple errors in sentence construction (*This is what Buster has learned in both trips and places he has been on this adventure to both Organ and South Dakota/*In passage 2 he learned that every pumpkin must have weighs more than 1,000 pounds). The response shows an understanding of basic punctuation but has some inconsistency with capitalization rules.
Sample Response: 6 points

In passage 1st he learns that The Crazy Horse monument was not fun like he thought. But he wanted to see that instead of the four presidents in Mount Rushmore. If he had just went to Mount Rushmore he would have been entertained instead of being bored. He ever said "The Crazy Horse monument was not what he expected". He should have done some more research than just looking and seeing that it is the tallest monument in the U.S in a book.

In the 2nd passag he learned that everything in Organ is big. He seen the pumpkins and said "You could make over 300 pumpkin pies out of one big pumpkin". The seeds and crops grow nice and big. The he went to a contest and all the pumpkins were huge. Then he found out their friends pumpkin won at 1,414.5.

But he learned over all that he exploring is the way to learn. Because he went to a place with mountins and found out they are fun and boring. And that he can find buffalo’s there. Then he went to a place where everything is big and found out that pumpkins grow fast. And that they can weigh in at 1,414.5.
Notes on Scoring

**Purpose, Focus, and Organization** – This response receives partial credit (2 points) in Purpose, Focus, and Organization. The response doesn’t clearly identify a controlling idea; however, it is generally focused on the idea that Buster learned things. The organization is weak but does include signal words (*In passage 1st/In the 2nd passag…*) to indicate transitions between ideas. The response has no introduction or conclusion. Some of the information included in the response reflects misunderstanding of the passage and uncertainty about the task.

**Evidence and Elaboration** – This response receives partial credit (2 points) for Evidence and Elaboration. There is evidence from the passages in the response; however, much of it is unrelated to the purpose of the task. Ideas presented in the response are imprecise.

**Conventions** – This response receives full credit (2 points) for Conventions. There are various errors in usage (*If he had just went/He seen the pumpkins and said*) throughout the response. However, there is a clear understanding of punctuation and capitalization.
Sample Response: 5 points

Buster learned that adventures can be fun. He also learned on his trips that history can be interesting. Buster likes seeing interesting things like pumpkin contest and things like sculptures and stuff. So this means that Buster is adventurous.

He writes to his friends about it. Buster learns about history and about pumpkins. He thinks the pumpkins were over 1,000 lbs. And turns out Buster learned the winning one was 1414.5 lbs and if you ask me that's pretty big. Buster learns that sights can be amazing.

So Buster learned all these things like about sights, history, adventures, pumpkins and that trips are wonderful. We can tell Buster loves sight seeing and adventures. Adventures and vacations can be awesome. A lot of people like Buster are adventures and creative.
Notes on Scoring

**Purpose, Focus, and Organization** – This response receives partial credit (2 points) in Purpose, Focus, and Organization. The controlling idea (*Buster learned that adventures can be fun*) is clearly stated in the first paragraph. The response, however, fails to discuss information that is connected to this controlling idea. There is little evidence of an organizational structure beyond the indication that there are three paragraphs. The response does include a conclusion that relates directly to the controlling idea.

**Evidence and Elaboration** – This response receives partial credit (2 points) for Evidence and Elaboration. Information from the text is included as evidence; however, nothing is elaborated on, and at times the evidence isn’t relevant to the task. There is a significant amount of repetition throughout (*So this means that buster is adventurus/so buster leard all these thigs like about sights, history, adventures, pumkins and that trips are wonderful/We cn tell buster loves sight seeing and adventures*).

**Conventions** – This response receives partial credit (1 point) for Conventions. There are several errors in spelling (*intresting/interesting, pumkins/pumpkins*). The response includes inconsistencies in capitalization, most notably the inconsistent capitalization of the main character’s name, Buster. However, there is a clear understanding of punctuation and capitalization.
Sample Response: 4 points

In the both passages Buster learns about surprising things where he is like in Oregon, Buster met a farmer. His name was Steve and in the place he was at he learned a lot of things like some people in Oregon are giant pumpkin growers. And Buster learned a lot of surprising things and he would do notes to his friends and family about all surprising things he saw like when he wrote a note to his friend Francine that it said Dear Francie, if you ever need a pumpkin coach for a Cinderella play, this is the place to get it. And he will write different cards to his friends or family about all fun activities he did or what he saw or did like when he saw the only Crazy Horse’s head that was easy to see. His nose is thirty-two feet long and other surprising things that he learned like when Buster saw lots of big pumpkins. When the contest was about to start. He learned a lot of surprising stuff and other stuff he learned from where he was.

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

Notes on Scoring

**Purpose, Focus, and Organization** – This response receives partial credit (1 point) for Purpose, Focus, and Organization. The ideas expressed are confusing and, in some places, unrelated to the prompt. The response does not include evidence of organization and has no transitions from one idea to another.

**Evidence and Elaboration** – This response receives partial credit (1 point) for Evidence and Elaboration. Information included from the selections is often irrelevant or unrelated to the task.

**Conventions** – This response receives full credit (2 points) for Conventions. There are minor errors throughout the response; however, there is no consistent pattern of error. Punctuation is appropriate for this level.
Sample Response: 3 points

In the story Buster likes to learn alot about history. I am saying this because in both passages had alot of famous people mamorals or to see a worl record. There is alot of historic things and Buster got to see on his trip in the story Buster sounded like he enjoired it.

Like Buster was veary inresting when he went to South Dakota. Buster was surper intrested in the worlds largest statu.

<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>
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</tbody>
</table>

Notes on Scoring

**Purpose, Focus, and Organization** – This response receives partial credit (1 point) for Purpose, Focus, and Organization. The limited controlling idea is stated at the beginning of the 1st paragraph *(In the story Buster likes to learn alot about history.)*. Very general statements follow the controlling idea. The response does not reflect an organizational pattern.

**Evidence and Elaboration** – This response receives partial credit (1 point) for Evidence and Elaboration. Minimal evidence is included that supports the purpose of the response. Ideas expressed about what Buster learned are vague.

**Conventions** – This response receives partial credit (1 point) for Conventions. There is partial awareness of the conventions of punctuation and capitalization. The response includes several run-on sentences *(There is alot of historic things and Buster got to see on his trip and in the soty Buster sounded like he enjoired it).*
Sample Response: 2 points

In passage 1 it shows that Buster likes to learn because in paragraph 8, Buster checked out in a book he was carrying. "dad what about this instead." he asked. "The biggest sculpture in the world is right here! It's called Crazy Horse." In paragraph 9, Buster tried to imagine what the sculpture would look like. In paragraph 15 "wow!" said Buster. "If he sneezes, they'll feel it for miles around."

In passage 2 it shows that Buster likes to learn because in paragraph, 34. I think every pumpkin weighs more than a 1,000 pounds. I was surprised the scale didn't break.
Notes on Scoring

**Purpose, Focus, and Organization** – This response receives partial credit (1 point) for Purpose, Focus, and Organization. The controlling idea (*In passage 1 it shows that Buster likes to...*) is loosely connected to the purpose of the task. There is no apparent organizational structure, and transitions are not present.

**Evidence and Elaboration** – This response receives partial credit (1 point) for Evidence and Elaboration. The response includes general references from the passages that are loosely connected to the task. However, the ideas expressed are vague.

**Conventions** – This response receives no credit (0 points) for Conventions. Multiple misspellings are present (*lern*/learn, *passege/passage, didn’t*). The errors in grammatical construction make the response and the message being communicated difficult to understand.
Buster likes to learn about how to do things. He likes to have fun and make jokes but also he is very good at learning like he listens to people talking.

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

Notes on Scoring

**Purpose, Focus, and Organization** – This response receives no credit (0 points) for Purpose, Focus, and Organization. There is no evidence that the purpose of the task is understood. Because of the brevity, there is no evidence of an organizational structure.

**Evidence and Elaboration** – This response receives no credit (0 points) for Evidence and Elaboration. There is no support or evidence from the passages that relates to the purpose of the task. The vague task reference *(He likes to have fun and make jokes)* is not relevant.

**Conventions** – This response receives partial credit (1 point) for Conventions. While there are only two sentences included in the response, a partial command of punctuation and capitalization is evident. The second sentence shows some struggle with appropriate sentence formation; however, meaning is not impeded.
Sample Response: 0 points

he goes to the ceray horse and not mount rushmore

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

Notes on Scoring

**Purpose, Focus, and Organization** – This response receives no credit (0 points) for Purpose, Focus, and Organization. The single statement refers to the passage; however, it shows no awareness of the task. The response is too brief to reflect an organizational structure.

**Evidence and Elaboration** – This response receives no credit (0 points) for Evidence and Elaboration. There is no evidence of source material connected to the focus of the task.

**Conventions** – This response receives no credit (0 points) for Conventions. The simple statement has no punctuation or capitalization. It is too brief to show an awareness of sentence formation.
Sample Response: 0 points

do you want to see mount rushmore asked his dad those four presidents have pretty big heads buster chacked in a book he was carrying dad what about this instead he asked the bigging sculptrun in the world is right here its called crazy horse buster tried to imaging whet the sculpture would look like Dear arthuar how are thing home on the range i have not seen the deer or the antelope play like

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

SoBuster said Arthur what will you be doing in south Dakota.

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

crazy horse monument was not what bustre expected. crazy horse was a leader of the Lakota Indian.
expected when crazy horse was around horses the guide explained the horses would dance.

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.