Ohio’s State Tests

ITEM RELEASE

SPRING 2019

GRADE 4

ENGLISH LANGUAGE ARTS
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<td>Level 2</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.*
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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.
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.
Grade 4 English Language Arts
Spring 2019 Item Release
Stimulus for Questions 1 – 8
Stimulus for Questions 1 – 8

Passage 1: Should everyone get a prize?
by Brenda Iasevoli

1. You signed up for soccer, and played every game of the season. Sure, you’re not the best player on the team, but most days you gave it your all. Do you deserve a trophy?

2. If the decision is up to Carol Dweck, the answer would likely be no. She’s a psychology professor at Stanford University, in California. She says a player doesn’t have to be the best to get a trophy. But those who receive an award should have to work for it. She suggests trophies go to the most improved player, or the one who contributed most to the team spirit, as well as to those who play the best.

3. “The trophy has to stand for something,” Dweck told TFK. “If we give a trophy to everyone, then the award has no value.” Dweck argues that giving kids trophies for particular reasons, such as improving in a sport, teaches kids that adults value hard work and trying our best.

4. Others say that there’s no harm in giving awards to all kids who play a sport, regardless of how they played or whether or not they improved.

5. “I think we should encourage kids’ participation in sports,” says Kenneth Barish, a psychology professor at Weill Cornell Medical College, in New York City. “A trophy is one way to encourage kids’ efforts.”

6. Barish argues that when we single out only the best or even the most improved players with a trophy, we are teaching kids the wrong lesson. We are sending the message that winning is everything. “Winning is only part of the equation,” Barish told TFK. “Playing sports also teaches kids about teamwork and the importance of exercise.”

7. There will be plenty of opportunity for kids to learn about competition as they get older, says Barish. They’ll soon realize that only one soccer team wins the World Cup and only one football team wins the Super Bowl. For now, he thinks there’s nothing wrong with letting all kids who play a sport feel like winners. That means trophies for everyone.
Passage 2: Should Every Kid Get a Trophy?

by Lauren Tarshis

Walk into the bedroom of 12-year-old Lucas, a sixth-grader from New Jersey, and you might think you’ve stumbled into a sports hall of fame. There are trophies everywhere . . . .

Lucas has earned his trophies by simply showing up to practices and games.

“This has become practically a universal policy in many communities,” says Karen Coffin, a coach who writes about youth sports.

Experts say that the “trophies for all” policy is part of a bigger change that has swept youth sports over the past two decades. Back when your parents were learning how to swing a bat, team life could be brutal. Often, coaches openly favored their star athletes. Less-gifted players would spend entire games sitting on the bench.

Today, rules in many leagues require equal playing time for all team members. “The focus isn’t on winning,” says Coffin. “It’s about building skills.”
This is a welcome change for many. Today, more kids than ever are playing a huge range of team sports. Coaches are encouraged to support everyone on their teams. “The idea is to motivate kids to play sports, to have fun,” says Dr. Michelle Anthony, an author and psychologist who works with kids and schools. Studies show many benefits for kids who stick with team sports, from better fitness levels to higher grades. Getting trophies can encourage kids to continue playing even if they’re not superstars. No kid feels overlooked.

But some experts suggest that giving trophies to everyone sends the wrong message. In real life, people are not always rewarded for just showing up. A person doesn’t get A’s just for coming to class. A worker doesn’t get a raise just for arriving on time. Shouldn’t only the hardest-working or highest-performing athletes get the trophies?

Both Coffin and Anthony point out that trophies can lose their meaning when everyone gets one. Coffin also emphasizes that trophies are not an effective way to motivate players.

As for Lucas, he sees both sides of the debate. He agrees that getting trophies made him feel good about being on his teams. But there is one problem, he confesses.

“I’m out of space.”

Glossary

brutal: mean
motivate: encourage
benefits: things that are good or helpful
overlooked: not noticed or recognized
emphasizes: makes a point

Adapted from “Should Every Kid Get a Trophy?” by Lauren Tarshis. Published in SCHOLASTIC STORYWORKS, September 2013. Copyright © 2013 by Scholastic Inc. Reprinted by Permission.
Grade 4 English Language Arts
Spring 2019 Item Release

Question 1

Question and Scoring Guidelines
Question 1

Read the sentences from Passage 1.

“But those who receive an award should have to work for it. She suggests trophies go to the most improved player, or the one who **contributed most to** the team spirit, as well as to those who play the best.” (paragraph 2)

What does the phrase **contributed most to** mean?

A) took the most from  
B) thought the most about  
C) added the most toward  
D) worried the most about

---

**Points Possible:** 1

**Topic:** Informational

**Content Standard:** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. *(RI.4.4)*

**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. If someone took away from team spirit, they would not be “contributing” to it. In this context, the phrase means “added most toward”.

Rationale for Option B: This is incorrect. Although someone may have thought about something when he or she contributed to it, this is not the meaning of the phrase “contributed most to” in this context.

Rationale for Option C: **Key** – The phrase “contributed most to” means “added most toward” in this context.

Rationale for Option D: This is incorrect. Although someone could be worrying about something when he or she contributes to it, this is not the meaning of the phrase “contributed most to” in this context.

Sample Response: 1 point

Read the sentences from Passage 1.

“But those who receive an award should have to work for it. She suggests trophies go to the most improved player, or the one who contributed most to the team spirit, as well as to those who play the best.” (paragraph 2)

What does the phrase contributed most to mean?

A took the most from
B thought the most about
C added the most toward
D worried the most about
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Question 2

Question and Scoring Guidelines
Question 2

Which sentence describes how information is presented in Passage 1?

A) It describes thoughts from students.
B) It compares information from experts.
C) It uses personal stories to support opinions.
D) It focuses on the example of a young athlete.

Points Possible: 1

Topic: Informational

Content Standard: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (RI.4.5)

Depth of Knowledge: Level 3
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.
Scoring Guidelines

Rationale for Option A: This is incorrect. Passage 1 does not describe thoughts or views from a student's perspective.

Rationale for Option B: Key – Passage 1 uses Carol Dweck and Kenneth Barish to compare expert information on the subject of trophies for participation.

Rationale for Option C: This is incorrect. While there are personal stories in Passage 2, there are none in Passage 1.

Rationale for Option D: This is incorrect. While Passage 2 does have an example from a young athlete's perspective, Passage 1 does not.

Sample Response: 1 point

Which sentence describes how information is presented in Passage 1?

A) It describes thoughts from students.
B) It compares information from experts.
C) It uses personal stories to support opinions.
D) It focuses on the example of a young athlete.
Question 3

Based on Passage 2, why are leagues supporting equal playing time for players?

A. to make sure that players were not rewarded for just showing up
B. to allow kids more chances to participate and build skills
C. because the players needed to improve their health
D. because some kids were not getting trophies

Points Possible: 1

Topic: Informational

Content Standard: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI.4.3)

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. The equal playing time speaks to having more opportunities to play/build skills, not to make sure that everyone played for rewards/trophies.

Rationale for Option B: Key – Paragraph 13 of the passage says that the focus isn't on “winning,” it's about building skills. So, more kids have opportunities to play when the focus isn't on winning.

Rationale for Option C: This is incorrect. Although the passage mentions this as a benefit for kids who stick with team sports, this is not a reason why leagues support equal playing time for players.

Rationale for Option D: This is incorrect. Although kids were not receiving trophies unless they excelled in certain areas, this is not the reason why leagues supported equal playing time for players.

Sample Response: 1 point

Based on Passage 2, why are leagues supporting equal playing time for players?

A. to make sure that players were not rewarded for just showing up
B. to allow kids more chances to participate and build skills
C. because the players needed to improve their health
D. because some kids were not getting trophies
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Question 4

Question and Scoring Guidelines
Question 4

What does the word universal mean as it is used in paragraph 11 of Passage 2?

A. common  
B. group  
C. new  
D. written

Points Possible: 1

Topic: Informational

Content Standard: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (RI.4.4)

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: **Key** – The word “universal” in this sentence refers to a “common” or widespread policy in many communities.

Rationale for Option B: This is incorrect. Although the sentence refers to “communities,” which are groups, the word “universal” refers to “common” or widespread policy in many communities.

Rationale for Option C: This is incorrect. Although the policy could be considered “new,” the word “universal” in this sentence refers to a “common” or widespread policy in many communities.

Rationale for Option D: This is incorrect. Although the sentence refers to a coach writing about youth sports, the word “universal” refers to a “common” or widespread policy in many communities.

**Sample Response: 1 point**

What does the word **universal** mean as it is used in paragraph 11 of Passage 2?

- **common**
- **group**
- **new**
- **written**
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Question 5

Question and Scoring Guidelines
Question 5

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

Part A

According to Passage 2, why do some experts say giving trophies to everyone on a team should not be allowed?

A) because young athletes get too many prizes
B) because too many youth athletes will want to play
C) because it supports the idea that losing is acceptable
D) because it supports the idea that rewards come without hard work

Part B

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

A) “The focus isn’t on winning,’ says Coffin.” (paragraph 13)
B) “Today, more kids than ever are playing a huge range of team sports.” (paragraph 14)
C) “A worker doesn’t get a raise just for arriving on time.” (paragraph 15)
D) “I’m out of space.” (paragraph 18)

Points Possible: 2

Topic: Informational

Content Standard: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1)

Depth of Knowledge: Level 3

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.
Scoring Guidelines

Part A

Rationale for Option A: This is incorrect. Although the passage begins and ends with information about Lucas and his trophies, this is not why some experts say giving trophies to all is problematic.

Rationale for Option B: This is incorrect. Although the passage states that today more kids than ever are playing sports, this is not why some experts say giving trophies to all is problematic.

Rationale for Option C: This is incorrect. Although giving trophies to everyone “sends the wrong message,” the passage does not state that this is the particular message.

Rationale for Option D: Key – Experts say that giving trophies to everyone sends the wrong message—it rewards kids for just showing up.

Part B

Rationale for Option A: This is incorrect. Although this sentence supports the idea that losing is acceptable, this is not why some experts feel that giving trophies to all is problematic.

Rationale for Option B: This is incorrect. Although this sentence supports the idea that many youth athletes are participating in sports, this is not why some experts feel that giving trophies to all is problematic.

Rationale for Option C: Key – This sentence is an example of why giving trophies to everyone sends the wrong message—that they reward kids for just showing up.

Rationale for Option D: This is incorrect. Although this sentence supports the idea that youth athletes are getting too many prizes, this is not why some experts feel that giving trophies to all is problematic.
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Question 5

Sample Responses
Sample Response: 2 points

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

Part A

According to Passage 2, why do some experts say giving trophies to everyone on a team should not be allowed?

(A) because young athletes get too many prizes

(B) because too many youth athletes will want to play

(C) because it supports the idea that losing is acceptable

(D) because it supports the idea that rewards come without hard work

Part B

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

(A) "The focus isn’t on winning,’ says Coffin.” (paragraph 13)

(B) "Today, more kids than ever are playing a huge range of team sports.” (paragraph 14)

(C) "A worker doesn’t get a raise just for arriving on time.” (paragraph 15)

(D) "I’m out of space.” (paragraph 18)

Notes on Scoring

This response receives full credit (2 points) because the explanation in Part A and a supporting sentence in Part B are correctly identified.
**Sample Response: 1 point**

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

**Part A**

According to Passage 2, why do some experts say giving trophies to everyone on a team should not be allowed?

- **A** because young athletes get too many prizes
- **B** because too many youth athletes will want to play
- **C** because it supports the idea that losing is acceptable
- **D** because it supports the idea that rewards come without hard work

**Part B**

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

- **A** ""The focus isn’t on winning,’ says Coffin.” (paragraph 13)
- **B** "Today, more kids than ever are playing a huge range of team sports.” (paragraph 14)
- **C** "A worker doesn’t get a raise just for arriving on time.” (paragraph 15)
- **D** "I’m out of space.” (paragraph 18)

**Notes on Scoring**

This response receives partial credit (1 point) because the explanation is correctly identified in Part A; however, the incorrect sentence has been selected as support in Part B.
Sample Response: 1 point

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

**Part A**

According to Passage 2, why do some experts say giving trophies to everyone on a team should not be allowed?

- **A** because young athletes get too many prizes
- **B** because too many youth athletes will want to play
- **C** because it supports the idea that losing is acceptable
- **D** because it supports the idea that rewards come without hard work

**Part B**

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

- **A** “‘The focus isn’t on winning,’ says Coffin.” (paragraph 13)
- **B** “Today, more kids than ever are playing a huge range of team sports.” (paragraph 14)
- **C** “A worker doesn’t get a raise just for arriving on time.” (paragraph 15)
- **D** “‘I’m out of space.’” (paragraph 18)

### Notes on Scoring

This response receives partial credit (1 point) because the explanation is correctly identified in Part A; however, the incorrect sentence has been selected as support in Part B.
**Sample Response: 1 point**

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

**Part A**

According to Passage 2, why do some experts say giving trophies to everyone on a team should not be allowed?

- A) because young athletes get too many prizes
- B) because too many youth athletes will want to play
- C) because it supports the idea that losing is acceptable
- ● because it supports the idea that rewards come without hard work

**Part B**

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

- A) “The focus isn’t on winning,’ says Coffin.” (paragraph 13)
- B) ”Today, more kids than ever are playing a huge range of team sports.” (paragraph 14)
- C) “A worker doesn’t get a raise just for arriving on time.” (paragraph 15)
- ● “I’m out of space.” (paragraph 18)

**Notes on Scoring**

This response receives partial credit (1 point) because the explanation is correctly identified in Part A; however, the incorrect sentence has been selected as support in Part B.
Sample Response: 0 points

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

**Part A**

According to Passage 2, why do some experts say giving trophies to everyone on a team should not be allowed?

- (A) because young athletes get too many prizes
- (B) because too many youth athletes will want to play
- (C) because it supports the idea that losing is acceptable
- (D) because it supports the idea that rewards come without hard work

**Part B**

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

- (A) "The focus isn’t on winning,’ says Coffin.” (paragraph 13)
- (B) "Today, more kids than ever are playing a huge range of team sports.” (paragraph 14)
- (C) "A worker doesn’t get a raise just for arriving on time.” (paragraph 15)
- (D) "I’m out of space.’” (paragraph 18)

**Notes on Scoring**

This response receives no credit (0 points) because the explanation is incorrectly identified in Part A. In order to get partial or full credit for this item, the explanation must be correctly selected in Part A. No credit can be given for a correct supporting detail or sentence in Part B if the explanation is incorrectly identified in Part A.
Sample Response: 0 points

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

Part A
According to Passage 2, why do some experts say giving trophies to everyone on a team should not be allowed?

A) because young athletes get too many prizes
B) because too many youth athletes will want to play
C) because it supports the idea that losing is acceptable
D) because it supports the idea that rewards come without hard work

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

A) "The focus isn’t on winning,’ says Coffin.” (paragraph 13)
B) "Today, more kids than ever are playing a huge range of team sports.” (paragraph 14)
C) "A worker doesn’t get a raise just for arriving on time.” (paragraph 15)
D) "I’m out of space.” (paragraph 18)

Notes on Scoring
This response receives no credit (0 points) because both the explanation in Part A and the supporting sentence selected in Part B are incorrect.
Question 6

Read the sentence from Passage 2.

“Experts say that the ‘trophies for all’ policy is part of a bigger change that has swept youth sports over the past two decades.” (paragraph 12)

What does the word swept mean in this sentence?

A) cleaned up
B) blocked out
C) dropped from
D) spread through

Points Possible: 1

Topic: Informational

Content Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.4.5)

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. This is a literal meaning of the word, but is not the meaning in the context of this sentence.

Rationale for Option B: This is incorrect. Although policy changes could prevent something like youth sports from occurring, this is not the meaning of the word “swept”.

Rationale for Option C: This is incorrect. This would be a misinterpretation of the context for the word. To be “dropped from” does not properly convey what “spread through” means in youth sports.

Rationale for Option D: Key – The word “swept” in the context of this sentence means the change spread throughout youth sports.

Sample Response: 1 point

Read the sentence from Passage 2.

“Experts say that the ‘trophies for all’ policy is part of a bigger change that has swept youth sports over the past two decades.” (paragraph 12)

What does the word swept mean in this sentence?

A. cleaned up
B. blocked out
C. dropped from
D. spread through
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Spring 2019 Item Release

Question 7

Question and Scoring Guidelines
**Question 7**

Below are three ideas from Passage 2. Select the boxes to show whether each idea supports or does not support giving trophies for participation.

<table>
<thead>
<tr>
<th>Supports participation trophies</th>
<th>Does not support participation trophies</th>
</tr>
</thead>
<tbody>
<tr>
<td>sends the wrong message to kids about what to expect in the future</td>
<td>☐</td>
</tr>
<tr>
<td>makes kids feel good about themselves for participating in sports teams</td>
<td>☒</td>
</tr>
<tr>
<td>encourages kids to play for fun, rather than just winning</td>
<td>☒</td>
</tr>
</tbody>
</table>

**Points Possible:** 1

**Topic:** Informational

**Content Standard:** Explain how an author uses evidence to support particular points in a text. *(RI.4.8)*

**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.
Grade 4 English Language Arts
Spring 2019 Item Release

Question 7

Sample Responses
Sample Response: 1 point

Below are three ideas from Passage 2. Select the boxes to show whether each idea supports or does not support giving trophies for participation.

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</tr>
<tr>
<td>encourages kids to play for fun, rather than just winning</td>
<td>☑</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response receives full credit (1 point).

For this item, a full-credit (1 point) response includes:

- “sends the wrong message to kids about what to expect in the future” selected for “Does not support participation trophies”;
  
  AND

- “makes kids feel good about themselves for participating in sports teams” selected for “Supports participation trophies”;
  
  AND

- “encourages kids to play for fun, rather than just winning” selected for “Supports participation trophies”.
Sample Response: 0 points

Below are three ideas from Passage 2. Select the boxes to show whether each idea supports or does not support giving trophies for participation.

<table>
<thead>
<tr>
<th>Supports participation trophies</th>
<th>Does not support participation trophies</th>
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<tr>
<td>sends the wrong message to kids about what to expect in the future</td>
<td>☑</td>
</tr>
<tr>
<td>makes kids feel good about themselves for participating in sports teams</td>
<td>☐</td>
</tr>
<tr>
<td>encourages kids to play for fun, rather than just winning</td>
<td>☑</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response receives no credit (0 points). The first option, “sends the wrong message to kids about what to expect in the future”, does not support participation trophies.

For this item, a full-credit (1 point) response includes:

- “sends the wrong message to kids about what to expect in the future” selected for “Does not support participation trophies”;
  
  AND

- “makes kids feel good about themselves for participating in sports teams” selected for “Supports participation trophies”;
  
  AND

- “encourages kids to play for fun, rather than just winning” selected for “Supports participation trophies”.

34 (2019)
Sample Response: 0 points

Below are three ideas from Passage 2. Select the boxes to show whether each idea supports or does not support giving trophies for participation.

<table>
<thead>
<tr>
<th>Supports participation trophies</th>
<th>Does not support participation trophies</th>
</tr>
</thead>
<tbody>
<tr>
<td>sends the wrong message to kids about what to expect in the future</td>
<td>☐</td>
</tr>
<tr>
<td>makes kids feel good about themselves for participating in sports teams</td>
<td>☑</td>
</tr>
<tr>
<td>encourages kids to play for fun, rather than just winning</td>
<td>☐</td>
</tr>
</tbody>
</table>

Notes on Scoring

This response receives no credit (0 points). The third option, “encourages kids to play for fun, rather than just winning”, is a support for participation trophies and was incorrectly identified as not supporting participation trophies.

For this item, a full-credit (1 point) response includes:

- “sends the wrong message to kids about what to expect in the future” selected for “Does not support participation trophies”;
  
  AND

- “makes kids feel good about themselves for participating in sports teams” selected for “Supports participation trophies”;
  
  AND

- “encourages kids to play for fun, rather than just winning” selected for “Supports participation trophies”.
Grade 4 English Language Arts
Spring 2019 Item Release

Question 8

Question and Scoring Guidelines
Question 8

Should young athletes get an award just for participating in a sport?

Write a multi-paragraph response that explains whether or not young athletes should get an award just for participating in a sport. Include information from the passages that provides reasons and evidence that support your point of view. 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 point of view
- Pay attention to the grammar, structure and mechanics of your sentences

Be sure to include:
- An introduction
- Information from the passages to support your point of view
- A conclusion

Write your multi-paragraph response in the space provided.
Points Possible: 10

Topic: Writing

Content Standard: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W.4.1)

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>
<th>Evidence, Explanation, and Support</th>
<th>Thesis Statement and Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>The response is highly sustained and consistent. The thesis encompasses the majority of the discussion.</td>
<td>The response displays evidence, explanation, and support for the thesis.</td>
<td>The conclusion is well-organized and connected to the previous sections.</td>
</tr>
<tr>
<td>4</td>
<td>The response is sustained and consistent. The thesis encompasses most of the discussion.</td>
<td>The response displays evidence, explanation, and support for the thesis.</td>
<td>The conclusion is well-organized and connected to the previous sections.</td>
</tr>
<tr>
<td>3</td>
<td>The response is generally sustained and consistent. The thesis encompasses most of the discussion.</td>
<td>The response displays evidence, explanation, and support for the thesis.</td>
<td>The conclusion is well-organized and connected to the previous sections.</td>
</tr>
<tr>
<td>2</td>
<td>The response is minimally sustained and consistent. The thesis encompasses some of the discussion.</td>
<td>The response displays limited evidence, explanation, and support for the thesis.</td>
<td>The conclusion is vaguely connected to the previous sections.</td>
</tr>
<tr>
<td>1</td>
<td>The response is minimally sustained and consistent. The thesis encompasses some of the discussion.</td>
<td>The response displays minimal evidence, explanation, and support for the thesis.</td>
<td>The conclusion is poorly connected to the previous sections.</td>
</tr>
<tr>
<td>0</td>
<td>The response is not sustained or consistent. The thesis is not present in the discussion.</td>
<td>The response displays no evidence, explanation, and support for the thesis.</td>
<td>The conclusion is not connected to the previous sections.</td>
</tr>
</tbody>
</table>

Other criteria to be considered:
- The response includes a clear introduction and conclusion.
- The response presents a logical progression of ideas.
- The response demonstrates critical thinking and analysis.
- The response is free of errors such as spelling, grammar, and punctuation.
<table>
<thead>
<tr>
<th>Score</th>
<th>6 points</th>
<th>5 points</th>
<th>4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conventions of Standard English</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence and Elaboration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose, Focus, and Organization</td>
<td></td>
<td></td>
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<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The response demonstrates a lack of command of conventions, use of evidence, and organization.</td>
<td>No evidence from the support material(s). No mention of the source of the evidence from the text.</td>
<td>Some minor errors in usage, but no patterns of error. May include the following:</td>
<td>The response provides no evidence related to the topic.</td>
</tr>
<tr>
<td>The response demonstrates an adequate level of command of conventions, use of evidence, and organization.</td>
<td>No evidence from the support material(s). No mention of the source of the evidence from the text.</td>
<td>Errors in usage that are significant. The response may include the following:</td>
<td>The response provides some evidence related to the topic.</td>
</tr>
<tr>
<td>The response demonstrates a level of command of conventions, use of evidence, and organization that is adequate for the task.</td>
<td>Evidence from the support material(s) is clearly integrated with the task. The response may include the following:</td>
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<td>The response demonstrates a lack of command of conventions, use of evidence, and organization.</td>
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<td>The response demonstrates a lack of command of conventions, use of evidence, and organization.</td>
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</table>
Grade 4 English Language Arts
Spring 2019 Item Release

Question 8

Sample Responses
Sample Response: 10 points

Do you think that all kids should get a trophy just for participating on a team? Some experts think that kids should get awards for participating but others think that only the players that contribute the most to the team should get the prizes. Experts who agree with participation awards say that the trophies motivate kids to play sports. On the other hand the experts that disagree with all kids getting rewards say that the trophies should go to the players that improved the most. I believe that not all kids should get trophies. What do you think?

My first reason why I don't agree with participation rewards is because if there are always good players on the field and all of the bad players on the bench, all the good players are doing all of the work. If your whole team gets rewards it's not fair to the good players who do the work. My second reason is if the bad players get rewards, they won't need to get better at playing the sport because they would get a trophy anyway. If the good players get the rewards the bad players would feel pushed to do better and contribute more to the team. My third reason I don't agree with participation rewards is that when you grow up and have a job, you don’t get rewarded for showing up. Participation rewards teach kids that they will get an award for doing something as simple as showing up to the practices and games. If the kids worked for their trophies that would teach them to work hard for something they want.

To support my opinions and reasons here are some things from the passages. In the first passage I read it said that if the trophies are given to everyone than it has no value. If everyone gets one then the better kids on the team wouldn't really be truly rewarded. In the first passage it also says that Carol Dweck says that kids should have to work for an award. Without working for an award kids could start to think that they could get an award for doing something as simple as completing an assignment at school. In the second passage it said that some experts think that giving out trophies to everyone sends the wrong message. It says that in real life people aren't always rewarded for showing up. You don't get all A's for just showing up to class.

Some people believe that trophies should be given out to every kid that participates. Some people believe that trophies shouldn't be given out to everyone. They think that trophies should be given out to players that play the best. I agree that trophies should be special and that not everyone should get them. I also believe that kids should have to work for something they want. If kids work hard and work for something they want then that's going to help shape the next generation. That's why I think kids shouldn't get participation trophies.
Notes on Scoring

**Purpose, Focus, and Organization** – This response receives full credit (4 points) for Purpose, Focus, and Organization. The response has a clearly stated opinion (*I believe that not all kids should get trophies.*) and effective structure, creating coherence and completeness. There is evidence of skillful use of transitional phrases (*My first reason..., My second reason...*) to clarify and strengthen the student’s position and to move the reader through the student’s reasoning. There is a logical progression of ideas with a satisfactory introduction and conclusion.

**Evidence and Elaboration** – This response receives full credit (4 points) for Evidence and Elaboration. The response provides thorough support clearly articulated in the third paragraph. Relevant evidence is presented from both passages (*In the first passage it also says that Carol Dweck says that kids should have to work for an award. In the second passage it said that some experts think that giving out trophies to everyone sends the wrong message.*). There is also clear and effective expression of ideas. Each piece of evidence from the passages is effectively explained. The response includes a variety of sentence styles and structures.

**Conventions** – This response receives full credit (2 points) in Conventions. The response demonstrates an adequate command of basic conventions. There may be minor errors in punctuation and usage, but these errors do not impede meaning.
Sample Response: 9 points

"Goal" that is the sound of the opposite team scoring a goal and winning the championship game. The kids on your team all say that it is okay because you still get a trophy. Well, while some teams are happy about that, other teams are not happy. They don't get a trophy unless they were the best or the most improved or something like that. Well, you want to know what I think. I believe that kids should only get trophies if they are the best on the team or even if they win the championship, but not if they come in second. Here's why.

First of all, it sends the wrong message to the kids. In the passage "Should Every Kid Get a Trophy?" it says, "In real life, people are not always rewarded for just showing up." Kids shouldn't just get a trophy for participating. They should have to work hard for it. Like it says, you shouldn't just get rewarded for showing up to, let's say, work. Some people just try out for sports just so they can get a trophy. I think that you shouldn't be able to play sports for the trophy. You should play sports because you like it or play sports because you are really good. Wow, I'm just getting started.

Secondly, there are going to be way too many sports teams. In the passage "Should Every Kid Get a Trophy?" it says, "Today, more kids than ever are playing a huge range of team sports." If you let all the kids that try out on teams, then there will be so many sports teams. The problem with that is that you have so many kids that are really good and some that are just there for the trophy. That means that the really good kids won't hardly get any playing time because there are way too many kids that just flat out can't play. Now, since there is so many kids there is not going to be any coaches and that means some of the teams are going to get cut and the kids that are really good don't get to play.

Lastly, the trophies won't have any meaning if they just give it to everyone. In the passage "Should Every Kid Get a Trophy?" it says, "Both Coffin and Anthony point out that trophies can lose their meaning if everyone gets one." If everyone gets a trophy then the trophy isn't worth any meaning to you. When kids don't have any talent and you still give it to them, the kids that know they are good don't feel as good because the terrible kid got the trophy and they stink. So, they feel that they are terrible to. That is why not every kid should get a trophy.

If you don't remember, I believe that not all kids should get a trophy. I believe this because I know from previous knowledge that some kids stink and it makes the good kids feel bad if they get a trophy when the terrible kids get trophies to. I know because I feel that I'm pretty good and it makes me feel bad when the bad kids get trophies to. That is why I believe that not all kids should get trophies.
Notes on Scoring

**Purpose, Focus, and Organization** – This response receives full credit (4 points) for Purpose, Focus, and Organization. The response is consistently focused with an effective organizational structure, creating coherence and completeness. The student has a clearly stated opinion (I believe that kids should only get trophies if they are the best on the team or even if they win the championship, but not if they come in second). There is evidence of an effective use of transitional strategies (First of all... Secondly, Lastly,) to clarify the relationships between and among ideas.

**Evidence and Elaboration** – This response receives partial credit (3 points) for Evidence and Elaboration. The response includes adequate supporting evidence from both passages. The student’s explanations are imprecise and inconsistent (...there are going to be way too many sports teams). The supporting evidence from the passage for this explanation is unclear and imprecise (Today, more kids than ever are playing a huge range of team sports). There is some variation in sentence structure.

**Conventions** – This response receives full credit (2 points) in Conventions. There are a few errors in usage throughout the response; however, these errors do not impede meaning. There is adequate use of punctuation, capitalization, sentence formation, and spelling.
Sample Response: 8 points

Do you think children should get trophies for just showing up to games or practices? I don't think so. When you give a child a trophy for just showing up it supports the idea that they don't have to work hard to earn anything. They think that winning doesn't matter at all. They also think that they can get whatever they want even if they don't do anything.

Carol Dweck, a psychology professor at Stanford University, agrees. She says "If we give a trophy to everyone, then the award has no value." She thinks that even if a child shows up and works hard most of the time, they still shouldn't get a trophy. She thinks the award should go to the most improved person, or the one who gave the team spirit, and also the ones who worked the hardest.

I agree with her, but other experts such as Kenneth Barish who is also a psychology professor only at Weill Cornell Medical College in New York City, says "I think that we should should encourage kids' participation in sports. Atrophy is one way to encourage kids' efforts." He thinks that when you only give a trophy to the best or most improved players you are teaching the wrong lesson. He thinks that when you do that you are teaching the kids that winning is everything. He says that winning is only part of the equation.

So I think that children should have to work for their rewards such as trophies and medals. I think that winning is not everything just like Kenneth Barish says but I also agree with Carol Dweck when she says that if we give a trophy to everyone they think that they can get whatever they want without working for it.

What do you think? Should they have to work for awards or should they get them for free and think everything goes their way?
<table>
<thead>
<tr>
<th>Purpose, Focus, and Organization (4-point Rubric)</th>
<th>Evidence and Elaboration (4-point Rubric)</th>
<th>Conventions of Standard English (2-point Rubric begins at score point 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
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</table>

Notes on Scoring

**Purpose, Focus, and Organization** – This response receives partial credit (3 points) for Purpose, Focus, and Organization. The response is adequately sustained and generally focused. The student states an opinion in the form of an answer to a question posed to the reader. *(Do you think children should get trophies for just showing up to games or practices? I don’t think so).* There is an adequate progression of ideas with a sufficient introduction and conclusion.

**Evidence and Elaboration** – This response receives partial credit (3 points) for Evidence and Elaboration. The response provides adequate support/evidence for the writer’s opinion. There is generally integrated evidence from sources ("If we give a trophy to everyone, then the award has no value." She thinks that even if a child shows up and works hard most of the time, they still shouldn’t get a trophy). There is generally integrated evidence from sources, though references are general and inconsistent.

**Conventions** – This response receives full credit (2 points) in Conventions. The response demonstrates an adequate command of basic conventions. There are some errors in spelling and punctuation, but they do not impede meaning.
Sample Response: 7 points

I do think young athletes should get a trophy for participating in sports, because they are doing work.

Passage one says that you may not be the best player on the team, but most days they gave it your all. It also said that a psychology professor said that we should encourage kids participation in sports, and a trophy is one way to encourage kids' efforts.

Passage two quote Coffin as saying "The focus isn't on winning. It's about building skills." Kids should be having fun and wanting to show up to practice. Giving trophies is one way to do that.

These are all reasons why you should get a trophy for participating. Kids are more likely to come back the next day and want to participate if they get awarded with a trophy.

<table>
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<tbody>
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<td>2</td>
<td>3</td>
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</tbody>
</table>

Notes on Scoring

**Purpose, Focus, and Organization** – This response receives partial credit (2 points) for Purpose, Focus, and Organization. The response is somewhat sustained within the purpose, audience, and task. The student wrote an opinion that is partially focused, but unclear (*I do think young athletes should get a trophy for participating in sports, because they are doing work*). There is an inconsistent use of transitional strategies and an inadequate introduction and conclusion.

**Evidence and Elaboration** – This response receives partial credit (3 points) for Evidence and Elaboration. The response includes adequate evidence from the two passages. There is generally integrated evidence from sources, though it is general and inconsistent. There is some variation in sentence structure.

**Conventions** – This response receives full credit (2 points) in Conventions. The response demonstrates an adequate command of basic conventions. There is adequate use of punctuation, capitalization, sentence formation, and spelling.
Sample Response: 6 points

This essay will describe the reasons that I believe that it is a bad idea to give every child a trophy. The information will be from the passages "Should Every Kid Get a Trophy?", and "Should everyone get a prize?"

I believe it is a bad idea to give every child a trophy because in the text, it states "But those who receive an award should have to work for it", and if a player does not deserve it, it means that the person that actually did deserve it does not really get rewarded. It also states "Both Coffin and Anthony point out that trophies can lose their meaning when everyone gets one. The last piece of evidence is "The trophy has to stand for something."

As a conclusion, I think it is a bad idea to give every child a trophy because it might give us the wrong idea. I hope you think that it is a bad idea to give every child a trophy now, because it really is a bad idea.
Notes on Scoring

**Purpose, Focus, and Organization** – This response receives partial credit (2 points) for Purpose, Focus, and Organization. The response is somewhat sustained within the purpose, audience, and task. The response includes a partially focused opinion that is insufficiently sustained (*This essay will describe the reasons that I believe that it is a bad idea to give every child a trophy*). There is an uneven progression of ideas with an inadequate introduction and conclusion.

**Evidence and Elaboration** – This response receives partial credit (2 points) for Evidence and Elaboration. The response includes limited evidence from the two passages. The evidence that is included is mostly generalized information with very little explanation that reinforces the student’s opinion (*I believe it is a bad idea to give every child a trophy because in the text, it states “But those who receive an award should have to work for it”*). The writer uses a simplistic expression of ideas.

**Conventions** – This response receives full credit (2 points) in Conventions. The response demonstrates an adequate command of basic conventions. There are some minor errors in punctuation and sentence construction, but they do not impede meaning.
Sample Response: 5 points

I think kids should not get an award for participating in a sport.

I feel they should not because in the passage they tell alot of good reason why you should not get an award for participating in a sport including, "The trophy has to stand for something," Dweck told the TFK. "If we give a trophy to everyone, then the award has no value." Another reason from the passage is experts say that giving trophies to everyone sends the wrong message. In real life, people are not always rewarded for just showing up.

Those are reasons from the passage that make me think kids should not get an award for participating in a sport.

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

Notes on Scoring

**Purpose, Focus, and Organization** – This response receives partial credit (2 points) for Purpose, Focus, and Organization. The response is somewhat sustained within the purpose, audience, and task. The writer states an opinion (*I think kids should not get an award for participating in a sport*), but it is insufficiently sustained. There is an uneven progression of ideas from beginning to end. There are very few examples of the use of transitional strategies. In addition, there is an inadequate introduction and conclusion.

**Evidence and Elaboration** – This response receives partial credit (2 points) for Evidence and Elaboration. The response provides uneven support for the writer’s opinion. There are no examples of evidence from Passage 2.

**Conventions** – This response receives partial credit (1 point) in Conventions. The response demonstrates a partial command of basic conventions. There are various errors in usage and an inconsistent use of correct punctuation and sentence formation.
Sample Response: 4 points

I think that young athletes shouldn't get an award just for participating because if you get an award every single time than they will get you used to it. Like if I were to get an award every time and what if they had no more than the I'll be all upset and what if the person who gets the award every time and doesn't even do anything. And if there is a kid that works very hard yeah I'll give them a award because they were working hard and not just sitting around and looking at the walls and not participating that I wouldn't give a trophy to the people that don't work hard. And if they don't do anything and just sit on the bench and somebody gives them a trophy I wouldn't think they deserved it because there are not participating and for the people that do participate and play all the games now I'll give them a trophy because they were actually doing something and not just sitting around. That's actually not fair to others because what if they were working hard and they didn't get a trophy but the person that doesn't work hard and gets all the trophies that's not fair. In conclusion that's my opinion of what I think of young athletes getting an award.

<table>
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</table>

Notes on Scoring

**Purpose, Focus, and Organization** – This response receives partial credit (2 points) for Purpose, Focus, and Organization. There is a partially focused opinion statement; however, the progression of ideas is uneven. The organization of the response is inconsistent.

**Evidence and Elaboration** – This response receives partial credit (1 point) for Evidence and Elaboration. Much of the response is elaborative ideas that are connected to the topic but are based on personal experience. There is little direct evidence from the sources.

**Conventions** – This response receives partial credit (1 point) in Conventions. There are significant errors in sentence structure, which includes run-on sentences. There are multiple errors in punctuation and capitalization throughout the response.
Sample Response: 3 points

My response to that question is that every kid should have a trophy because the kids participate and I think it’s fair to let every kid should get a trophy they still play in the games and go to the practices and stuff so, I still think that every kid should get a trophy. as Dr. Michelle Anthony says "The idea is to motivate kids to play sports to, have fun."

<table>
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Notes on Scoring

**Purpose, Focus, and Organization** – This response receives partial credit (1 point) for Purpose, Focus, and Organization. The response is related to the topic but demonstrates little awareness of the purpose, audience, and task. The writer states an opinion (*My response to that question is that every kid should have a trophy...*), but there is little or no discernible organizational structure. In addition, the response is too brief to demonstrate knowledge of focus and organization.

**Evidence and Elaboration** – This response receives partial credit (1 point) for Evidence and Elaboration. The response provides minimal support for the writer’s opinion. There is minimal evidence from the source material. The expression of ideas is vague, and there is limited domain-specific vocabulary used.

**Conventions** – This response receives partial credit (1 point) in Conventions. The response demonstrates a partial command of basic conventions. There are various spelling and punctuation errors, but they do not impede the meaning of the response.
Sample Response: 2 points

Yes young athletes should. Get rewarde because they should fill like they did something good for just.practicing So say i am kid and want to sigh up for......football.And i show up everyday.And i am the vaule player.in particel.then my coach rewards me.then one day other good kid shows up.and hes the type.of kid thts quiet and doses all his tasks.then one day the new kid name dan.get picked bye the coch.then next thing you know he comes to my houes

and picks me up.so me and dan syas what are we doing says dan about to go s me where..........then he yellers sky zone so where all happy.then next thing you know where at partiei and then.........all the other players. have pizza and juice. so me and dan like what in the world.so we get some pizza and some juice .so we all partying so the coch come back and say time is up clean up.coch says when done. go train so you gus can get ready for the next game so we all clean up then me and dan go to the footwork drills

so then we have to change. sations every 30 minutes so thats why i think. YOUNG ATHLETES.should get rewarded.so heres the next story part 2.so me and dan are sighing up for soccer.we meet some kids names carol and Dweck so me and dan introduce are selves and this is my friend dan so we just got done doing football 2 years ago.are coch was super fun and nice lats time we had a pizza party.so now where here to do soccer.so when the new coch came up to me and dan he says GET TO WORK so all of us run to a drill

so me and dan.are getting ready for a soccer game and we run and do sit-ups-push-ups and running the hole soccer .filed then when i went home i though to my self is coch going to have soccer fun so i do my push-up and went to bed.....next moring i get up do my stuff run to partici a nd next thing you know that we haave been rewarde so the rest of the kids come so we have fun we have fun and then coch says cleanup and get to work so we run to are groups and we start to work out .......staturday comes are big game is so we winwe have fun the end.
Notes on Scoring

**Purpose, Focus, and Organization** – This response receives partial credit (1 point) for Purpose, Focus, and Organization. The purpose is clearly stated (Yes young athletes should. Get rewarded because they should feel like they did something good for just practicing). The response has minimal organization, showing only when the focus is Passage 1 or 2. There are frequent extraneous ideas that are not from the texts.

**Evidence and Elaboration** – This response receives partial credit (1 point) for Evidence and Elaboration. While it includes an opinion and some elaboration, that elaboration is based on personal experience and not on information from the selection.

**Conventions** – This response receives no credit (0 points) in Conventions. There are errors in sentence formation, spelling, and usage throughout the response.
Sample Response: 2 points

No i don't think that the kids should get a trophy for showing up because there just showing up its not like there working hard on the game there just showing up so i agree with the people in paragraph 2 because they said carol said "the player doesn't have to be the best to get an award. but thows who receive it should have worked hard for it.

<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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Notes on Scoring

**Purpose, Focus, and Organization** – This response receives partial credit (1 point) for Purpose, Focus, and Organization. There is a clearly stated opinion that is directly related to the topic. However, the response is too brief to include evidence of organization.

**Evidence and Elaboration** – This response receives partial credit (1 point) for Evidence and Elaboration. The response includes a single piece of evidence with supporting elaboration. No attempt to integrate other information from the passages is evident.

**Conventions** – This response receives no credit (0 points) in Conventions. There is a single sentence with errors in punctuation, structure, and capitalization. While meaning is not obscured, the brevity of the response and the significance of the errors reflect a lack of command.
Sample Response: 1 point

When I play a sport I try to work hard and have good sportsmanship I try to help my friend work hard also sports can be rough but you just have to keep going and stay on your feet. We all got a sport we know and love.

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Notes on Scoring

**Purpose, Focus, and Organization** – This response receives no credit (0 points) for Purpose, Focus, and Organization. This response is unrelated to the topic and demonstrates no awareness of the purpose, audience, and task. There is no opinion statement, organizational structure, introduction, or conclusion.

**Evidence and Elaboration** – This response receives no credit (0 points) for Evidence and Elaboration. The response provides no evidence related to the topic or the passages. There is no evidence from the support materials and no relevant academic or domain-specific vocabulary.

**Conventions** – This response receives partial credit (1 point) in Conventions. The response demonstrates a partial command of basic conventions. There is inconsistent use of correct punctuation, capitalization, sentence formation, and usage.
Sample Response: 0 points

No cuz if you win it just a games cuz it just a games you will not git nothing cuz it’s just a game and the coche will say good job or grate job thay don’t give you suff cuz it mit not be enuf for the tem cuz your not the onle one it’s your tem who help you and are the onle one how mad the gool sum time it will be you tem mate and the tem mat will help you to and that wiye tem mate are thare to help you and when a tem mates help you and someone it mack your tem betr that wiye tem mats and if you get hart you will be ok cuz a tem mat going to help you and the coche going to help you to that wiye thay are thare and thare are to help with soccer and gide you in to suff and wut your tem mats no thay will teche you and when you are afraid to cick the soccer ball in the gool it all rite cuz you just cick it and you are afraid to be a gool lee and you are afraid you git hart it will be ok cuz you are blocking it and you are afraid to go out fid you shud not and you are afraid you will git hart you will and when i go on the filld i do not worry cuz i no when i going to git hart cuz i git hart every day from soccre and it do not hart me cuz im yos to it and it is a lot of hared hit.

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Notes on Scoring

**Purpose, Focus, and Organization** – This response receives no credit (0 points) for Purpose, Focus, and Organization. There is no connection between the written text and the task or the sources. The single sentence shows no organization.

**Evidence and Elaboration** – This response receives no credit (0 points) for Evidence and Elaboration. No reference to the sources is apparent in the response. The information that could be considered elaboration is unrelated to the task.

**Conventions** – This response receives no credit (0 points) in Conventions. The response shows no understanding of punctuation, capitalization, or usage.
Sample Response: 0 points

I think that you should not get a prize for just showing up. You should work hard for it and I think that you should be nice to your team mates. You should get a prize for doing something. today, rules in many leagues require equal playing time for all team members "The forum isn't on winning", say coffin. "Tt' about building skill."

As for Lucas, he sees both sides of the debate. He agrees that getting trophies made him feel good about being on the teams. But there is one problem, he confesses.

why don't you get a prize for sowing up

incucloshin Lucas has earnd his trophie by simply sowing up to practices and games.

Both coffin and Anthony point out that trophies can lose there meaning when everyone gets one. Coffin also eempahizes that trophies are not an effetive way to motivate players. . . . This has become pracically a universal policy in many communities, " says Karen Coffin, a coach who writes about youth sports.

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

young athletes shouldn’t get an award just for participating in a sport because. A player doesn’t have to be the best to get a trophy. But those who receive an award should have to work for it. she suggests trophies go to the most improved player, or the one who contributed most to the team spirit, as well as to those who play the best. Dweck argues that giving kids trophies for particular reasons, such as improving in a sport, teaches kids that adults value hard work and trying our best.

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