# Table of Contents

Questions 1 – 7 Content Summary and Answer Key ......................................................... ii

Depth of Knowledge (DOK) .......................................................................................... iii

Stimulus for Questions 1 – 7 ........................................................................................ 1

Question 1: Question and Scoring Guidelines .............................................................. 5
  Question 1: Sample Response ................................................................................... 7

Question 2: Question and Scoring Guidelines .............................................................. 8
  Question 2: Sample Response ................................................................................ 10

Question 3: Question and Scoring Guidelines ............................................................ 11
  Question 3: Sample Response .............................................................................. 13

Question 4: Question and Scoring Guidelines ............................................................ 14
  Question 4: Sample Response .............................................................................. 16

Question 5: Question and Scoring Guidelines ............................................................ 17
  Question 5: Sample Response .............................................................................. 19

Question 6: Question and Scoring Guidelines ............................................................ 20
  Question 6: Sample Response .............................................................................. 22

Question 7: Question and Scoring Guidelines ............................................................ 23
  Question 7: Sample Responses ............................................................................. 28
<table>
<thead>
<tr>
<th>Question No.</th>
<th>Item Type</th>
<th>Topic</th>
<th>Content Standard</th>
<th>Depth of Knowledge</th>
<th>Answer Key</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Multiple Choice</td>
<td>Literary</td>
<td>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.5.1)</td>
<td>Level 2</td>
<td>C</td>
<td>1 point</td>
</tr>
<tr>
<td>2</td>
<td>Multiple Choice</td>
<td>Literary</td>
<td>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.5.5)</td>
<td>Level 2</td>
<td>C</td>
<td>1 point</td>
</tr>
<tr>
<td>3</td>
<td>Multiple Choice</td>
<td>Literary</td>
<td>Describe how a narrator’s or speaker’s point of view and perspective influence how events are described. (RL.5.6)</td>
<td>Level 3</td>
<td>D</td>
<td>1 point</td>
</tr>
<tr>
<td>4</td>
<td>Multiple Choice</td>
<td>Literary</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (L.5.4)</td>
<td>Level 2</td>
<td>A</td>
<td>1 point</td>
</tr>
<tr>
<td>5</td>
<td>Multiple Choice</td>
<td>Literary</td>
<td>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (RL.5.3)</td>
<td>Level 3</td>
<td>D</td>
<td>1 point</td>
</tr>
<tr>
<td>6</td>
<td>Multiple Choice</td>
<td>Literary</td>
<td>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (RL.5.9)</td>
<td>Level 2</td>
<td>A</td>
<td>1 point</td>
</tr>
<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.5.2)</td>
<td>Level 4</td>
<td>---</td>
<td>10 points</td>
</tr>
</tbody>
</table>
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 5 English Language Arts
Spring 2019 Item Release

Stimulus for Questions 1 – 7
Passage 1: A Few New Neighbors
by Kerry McGee

Mrs. Baxter is moving to a new home, so Jessie checks in on her neighbor’s house while she is away. To her surprise, Jessie finds something interesting in an old wreath on Mrs. Baxter’s front door. Jessie calls Mrs. Baxter to tell her the news, and she asks Jessie to "keep an eye on them" for her.

1. One morning, Jessie saw a scraggly pink head poking out of the nest. Babies! Jessie strained her neck to get a better look.

2. Jessie told her dad about the baby birds at Mrs. Baxter’s house.

3. "That reminds me," Dad said. "Mrs. Baxter has movers coming tomorrow to clear out the house. I told her I’d unlock the door for them."

4. "But what about the nest?"

5. "We can put the nest someplace else," said Dad.

6. "We can’t move it." Jessie said. "If we do, the mama bird won’t be able to find her babies."

7. Dad shook his head. "We’ll just have to tell the movers to be careful."

8. Jessie thought about the moving men tromping in and out, squeezing heavy boxes and furniture past the tiny nest. She thought about the door swinging and slamming all day long. It seemed risky.

9. The next morning, Jessie watched the moving truck pull up in front of Mrs. Baxter’s house. Two men climbed out.

10. Dad saw the truck, too, and came outside with the key.

11. Jessie jumped up. She ran ahead of the movers and Dad to Mrs. Baxter’s front door. "Wait!" she shouted, spinning around to face them.

12. Behind her, the mama bird burst out of its nest. It landed in a tree. The movers looked at Jessie in surprise.

13. "You can’t use this door," Jessie said, holding her arms out stiff.

14. "I’m sorry," one of the moving men said. "We have a job to do."

15. Jessie didn’t move. Tears stung her eyes. "There’s a nest in the wreath," Jessie explained. "If you open the door, it will fall."
16 The other man sighed. "Do you have any ideas?"

17 Jessie nodded. "I do have an idea, Dad, can I have the key?"

18 As carefully as she could, Jessie unlocked the front door and eased it open. When it was just wide enough to slip through, she ducked into Mrs. Baxter’s house.

19 She’d been in there many times, so it didn’t take her long to find the side door and unlock it from the inside.

20 "Got it!" Jessie called, running around to the front of the house. "The side door is open!"

21 One of the men was peering into the wreath. "Hey," he said. "There are babies in there." He grinned at Jessie. "I bet that mama bird is glad you’re watching out for her babies."

22 "Hello, Mama Bird," the other man said, waving to the bird, still in the tree.

23 Jessie smiled as she and Dad thanked the men for their help.

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Passage 2: The Right Thing
by Sandra Beswetherick

Last summer, Mrs. Grady protected Mark from Mr. Dunn’s dog, Goldie. Now she needs her driveway shoveled. Instead of paying Mark and Jamie, Mrs. Grady has offered to bake them cookies, but the boys want to earn money to buy a game. Mark remembers this as he considers his good deed. Mark’s brother Jamie isn’t so sure that’s a good idea.

24 As soon as Goldie had turned her head, Mrs. Grady had slipped between Mark and the dog. She wasn’t much taller than Mark, but she’d stood firm as a rock in front of him as she flung her arm out toward Mr. Dunn’s house.

25 “Goldie, go home!” Then she’d swept her broom to hurry the dog along. “Get!” Goldie had obeyed.

26 When Mark’s father had appeared at their side, he’d said to Mrs. Grady, “That was very brave! Thank you.”

27 Mrs. Grady had laughed. “It was nothing. Good neighbors watch out for each other, don’t they?”

28 And now Mrs. Grady needed Mark as much as he’d needed her last summer. He smiled and waved at Mrs. Grady, then thrust his shovel deep into the snow. He heaved snow over his shoulder.

29 “Hey!” Jamie shouted. “What are you doing?”

30 Mark couldn’t explain about Goldie and watching out for neighbors. “I like Mrs. Grady’s cookies,” he said and scooped up another shovelful.

31 “It’ll take you all day,” his brother groaned. “We’ll never get that game.”

32 Mark shrugged and kept digging.

33 He heard Jamie’s exasperated sigh and then, surprisingly, the bite of Jamie’s shovel against the snow. Mark grinned. Jamie had known all along it was the right thing to do.

34 “Once the other neighbors see the good job we’ve done, they’ll line up to hire us,” said Jamie.

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Question 1

Which detail from Passage 1 suggests that Jessie is concerned about animals?

A. “One morning, Jessie saw a scraggly pink head poking out of the nest. Babies!” (paragraph 1)

B. “Jessie strained her neck to get a better look.” (paragraph 1)

C. “‘We can’t move it,’ Jessie said. ‘If we do, the mama bird won’t be able to find her babies.’” (paragraph 5)

D. “The next morning, Jessie watched the moving truck pull up in front of Mrs. Baxter’s house.” (paragraph 9)

Points Possible: 1

Topic: Literary

Content Standard: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.5.1)

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 the moment where Jessie first learns about the babies, but it does not indicate that she is concerned about them.

Rationale for Option B: This is incorrect. While this detail shows that the babies are an item of interest, it does not demonstrate a concern for the animals.

Rationale for Option C: Key – This moment occurs when Jessie responds to her father’s suggestion. It shows the reader that she understands why moving the nest is not a solution but will create even greater problems for the birds.

Rationale for Option D: This is incorrect. This detail shows that Jessie sees the moving truck, but this sentence by itself does not display Jessie’s feelings for concern about the bird.

Sample Response: 1 point

Which detail from Passage 1 suggests that Jessie is concerned about animals?

A “One morning, Jessie saw a scraggly pink head poking out of the nest. Babies!” (paragraph 1)

B “Jessie strained her neck to get a better look.” (paragraph 1)

C “‘We can’t move it.’ Jessie said. ‘If we do, the mama bird won’t be able to find her babies.’” (paragraph 6)

D “The next morning, Jessie watched the moving truck pull up in front of Mrs. Baxter’s house.” (paragraph 9)
Grade 5 English Language Arts
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Question 2

Question and Scoring Guidelines
Question 2

In Passage 1, which paragraphs show where the problem is solved?

A  paragraphs 8 through 10
B  paragraphs 13 through 15
C  paragraphs 18 through 20
D  paragraphs 21 through 23

Points Possible: 1

Topic: Literary

Content Standard: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.5.5)

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. At this stage Jesse is still observing the process, but a solution has not yet been revealed.

Rationale for Option B: This is incorrect. This is the climax, where Jessie confronts the movers, but it is not the solution to the problem.

Rationale for Option C: Key – By opening the side door, Jessie provides a method for the movers to enter the house without disturbing the babies in the nest.

Rationale for Option D: This is incorrect. While the movers praise Jessie’s quick thinking in this paragraph, she has already solved the problem.

Sample Response: 1 point

In Passage 1, which paragraphs show where the problem is solved?

- A  paragraphs 8 through 10
- B  paragraphs 13 through 15
- C  paragraphs 18 through 20
- D  paragraphs 21 through 23
Grade 5 English Language Arts
Spring 2019 Item Release

Question 3

Question and Scoring Guidelines
Question 3

Read this paragraph from Passage 2.

30 Mark couldn't explain about Goldie and watching out for neighbors. “I like Mrs. Grady’s cookies,” he said and scooped up another shovelful.

What does the narrator’s point of view in this paragraph reveal about Mark?

A Mark’s decision was made after talking to Mrs. Grady.

B Mark is very confident about his decision to help Mrs. Grady.

C Mark’s decision to help Mrs. Grady was made after talking to his brother.

D Mark was not able to talk about the reasons he decided to help Mrs. Grady.

Points Possible: 1

Topic: Literary

Content Standard: Describe how a narrator’s or speaker’s point of view and perspective influence how events are described. (RL.5.6)

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. While Mark does make his decision to help Mrs. Grady, this is because of what happened in the past and not because of a conversation with her.

Rationale for Option B: This is incorrect. Mark is confident that he is doing the right thing; however, this paragraph does not demonstrate this confidence.

Rationale for Option C: This is incorrect. While Mark does make his decision to help fairly quickly, this paragraph does not suggest that he made the decision after talking to his brother.

Rationale for Option D: Key – Mark does not reveal the actual reason that he wants to help Mrs. Grady, instead pretending that it is because he likes her cookies.

Sample Response: 1 point

Read this paragraph from Passage 2.

30 Mark couldn’t explain about Goldie and watching out for neighbors. “I like Mrs. Grady’s cookies,” he said and scooped up another shovelful.

What does the narrator’s point of view in this paragraph reveal about Mark?

A Mark’s decision was made after talking to Mrs. Grady.

B Mark is very confident about his decision to help Mrs. Grady.

C Mark’s decision to help Mrs. Grady was made after talking to his brother.

D Mark was not able to talk about the reasons he decided to help Mrs. Grady.
Question 4

Read these paragraphs from Passage 2.

31. “It’ll take you all day,” his brother groaned. “We’ll never get that game.”

32. Mark shrugged and kept digging.

33. He heard Jamie’s exasperated sigh and then, surprisingly, the bite of Jamie’s shovel against the snow. Mark grinned. Jamie had known all along it was the right thing to do.

Based on these paragraphs, what does the word exasperated mean?

A. annoyed  
B. determined  
C. excited  
D. tired

Points Possible: 1

Topic: Literary

Content Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (L.5.4)

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** – Jamie is annoyed that Mark will be shoveling snow before they go to buy their game.

Rationale for Option B: This is incorrect. While Jamie is annoyed at Mark, nothing in the passage suggests that he is determined in any way.

Rationale for Option C: This is incorrect. Nothing in the context of the paragraphs suggests that the word "exasperated" means "excited."

Rationale for Option D: This is incorrect. Jamie does not want to shovel the snow for Mrs. Grady, but this is not because he is tired.

Sample Response: 1 point

Read these paragraphs from Passage 2.

31 “It’ll take you all day,” his brother groaned. “We’ll never get that game.”

32 Mark shrugged and kept digging.

33 He heard Jamie’s **exasperated** sigh and then, surprisingly, the bite of Jamie’s shovel against the snow. Mark grinned. Jamie had known all along it was the right thing to do.

Based on these paragraphs, what does the word **exasperated** mean?

- □ annoyed
- □ determined
- □ excited
- □ tired
Grade 5 English Language Arts
Spring 2019 Item Release

Question 5

Question and Scoring Guidelines
Question 5

Both characters perform good deeds in each passage.

In what way are the main characters’ deeds different?

A  Jessie helps animals in need in Passage 1, while Mark fails to help animals in Passage 2.

B  Jessie is rewarded for good deeds in Passage 1, while Mark gives up a reward to help people in Passage 2.

C  Jessie performs a good deed of her own in Passage 1, while Mark gets an idea from his brother in Passage 2.

D  Jessie comes up with a helpful idea on her own in Passage 1, while Mark repays a neighbor’s kindness in Passage 2.

Points Possible: 1

Topic: Literary

Content Standard: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (RL.5.3)

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. Jessie ends up helping to protect the bird nest in Passage 1, while in Passage 2, Mark does in fact do a good deed.

Rationale for Option B: This is incorrect. While Mark may be giving up an immediate reward to be helpful, Passage 2 does suggest that he will be rewarded in the end; additionally, Jessie does not receive a reward in Passage 1.

Rationale for Option C: This is incorrect. While Jessie does independently decide to perform a good deed, Mark does not get the idea to be helpful from his friend.

Rationale for Option D: Key – The authors of both passages develop the theme of helping out. In Passage 1, Jesse performs a good deed independently, while in Passage 2, Mark is repaying a good deed.

Sample Response: 1 point

Both characters perform good deeds in each passage.

In what way are the main characters’ deeds different?

A Jessie helps animals in need in Passage 1, while Mark fails to help animals in Passage 2.

B Jessie is rewarded for good deeds in Passage 1, while Mark gives up a reward to help people in Passage 2.

C Jessie performs a good deed of her own in Passage 1, while Mark gets an idea from his brother in Passage 2.

 Jessie comes up with a helpful idea on her own in Passage 1, while Mark repays a neighbor’s kindness in Passage 2.
Grade 5 English Language Arts
Spring 2019 Item Release

Question 6

Question and Scoring Guidelines
Question 6

Which theme is shared by both passages?

A. Help those that are in need.
B. Always have a backup plan.
C. There is one way to reach a goal.
D. Never be afraid to ask for advice.

Points Possible: 1

Topic: Literary

Content Standard: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (RL.5.9)

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.
Scoring Guidelines

Rationale for Option A: **Key** – This is the key in both passages. In passage 1, Jessie and his family help Mrs. Baxter. In Passage 2, Mark helps out his neighbor.

Rationale for Option B: This is incorrect. While in both passages characters try to solve a problem, there is no indication in either that there was a back-up plan in action.

Rationale for Option C: This is incorrect. Passage 1 indicates that there are indeed multiple ways to reach a specific goal, but Passage 2 does not.

Rationale for Option D: This is incorrect. While Jessie does receive some advice from her father in Passage 1, asking for advice is not a lesson in either of the passages.

Sample Response: 1 point

Which theme is shared by both passages?

- Help those that are in need.
- Always have a backup plan.
- There is one way to reach a goal.
- Never be afraid to ask for advice.
Question 7

Write a multi-paragraph response that explains the ways that Jessie in Passage 1 and Mark in Passage 2 are helpful. Include information about the reasons why they help. 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.5.2)

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>Scoring Guidelines</th>
</tr>
</thead>
</table>
| **Purpose, Foci, and Organization**<br>(4 points)<br>(Score points within each domain include most of the characteristic below.)<br>Conventions of Standard English (begins at score point 2)<br>Evidence and Elaboration<br>(4 points)<br>Score<br>3<br>The response is adequately sustained and develops the idea throughout.<br>• Logical organization of ideas with a sense of progression.<br>• Accurate use of transitional strategies to clarify the relationships between and among ideas.<br>• Some locally related material may be present within the response.<br>• Some support for ideas from evidence and/or additional material is integrated into the response.<br>• Some variation in sentence structure and punctuation present.<br>4<br>The response is fully developed and effectively develops the idea throughout.<br>• Logical progression of ideas with a sense of development.<br>• Accurate use of transitional strategies to clarify the relationships between and among ideas.<br>• Some locally related material may be present in the response.<br>• Some support for ideas from evidence and/or additional material is integrated into the response.<br>• Some variation in sentence structure and punctuation present.<br>5<br>The response is fully developed and effectively develops the idea throughout.<br>• Logical progression of ideas with a sense of development.<br>• Accurate use of transitional strategies to clarify the relationships between and among ideas.<br>• Some locally related material may be present in the response.<br>• Some support for ideas from evidence and/or additional material is integrated into the response.<br>• Some variation in sentence structure and punctuation present.<br>6<br>The response is fully developed and effectively develops the idea throughout.<br>• Logical progression of ideas with a sense of development.<br>• Accurate use of transitional strategies to clarify the relationships between and among ideas.<br>• Some locally related material may be present in the response.<br>• Some support for ideas from evidence and/or additional material is integrated into the response.<br>• Some variation in sentence structure and punctuation present.
<table>
<thead>
<tr>
<th>Score</th>
<th>Objective</th>
<th>Conventions of Standard English</th>
<th>Evidence and Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 (pts)</td>
<td>I. Evidence from the support material(s)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>II. The response demonstrates a lack of command of construction, with frequent and severe errors</td>
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<td></td>
<td>III. The response is unrelated to the topic and fails to constitute a response</td>
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<tr>
<td></td>
<td>IV. The response is unrelated to the topic and fails to constitute a response</td>
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<td></td>
<td>V. The response provides no support/evidence related to a purpose/persuasive appeal</td>
<td></td>
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<tr>
<td></td>
<td>VI. The response is unrelated to the topic and fails to constitute a response</td>
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</tr>
<tr>
<td></td>
<td>VII. The response is unrelated to the topic and fails to constitute a response</td>
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</tbody>
</table>

**Objective:** To demonstrate understanding of the assignment by showing the ability to construct a coherent and logical argument.

**Conventions of Standard English:**
- Accuracy
- Usage
- Syntax
- Grammar
- Mechanics

**Evidence and Explanation:**
- Data and evidence from relevant sources
- Personal insight and analysis
- Logical connections between ideas

**Score:**
- 2 (pts) for poorly conceived or constructed responses
- 3 (pts) for responses that are partially developed
- 4 (pts) for well-developed responses
- 5 (pts) for excellent responses
Sample Response: 10 points

Imagine being Mark and Jessie's friend. Seeing Mark and his brother Jamie shoveling Mrs. Grady, your neighbor's driveway. Also imagine seeing Jessie helping the baby birds, and making sure they don't get hurt or lost and also making sure the movers can do their job. Mark and Jessie help other people and other things in many ways.

One person or thing Jessie helps the baby birds. She helped the baby birds by keeping them safe and really caring about them that she also felt like crying. In passage one, it says," Jessie didn't move. Tears stung her eyes. "There's a nest in the wreath," Jessie explained. "If you open the door, it will fall." This shows that Jessie cares about the bird and want them to not get hurt and to be very safe. This also shows that Jessie has passion on animals.

Another person or thing Jessie helps the mama bird. She helps the mama bird by keeping her babies safe. Also, the mama bird might lose her babies or not be able to find them. Ans since Jessie understands this feeling and knows that the mom will be very sad and upset if something happens to her babies, she wanted to help. And she is proud of it since the workers told her so. In passage one, it says," One of the men was peering into the wreath. "Hey," he said. "There are babies in there." He grinned at Jessie. " I bet that mama bird is glad you're watching out for her babies. This shows that the movers appreciated what Jessie did and understood why she told them to use the side door.

The final person or thing Jessie helped was the movers. She did not make them wait for the mommy bird to come and take her babies and not let them do their jobs. She thought "Win-Win" and flexibly and found the side door and let them in and out. In passage one, it says," Got it!" Jessie called, running around to the front of the house. " The side door is open!" This shows that she thought about everyone and not just the birds. Jessie helped in many ways and so did Mark.

One person Mark helps is Mrs. Grady. Since Mrs. Grady needed Mark to shovel her driveway and last summer, she protected Mark from Mr. Dunn's dog Goldie, he wanted to repay her. In passage two, it says," And now, Mrs. Grady needed Mark as much as he'd needed her last summer. He smiled and waved at Mrs. Grady, then thrust his shovel deep into the snow. He heaved snow or his shoulder." This shows that Mark is willing to help Mrs. Grady. He is not selfish and greedy for money and accepted the cookies even though him and his brother wanted a video game. But his brother did not like the idea.
The final person Mark helped was Jamie, his brother. Jamie did not want to shovel the snow because he was not getting any money but was getting cookies. But Mark knew that Jamie would do the right thing but he just needed someone to push him a little bit and persuade and convince him. In passage two, it says, "He heard Jamie's exasperated sigh and then, surprisingly, the bite of Jamie's shovel against the snow. Mark grinned. Jamie had known all along it was the right thing to do." This shows that Mark was a good example to Jamie.

So, in conclusion, since Mark gave back a helping hand and helped his brother and Jessie helped birds and the movers, they helped someone or something in different ways.
Notes on Scoring

**Purpose, Focus, and Organization** – This response receives full credit (4 points) for Purpose, Focus, and Organization. The student’s controlling idea is clearly stated (*Mark and Jessie help other people and other things in many ways*). There are clear transitions from one paragraph to another. The student uses a logical progression of ideas. In addition, the response includes a deliberately crafted introduction and conclusion.

**Evidence and Elaboration** – This response receives full credit (4 points) for Evidence and Elaboration. The response includes multiple instances of details and examples to support the student’s controlling idea. There is clear and effective expression of ideas, using precise language (*She is anxious because the baby birds’ safety is at risk*). In addition, there is academic and domain-specific vocabulary clearly appropriate for the audience and purpose (*The birds were then safe, all thanks to Jessie and her generosity*).

**Conventions** – This response receives full credit (2 points) for Conventions. The response demonstrates an adequate command of basic conventions. There are some minor errors in spelling and capitalization, but the errors do not impede the meaning of the response.
Sample Response: 9 points

Jessie from passage one and Mark from passage two both used kindness. Helping a family of birds while letting other people still do what is needed is what Jessie did. While Mark acted in kindness by repaying a neighbors kindness. Jessie and Mark are both very great and helpful characters.

To begin, Jessie in passage one had helped the family of birds from not getting smashed. Since the house owner was moving away she would need a moving van to move all of Mrs. Baxter furniture and heavy boxes of supplies. The birds lived on an old wreath on the front door. Since that was where the movers were taking out all of her furniture and supplies they risked being knocked off. Passage one paragraph fifteen Jessie says "If you open the door the nest will fall." Though they can't move it because in passage one paragraph 6 Jessie says "We can't move it." and "If we do, mama bird won't be able to find her babies." This mean that Jessie honestly cares about the babies and wants the babies to be safe along with mama bird. If it wasn't for Jessie the birds would either be dead or injured.

Furthermore, Mark in passage two helped by repaying a neighbors trust. In the text it states, "Last summer, Mrs. Grady protected Mark from Mr. Duns dog, Goldie." This means that Mark was repaying in kindness. It also states that "Instead of paying Mark and Jamie, Mrs. Grady has offered to bake them cookies, but the boys want to earn money for a game." Jamie was the one her first started shoveling Mrs. Grady driveway. Though buy Jamie starting and refusing to stop until it was clean Mark finally began. He wasn't happy to but he still did. This also means that it was not Mark's idea to help it was Jamies and then Mark had joined in. Mark was kind enough to not do what he wanted to do to help shovel Mrs. Grady's driveway with his brother Jamie.

Lastly, both Jessie and Mark both had their own reasons of doing what they did. Jamie helped so that the birds would live along with their mother. While Mark on the other hand did it to repay kindness. They also both did it different ways. Jamie did it by finding a solution that would keep them safe but still have the movers be able to do their job. Mark helped by shoveling his neighbor Mrs. Grady's driveway. Though they both helped in different ways they each had their own way of doing it.

In conclusion, both Jamie and Mark were very helpful. Jamie helped a nest full of baby birds live. While Mark helped his neighbor Mrs. Grady by shoveling her driveway. Though they both did what they did in different ways they both were very helpful. The characters Mark and Jamie were very helpful and are great characters,
### Notes on Scoring

**Purpose, Focus, and Organization** – This response receives full credit (4 points) for Purpose, Focus, and Organization. The controlling idea is clearly stated, and the response remains focused on that idea throughout. There is skillful use of transitional strategies that serve to enhance the organization of the piece. The ideas in the response progress logically, which helps with the coherence and completeness.

**Evidence and Elaboration** – The response receives partial credit (3 points) for Evidence and Elaboration. There are examples of evidence used to support the controlling idea throughout. Sentence structure reflects some variation; however, there are multiple instances of simplistic language within the elaboration. The response includes effective use of information from both passages.

**Conventions** – This response receives full credit (2 points) for Conventions. Punctuation, capitalization, and spelling are appropriate to the grade level. There are few errors in sentence formation.

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Sample Response: 8 points

Jessie from paragraph 1 and Mark from paragraph 2 are helpful in many ways. Jessie helped because she knew if she didn’t baby birds could get hurt or their mother might not be able to find them. Mark helped because Mrs. Grady had protected him from Mr. Dunn’s dog, Goldie.

Jessie is helpful by protecting animals because if she didn’t help the baby birds could have died or gotten seriously hurt. Jessie looks for a way to solve the problem instead of giving up and declaring the problem unsolvable. Jessie, despite her fears of the movers hurting the baby birds is also polite to the movers which is kind in itself. That work also pays off because she is polite to the movers and treats them like people and not monsters so they are polite to her.

Mark is helpful by returning a favor to a neighbor who had done something kind for him. Mark could have gone to work on someone else’s house for money but instead decided to work on Mrs. Grady’s house for her offer of cookies instead of shoveling someone else’s for money. His polite attitude also paid off like Jessie’s because his brother shoveled with him where as if he was mean towards his brother probably wouldn’t of shoveled with him.

Jessie and Mark are both helpful in many ways. Jessie helped for animals well being. Marked helped to repay a kind neighbor who was helped by protecting him from Goldie, the dog. Both characters are helpful no matter the reason for being helpful.
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**Notes on Scoring**

**Purpose, Focus, and Organization** – This response receives partial credit (3 points) for Purpose, Focus, and Organization. The student’s response is adequately sustained and generally focused within the purpose, audience, and task. There is a controlling idea stated with some evidence of support (Jessie from paragraph 1 and Mark from paragraph 2 are helpful in many ways). There are few if any transitional strategies to clarify the relationships between and among ideas. There is a sufficient introduction and conclusion.

**Evidence and Elaboration** – This response receives partial credit (3 points) for Evidence and Elaboration. The response includes adequate support for the writer’s opinion. Integrated evidence from the source is general (Mark is helpful by returning the favor to a neighbor who had done something kind for him). In addition, the response contains adequate expression of ideas (Jessie, despite her fears of the movers hurting the baby birds is also polite to the movers…). There is some variation in sentence structure throughout.

**Conventions** – This response receives full credit (2 points) for Conventions. The student’s response includes some errors in punctuation and usage. In addition, there are some instances of awkward wording or missing words (...because his brother shoveled with him where as if he was mean towards his brother probably wouldn’t of shoveled with him.). However, the meaning of the response is never impeded.
Sample Response: 7 points

Jessie and Mark were helpful in the Passages. Jessie from “A Few New Neighbors” helped by watching over some baby birds that were on Mrs. Baxter’s wreath. Mark from “The Right Thing” wanted to repay his neighbor. Mrs. Grandy for keeping Mr. Dunn’s dog, Goldie, by shoveling her driveway. Both Jessie and Mark were very helpful to their neighbors.

Jessie was very helpful to her neighbors, Mrs. Baxter, who is moving to a new house. Jessie helped her by watching her neighbor’s house. But one day to Jessie’s surprise, she found some baby birds living inside of Mrs. Baxter’s wreath. Jessie watched over the birds. One day the moving truck came to clear out the house. Jessie knew they were going to swing and slam the front door, where the birds were. Jessie came up with a plan that saved the baby birds.

Mark was helpful by shoveling his neighbor’s driveway in thanks for her protecting him from Mr. Dunn’s dog. Him and his brother were saving up for a game, but their neighbor offered to pay them in cookies instead. Mark’s brother, Jamie, wanted to shovel only for the money, but Mark wanted to shovel as thanks to Mrs. Grandy. Mark was able to convince his brother to help.

Both characters were very helpful to both of their neighbors. Jessie was able to come up with a plan in time and Mark was able to convince his brother to shovel the neighbor’s driveway. Jessie and Mark were helpful to their neighbors. It is polite to help your neighbors.
Notes on Scoring

Purpose, Focus, and Organization – This response receives partial credit (3 points) for Purpose, Focus, and Organization. The student’s response is adequately sustained and generally focused. There is a stated controlling idea in the introduction. (Jessie and Mark were helpful in the Passages.) There is an adequate progression of ideas from beginning to end with a sufficient introduction and conclusion.

Evidence and Elaboration – This response receives partial credit (2 points) for Evidence and Elaboration. The response includes an ineffective use of elaboration that is only loosely related to the passages. There is little if any use of sources, facts, or details. Support is minimal and unclear (Him and his brother were saving for a game, but their neighbor offered to pay them in cookies instead.)

Conventions – This response receives partial credit (2 points) for Conventions. The response demonstrates an adequate command of basic conventions. There are some minor errors in usage (Him and his brother…), but the meaning of the response is not impeded.
Sample Response: 6 points

The things that Jessie and Mark did was helpful. One of the things that helped was when Jessie help a bird. then there's Mark that helped when he shoveled mrs. Grady's drive way.

Jessie, helped a bird and her babys from getting hurt by the move men. She told the moving men to use the side door because the babys in the nest they were built on a old wreath. they giggled as they looked into the nest with the babies. the workers said hi to the moma bird in the tree still.

Second of all, Mark, he help mrs. Grady when he shoved her drive way. he help because she scared off goldie back home when he was scared of him. So when she needed him it felt right to help her when she helped him when he was in need of help. That's what mark did to be helpful.

Third of all, Jessie helped the birds because she had a hart for animals. Mark also did somthing great he shoveled mrs. Gradys drive way because she help him from a dog named Goldie. thats the reasons they helped out.

In conclusion, Jessie and Mark did great thing. Jessie helped some birds from getting hurt. While mark shoveled mrs. Grady's drive way thats what they did to be helpful.
Notes on Scoring

**Purpose, Focus, and Organization** – This response receives partial credit (2 points) for Purpose, Focus, and Organization. There is a stated controlling idea in the first sentence of the piece. The progression of ideas from one to the next is uneven and hinders the organization of the response. While there are transition words used, they do not signal a logical sequence. The response includes an adequate introduction and conclusion.

**Evidence and Elaboration** – This response receives partial credit (2 points) for Evidence and Elaboration. Evidence is integrated throughout; however, it is difficult at times to discern what is being supported. Sentences are all patterned, most frequently beginning with a character name followed by what they did in the story.

**Conventions** – This response receives full credit (2 points) for Conventions. Punctuation, capitalization, and spelling are appropriate to the grade level. There are few errors in sentence formation.
Sample Response: 5 points

HOW IS JESSIE HELPFUL. Jessie in passage 1 is helpful because she saved the birds from falling. How do I know because Jessie saw the baby birds when they hatched. She thought about the people slamming the door all day and she thought about how the man are just going to walk in and out of the door all day long. So the next day she helped the birds because she didn’t want the birds to lose there home. Then she went in the house to open the side door for the man. That is how Jessie is helpful HOW IS MARK HELPFUL. Mark in passage 2 is also helpful because he helped out in his neighborhood by cleaning his neighbor’s yard for money to get a new game. He never said no to his costumers, and him and his brother tied to get a binelss started by doing yard work in his neighborhood. Mark got protected and got attacked by Goldie the dog. That is why I think Mark is helpful.
Notes on Scoring

Purpose, Focus, and Organization – This response receives partial credit (2 points) for Purpose, Focus, and Organization. The student’s response includes a partially focused controlling idea, but it is insufficiently sustained. The response has an inconsistent organizational structure with a minimal introduction and conclusion.

Evidence and Elaboration – This response receives partial credit (2 points) for Evidence and Elaboration. The response provides ineffective use of elaboration that is only loosely related to the passages (Jessie in passage 1 is helpful because she saved the birds from falling). There is imprecise and simplistic expression of ideas (Mark in passage 2 is also helpful because he helped out in his neighborhood by cleaning his neighbor’s yard for money…).

Conventions – This response receives partial credit (1 point) for Conventions. The response has several errors in usage (…she thought about how the man are) and spelling (…and him and his brother tied to get a binelss started by doing…).
Sample Response: 4 points

Jessie and Mark both did really kind thing. They were both very helpful in their neighborhood. A lot of people would have left the nest there and let the bird die but Jessie would not let that happened. Mark shoveled Mrs. Grady’s drive way. This is what Jessie and Mark did to be helpful.

This is how Jessie and Mark helped their neighborhood. Jessie saved baby birds from being killed by the stoped the moving people from running into the Reith that the Reith. Mark helped by shoveling Mrs. Grady drive way. Mrs. Grady baked cookies Mark to shovel the drive way and Mark was cool it even tho he wanted money for a game.

In conclusion that was how Jessie and Mark were helpful in their neighborhood. That birds nest would have been bin destroyed if Jessie didn’t say anything. So I’m glad she tell the moving people about the birds. Mark shoveling Mrs. Grady drive way without being paid to do it.
Notes on Scoring

**Purpose, Focus, and Organization** – This response receives partial credit (2 points) for Purpose, Focus, and Organization. The student’s response includes a controlling idea that is partially focused on the passage and task (They were both very helpful in their neighborhood). The response has an inconsistent organizational structure. There is an uneven progression of ideas throughout with an inadequate introduction and conclusion.

**Evidence and Elaboration** – This response receives partial credit (1 point) for Evidence and Elaboration. The response provides minimal support for the controlling idea. The response includes an expression of ideas that lacks clarity and is at times confusing (…the moving people from running into the Reith that the Reith). The sentences are limited to simple constructions (This is how Jessie and Mark helped their neighborhood).

**Conventions** – This response receives partial credit (1 point) for Conventions. The response demonstrates a partial command of basic conventions. There are various errors in spelling, sentence formation, and punctuation (Jessie and Mark both did really nice thing; Mark shoveling Mrs. Grady drive way without being paid to do it).
Sample Response: 3 points

Jessie helped the animals by slightly opening the door and going to the side door so the moving men could get in and not harm the birds. “She had been in there many times so it didn’t take long for her to find the side door.” Mark helped by shoveling the snow and helping out her neighbor. “He smiled and waved at Mrs. Grady, then thrust his shovel deep into the snow. This was the different ways Jessie and Mark helped in the stories.

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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 controlling idea is stated, (Jessie helped the animals by slightly opening the door...Mark helped by shoveling the snow and helping out her neighbor...) but the response is too brief to demonstrate knowledge of focus or organization.

**Evidence and Elaboration** – This response receives partial credit (1 point) for Evidence and Elaboration. The response provides minimal support for the controlling idea. There is little use of sources, fact, or details. There is minimal and irrelevant evidence for the controlling idea (“He smiled and waved at Mrs. Grady, then thrust his shovel deep into the snow).

**Conventions** – This response receives partial credit (1 point) for Conventions. The response demonstrates a partial command of basic conventions. There are various errors in usage (This was the different ways Jessie and Mark helped in the stories). The limited response provides little evidence of understanding of the rules of standard English.
Sample Response: 2 points

Jessie saw a baby bird in her neighbor's house and wanted to help it so she told her dad and her had said we will move it but she didn't want that she wanted to help the birds so that the movers wouldn't hurt the baby bird so when the movers came they saw the birds and didn't bother them. Mrs. Grady helped a boy from Dr. Dunn's dog and she did and Jamie wanted to repay her so he shoveled her snow and when he was in the middle of that his brother came in long and he helped him so when the other neighbors saw them they would hire them and give them money so that they can buy a new game.

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Notes on Scoring

**Purpose, Focus, and Organization** – This response receives partial credit (1 point) for Purpose, Focus, and Organization. The student’s response does not contain a clear controlling idea. The response is related to the topic but does not demonstrate adequate awareness of the purpose, audience, and task. In addition, the response is too brief to demonstrate knowledge of focus or organization.

**Evidence and Elaboration** – This response receives partial credit (1 point) for Evidence and Elaboration. The student’s response provides minimal, vague, and unclear support for the controlling idea (Jessie saw a baby bird in her neighbor's house and wanted to help it...). There is limited language and domain-specific vocabulary.

**Conventions** – This response receives no credit (0 points) for Conventions. The response demonstrates a lack of command of conventions. The lack of punctuation and sentence structure in the response impede understanding.
Sample Response: 1 point

so jessie was helping people for there needs and jessie was taking care of the nest and the mama bird wont be able to find her babies if the nest wasnt protecting but the nest was proteced by jessie.

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Notes on Scoring

**Purpose, Focus, and Organization** – This response receives no credit (0 points) for Purpose, Focus, and Organization. No controlling idea is stated, and the response is too brief to show organization or transitions.

**Evidence and Elaboration** – This response receives partial credit (1 point) for Evidence and Elaboration. The single statement is based on information in the text and is related to the task. No other information is included in the response.

**Conventions** – This response receives no credit (0 points) for Conventions. The response includes a capitalization error but is otherwise too brief to show command of conventions.
Sample Response: 0 points

They both help other people that need to be helped in both paragraphs. They probly help people so that they can help take care of people alot more.

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Notes on Scoring

**Purpose, Focus, and Organization** – This response receives no credit (0 points) for Purpose, Focus, and Organization. The student's response has an inadequate controlling idea with no specific details and only the brief mention of help *(They both help other people that need to be helped in both paragraphs)*. The response displays little awareness of the purpose, audience, or task.

**Evidence and Elaboration** – This response receives no credit (0 points) for Evidence and Elaboration. The response provides no support or evidence related to the controlling idea. There is no relevant domain-specific vocabulary and no evidence from the support material. *(They probly help people so that they can help take care of people alot more.)*

**Conventions** – This response receives no credit (0 points) for Conventions. The response demonstrates a lack of command of conventions. The limited response provides little evidence of understanding of the rules of standard English.
Sample Response: 0 points

These are some Reasons why characters from passage 1 and passage 2 help.

We can't move it, Jessie said. If we do the mama bird won't be able to find her babies. You can't use this door, Jessie said, holding her arms out stiff. Jessie didn't move. Tears stung her eyes. There's a wreath, Jessie explained. If you open the door, it will fall.

And now Mrs. Grady needed mark as much as he'd needed her last summer. He smiled and waved at Mrs. Grady, then thrust his shovel deep into the snow. He heaved snow over his shoulder.

These paragraphs were from passage 1: A few new neighbors by Kerry McGee. And passage 2: The right thing by Sandra Beswetherick

These were some reasons why the characters from passage 1 and passage 2 were helpful.

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

Mrs. Baxter is moving to a new home, so Jessie checks in on her neighbor’s house while she is away. To her surprise, Jessie finds something interesting in an old wreath on Mrs. Baxter’s front door. Jessie finds calls Mrs. Baxter to tell her the news, and she asks Jessie to keep an eye them for her.

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

one morning, jessie saw a scraggly pink poking out of the nest. babies jessie strained her neck to get a better look. and jessie had said dad about the babay birds at Mrs. baxter's house. we can put the nest dad shook his head. we'll just have to tell the movers to be careful. one of the man was peering into the wreath. and hey; he said there are babies in there he grinned at jessie i bet that mama bird is glad you're watching out for her babies. mark couldn't explain about goldie and watching out for the neighbors

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.