


Georgia
Milestones
Assessment System



Grade 4
English Language Arts and Mathematics
Item and Scoring Sampler
2018

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NO TEST MATERIAL
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INTRODUCTION

The Georgia Milestones Grade 4 English Language Arts (ELA) End of Grade (EOG) assessment and the Grade 4 Mathematics EOG assessment are criterion-referenced tests designed to provide information about how well a student has mastered the grade-level state-adopted content standards in ELA and mathematics. These assessments consist of a variety of item types, including selected-response, constructed-response, extended constructed-response, and extended writing-response items.

TYPES OF ITEMS INCLUDED IN THE SAMPLER AND USES OF THE SAMPLER

The purpose of this sampler is to provide samples of the types of items that appear on the operational Georgia Milestones Grade 4 ELA EOG assessment and the operational Georgia Milestones Grade 4 Mathematics EOG assessment. The items in this sampler may be used for classroom instruction purposes. The samples may be copied, and classroom teachers may find it beneficial to have students respond to one or more of the samples. Teachers can then use the information in this sampler as a guide to score responses written by their own students.

ELA ITEM TYPES

A **selected-response** item, sometimes called a multiple-choice item, is defined as a question, problem, or statement that appears on a test followed by several answer choices, sometimes called options or response choices. The incorrect choices, called distractors, usually reflect common errors. The student's task is to choose, from the alternatives provided, the best answer to the question posed in the stem (the question). The ELA selected-response items will have four answer choices.

A **constructed-response** item asks a question and solicits the student to provide a response constructed on his or her own, as opposed to selecting a response from options provided. On the ELA EOG assessment, these items are worth two points, and partial credit may be awarded if part of the response is correct. On the ELA EOG assessment, an **extended constructed-response** item elicits a longer, more complex and detailed response from the student. The four-point narrative extended constructed-response item requires the student to write a narrative in response to a prompt based on a literary or informational passage he or she has read; the response will fully develop a real or imagined experience based on the text and will be scored for the Writing and Language domain.

A seven-point **extended writing-response** item, also called an extended writing task, requires the student to write an opinion essay or develop an informative/explanatory essay. The student is required to draw from reading experiences when writing the response and to cite evidence from two passages to support a point of view or examine a topic. The extended writing task is worth up to seven points that contribute to the Writing and Language domain.

Extended writing tasks and extended constructed-response items are considered "on-demand writing in response to text." Students write their responses in a somewhat limited amount of time without the benefit of time allocated for revision and rewrites. For this reason, the scoring process takes into account that the student responses are to be viewed as first drafts and are not expected to be polished papers. The scoring process is approached in such a manner as to award students for what they do well according to the prompt and rubric. Students are not penalized for errors unless they permeate the response and impact or interfere with overall understanding.

Section 1 of the Georgia Milestones ELA EOG assessment consists of the Reading and Evidence-Based Writing (REBW) portion of the assessment. A sample REBW set is included within this sampler, along with an overview of the item specifications found within the REBW set.

MATHEMATICS CONSTRUCTED-RESPONSE ITEM TYPES

A mathematics **constructed-response** item asks a question and solicits the student to provide a response constructed on his or her own, as opposed to selecting from options provided. The constructed-response items on the Grade 4 Mathematics EOG assessment are worth up to two points. Partial credit may be awarded if part of the response is correct.

An **extended constructed-response** item is a specific type of constructed-response item that elicits a longer, more detailed response from the student than does a two-point constructed-response item. The extended constructed-response items on the Mathematics EOG assessment are worth up to four points. Partial credit may be awarded if part of the response is correct.

ITEM ALIGNMENT

Each item included in this sampler has been through a rigorous review process with Georgia educators to ensure alignment with the content standards. The content standard for each sample item is provided in this sampler in the item information tables.

DEPTH OF KNOWLEDGE

In addition to being aligned to the standards, the sample items included in this sampler were developed with a particular emphasis on cognitive complexity, or Depth of Knowledge (DOK). The DOK level is provided for each item in this sampler in the item information tables. DOK measures the level of cognitive demand required to complete an assessment item. The following descriptions show the expectations of the DOK levels in greater detail.

Level 1 (Recall of Information) generally requires students to identify, list, or define, often asking them to recall who, what, when, and where. Consequently, this level usually asks students to recall facts, terms, concepts, and trends and may ask them to identify specific information contained in documents, excerpts, quotations, maps, charts, tables, graphs, or illustrations. Items that require students to “describe” and/or “explain” could be classified at Level 1 or Level 2, depending on what is to be described and/or explained. A Level 1 “describe” and/or “explain” would require students to recall, recite, or reproduce information.

Level 2 (Basic Reasoning) includes the engagement of some mental processing beyond recalling or reproducing a response. A Level 2 “describe” and/or “explain” would require students to go beyond a description or explanation of recalled information to describe and/or explain a result or “how” or “why.”

Level 3 (Complex Reasoning) requires reasoning, using evidence, and thinking on a higher and more abstract level than Level 1 and Level 2. Students will go beyond explaining or describing “how and why” to justifying the “how and why” through application and evidence. Level 3 questions often involve making connections across time and place to explain a concept or “big idea.”

Level 4 (Extended Reasoning) requires the complex reasoning of Level 3 with the addition of planning, investigating, applying significant conceptual understanding, and/or developing that will most likely require an extended period of time. Students should be required to connect and relate ideas and concepts within the content area or among content areas in order to be at this highest level. The distinguishing factor for Level 4 would be evidence (through a task, a product, or an extended response) that the cognitive demands have been met.


INTRODUCTION

ITEM AND SCORING SAMPLER FORMAT

Sample selected-response and constructed-response items are provided in this sampler, along with any related stimulus information, such as a passage or graphic. Following each constructed-response item is the scoring guide for that item.

The scoring guide includes the item information table, the scoring rubric, and annotated sample student responses at each score point. An item information table is also provided for selected-response items.

For mathematics items, each item-specific scoring rubric includes an exemplar as one possible correct response. Readers are trained to give credit to alternate valid responses.

The Georgia Milestones assessments may be administered in paper-and-pencil format or online. As a result, this sampler includes samples of students' responses in both formats. This symbol  is used to note the format of a sample online item. It also indicates a sample online response.

Example Constructed-Response Item Information Table

Standard:	Item Depth of Knowledge:
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Example Selected-Response Item Information Table

Item	Standard	DOK	Key
1			
2			
3			

Grade 4

ENGLISH LANGUAGE ARTS

Sample Constructed-Response Items

Read the poem and answer items 1 and 2.

He Played Guitar

My mother spoke of Uncle Ted
Just the other day.
He used to come to visit us
Before he moved away.

He is my favorite uncle,
With smiling, sparkling eyes.
He draws me funny pictures
And sneaks me candy on the side.

His laugh is deep as thunder,
But it does not frighten me.
I know his heart is made of gold,
And he wouldn't hurt a flea.

He would come for lunch on Sunday
And when the dishes were finally done,
He would take out his guitar and ask,
"Which tune will be the one?"

He meant he wanted a request,
A song we'd like to hear,
For Uncle Ted could play any song,
From any singer or any year.

As his fingers swiftly plucked away,
I would try to sing along.
He would smile and give a wink,
Even if my words were wrong.

Sometimes he would be brave
And make up a song of his own.
All the right words would rhyme,
And he'd create a lively tone.

So I feel a little sad inside
When my mom says his name.
I miss his songs, smiles, and winks,
And his candy-sneaking game.

I'd really like to see Uncle Ted,
But it may be quite some time.
Till then I'll recall the fun we had
With his guitar, songs, and rhyme.

ITEM 1: CONSTRUCTED-RESPONSE

ELAGSE4RL3



1. Based on the poem, explain how the speaker feels about Uncle Ted.

Use details from the poem to support your answer. **Type your answer in the space provided.**

Scoring Guide

Item 1 Information

<p>Standard: ELAGSE4RL3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<p>Item Depth of Knowledge: 3 Strategic Thinking Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</p>
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ITEM-SPECIFIC SCORING RUBRIC

Score	Description
2	<ul style="list-style-type: none"> • Gives sufficient evidence of the ability to identify and describe in depth a speaker’s feelings in a poem • Includes specific examples/details that make clear reference to the text • Adequately identifies and describes in depth a speaker’s feelings in a poem, drawing on specific details in the text with clearly relevant information <p><u>Exemplar Response:</u> <i>Describes the speaker’s feelings about Uncle Ted (e.g., the speaker loves his Uncle Ted, how he makes everything fun) and provides text-based details to support the description (e.g., plays songs on his guitar, draws pictures, sneaks candy).</i></p>
1	<ul style="list-style-type: none"> • Gives limited evidence of the ability to identify and describe in depth a speaker’s feelings in a poem • Includes limited examples/details that make clear reference to the text • Identifies and describes a speaker’s feelings in a poem with limited information based on the text
0	<ul style="list-style-type: none"> • Gives no evidence of the ability to identify and describe in depth a speaker’s feelings in a poem

STUDENT RESPONSES

ELAGSE4RL3

Response Score: 2 points



1. Based on the poem, explain how the speaker feels about Uncle Ted.

Use details from the poem to support your answer. **Type your answer in the space provided.**

He likes his Uncle Ted because he gives him candy and draws him pictures. He likes to sing with his Uncle Ted. Now all he can do is remember the fun that they used to have. He misses his Uncle Ted.

- The response gives sufficient evidence of the ability to identify and describe in depth the speaker's feelings about Uncle Ted. The student correctly concludes that the speaker was fond of his uncle and his guitar playing ("He likes his Uncle Ted") and identifies how the speaker feels now that his uncle has moved away ("misses his Uncle Ted").
- The response uses specific examples and details from the poem for support ("he gives him candy and draws him pictures," "He likes to sing with his Uncle Ted").

ELAGSE4RL3

Response Score: 1 point



1. Based on the poem, explain how the speaker feels about Uncle Ted.

Use details from the poem to support your answer. **Type your answer in the space provided.**

The uncle does not live there anymore. The child misses him and is sad that he moved away because he gave him candy and would smile at him.

- The response gives limited evidence of the ability to identify and describe in depth the speaker’s feelings about Uncle Ted. The student correctly concludes that the speaker “misses him and is sad that he moved away,” but the student provides little additional explanation.
- The response uses limited examples from the poem (“misses him,” “gave him candy”). The response does not contain any information about playing the guitar and singing songs together, which was the main focus of the poem.

ELAGSE4RL3

Response Score: 0 points



1. Based on the poem, explain how the speaker feels about Uncle Ted.

Use details from the poem to support your answer. **Type your answer in the space provided.**

Uncle Ted has moved away. He would play the guitar and sing songs.

- The response gives no evidence of the ability to identify and describe in depth the speaker's feelings about Uncle Ted. The student has only mentioned facts from the poem that do not relate to feelings.
- While the response does use a brief detail from the poem, the detail is not used to support how the speaker felt ("He would play the guitar and sing songs") and is thus irrelevant to what the student is being asked.

ITEM 2: EXTENDED CONSTRUCTED-RESPONSE

ELAGSE4W3



2. Write your own story to describe what happens when the speaker sees Uncle Ted again.

Be sure to include ideas from the poem when writing your own story. **Type your answer in the space provided.**

Scoring Guide

Item 2 Information

<p>Standard: ELAGSE4W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>Item Depth of Knowledge: 4 Extended Thinking Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.</p>
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FOUR-POINT HOLISTIC RUBRIC

Score	Description
4	<p><i>The student's response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Effectively establishes a situation and introduces a narrator and/or characters • Organizes an event sequence that unfolds naturally • Effectively uses narrative techniques, such as dialogue and description, to develop rich, interesting experiences and events or show the responses of characters to situations • Uses a variety of words and phrases consistently to signal the sequence of events • Uses concrete words, phrases, and sensory language consistently and effectively to convey experiences and events precisely • Provides a conclusion that follows from the narrated experiences or events • Integrates ideas and details from source material effectively • Has very few or no errors in usage and/or conventions that interfere with meaning
3	<p><i>The student's response is a complete narrative that develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Establishes a situation and introduces one or more characters • Organizes events in a clear, logical order • Uses narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations • Uses words and/or phrases to indicate sequence • Uses words, phrases, and details to convey experiences and events • Provides an appropriate conclusion • Integrates some ideas and/or details from source material • Has a few minor errors in usage and/or conventions that interfere with meaning
2	<p><i>The student's response is an incomplete or oversimplified narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Introduces a vague situation and at least one character • Organizes events in a sequence but with some gaps or ambiguity • Attempts to use a narrative technique, such as dialogue and description, to develop experiences and events or show the responses of characters to situations • Uses occasional signal words to indicate sequence • Uses some words or phrases inconsistently to convey experiences and events • Provides a weak or ambiguous conclusion • Attempts to integrate ideas or details from source material • Has frequent errors in usage and conventions that sometimes interfere with meaning

ENGLISH LANGUAGE ARTS

1	<p><i>The student's response provides evidence of an attempt to write a narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none">• Response is a summary of the story• Provides a weak or minimal introduction of a situation or a character• May be too brief to demonstrate a complete sequence of events• Shows little or no attempt to use dialogue or description to develop experiences and events or show the responses of characters to situations• Uses words that are inappropriate, overly simple, or unclear• Provides few, if any, words that convey events• Provides a minimal or no conclusion• May use few, if any, ideas or details from source material• Has frequent major errors in usage and conventions that interfere with meaning
0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none">• Blank• Copied• Too Limited to Score/Illegible/Incomprehensible• Non-English/Foreign Language• Off Topic/Off Task/Offensive

STUDENT RESPONSES

ELAGSE4W3

Response Score: 4 points



2. Write your own story to describe what happens when the speaker sees Uncle Ted again.

Be sure to include ideas from the poem when writing your own story. **Type your answer in the space provided.**

I heard a knock at the door. My Uncle Ted was standing there with a smile, a guitar, and a big red box. He handed me the box and yelled Happy Birthday! I had missed him so much since he moved away. As soon as he walked into the house, I put my present down and ran into Uncle Teds arms. He always gave great hugs.

I asked him to sing me a song. He started playing his guitar and began singing away. He made up the song as he was singing it. He sang about traveling and missing his family. He said that he couldn't wait to come home and see all of us. His voice went high and it went low. He stomped his foot to keep the beat.

When he finished we all stood up and claped. After dinner I opened the present from Uncle Ted. It was my own guitar! Uncle Ted smiled and gave me a wink. It was the best day ever.

- The student establishes a situation (an uncle returning home for a child's birthday) and characters (Uncle Ted, the child/first-person narrator).
- Events are organized in a sequence that flows naturally. There is a clear beginning (Uncle Ted arrives at the door), middle (Uncle Ted sings a song), and ending (opening the present, "It was the best day ever"). The action builds, using inspiration from the poem (guitar, singing) blended with the student's imagination (the gift).
- Words and phrases are used consistently to signal the sequence of events ("As soon," "When," "After dinner").
- The response uses a variety of concrete words and phrases to convey experiences precisely ("My Uncle Ted was standing there with a smile, a guitar, and a big red box," "I put my present down and ran into Uncle Teds arms," "traveling," "stomped").
- The conclusion follows the ideas presented ("It was my own guitar").
- The few errors present in usage and conventions ("Uncle Teds" instead of "Uncle Ted's," misspelling "clapped") do not interfere with the meaning.

ELAGSE4W3

Response Score: 3 points

2. Write your own story to describe what happens when the speaker sees Uncle Ted again.

Be sure to include ideas from the poem when writing your own story. **Write your answer on the lines on your answer document.**

The boy was walking to the store with his mother when he saw Uncle Ted's truck. "Mom, that looks like the truck that Uncle Ted drives," he said. His mother took a look in the back seat and recognized his guitar. The boy yelled "I see him," and pointed to his uncle standing by the Walmart store with two huge bags of candy. His mother waved her hands in the air and called out Ted's name. Ted looked around and finally saw his sister and nephew. He walked over and gave them both a big hug. "I didn't know you were coming back," said the mother. Uncle Ted said "I wanted it to be a surprise. That reminds me..." Uncle Ted told them to close their eyes. He went to his truck and opened the door. He made sure they were keeping their eyes shut. "No peeking," said Uncle Ted. "Ok, open them up." The mother and son opened their eyes and saw the cutest puppy. "I call him Digger," said Uncle Ted. "All this puppy wants to do is dig holes," said Uncle Ted. Uncle Ted gave his nephew the puppy. The puppy snifed the boy's face and then licked him.

- The student introduces characters (the boy, his mother, Uncle Ted, a puppy) and establishes a situation (the boy and his mother were walking to the store and saw Uncle Ted's truck).
- Events generally develop in a logical fashion. The story has a beginning ("The boy was walking to the store with his mother"), middle (the boy sees the truck and Uncle Ted, the family hugs, Ted shows them the puppy), and ending ("Uncle Ted gave his nephew the puppy").
- The narrative technique of dialogue is used to develop experiences and events ("The boy yelled 'I see him,' and pointed to his uncle," "I wanted it to be a surprise. That reminds me . . ." Uncle Ted told them to close their eyes").
- Information from the poem is used. Uncle Ted's generosity to his nephew is consistent, while other elements of his personality may not be directly borrowed from the poem.
- The story includes some variety of word choice to convey experiences ("recognized," "peeking," "snifed").
- The relatively few errors do not interfere with meaning ("Uncel," "snifed").

ELAGSE4W3

Response Score: 2 points



2. Write your own story to describe what happens when the speaker sees Uncle Ted again.

Be sure to include ideas from the poem when writing your own story. **Type your answer in the space provided.**

I saw Uncle Ted in disney world. He brought his guitar wit him. In Disneyworld we went on lots of rides. I got to meet some cartoon characters and take picture. It was fun. My uncle sat with me on the rides. At night my uncle played his guitar. We made up songs. I used the taborine he bring. We stayed up late at night, "bet you will fall asleep before me," I said to Uncle Ted. We went swimming lots because it was hot. My uncle keep his hat on in the pool. I was sad when we say good bye.

- Two characters and a situation are introduced (Uncle Ted and a first-person narrator are going to Disney World).
- The response attempts to organize events in a sequence. There is a sensible beginning ("I saw Uncle Ted in disney world") and ending ("I was sad when we say good bye"), but the middle is a list of events that jump between unfinished ideas ("brought his guitar," "went on lots of rides," "I got to meet some cartoon characters," "sat with me on the rides," "went swimming"). The reader senses that there are huge holes caused by omissions from the story.
- There is an attempt to use some dialogue to develop the experience ("bet you will fall asleep before me, I said to Uncle Ted").
- An abrupt conclusion is present ("I was sad when we say good bye").
- There are a variety of errors in usage and conventions (capitalization: "disney world," "bet"; spelling: "wit," "taborine"; usage: "bring" for "brought," "keep" for "kept," "say" for "said") that slow the meaning.

ELAGSE4W3

Response Score: 1 point



2. Write your own story to describe what happens when the speaker sees Uncle Ted again.

Be sure to include ideas from the poem when writing your own story. **Type your answer in the space provided.**

Uncle Ted comes back home. He comes home to see me. When he is at my home we do some stuff. That stuff we do takes a good long time. "uncle that is my Lego, give it back!" is what I yell. He just laughs. When we are done we eat a snack. We like to eat cookie and pop. I fill up my belly until I cant eat no more. Uncle Ted moved once, that is why he at my house today. He moved out of my house into someplace els. After eating we get bored. I give him a hug.

- The response introduces two characters (Uncle Ted and a first-person narrator). Neither is developed to the extent that we get a sense of the person, nor is there a situation established.
- The sequence of events is confusing. There is an abrupt opening ("Uncle Ted comes back home"), a disorganized middle ("we do some stuff," "that is my Lego," "we eat a snack," "we get bored"), and a final sentence ("I give him a hug") that is more like another event than a concluding statement.
- The response attempts to use dialogue ("uncle that is my Lego, give it back"), but it merely adds to the confusion.
- The words used are basic and general ("some stuff," "someplace els"), giving the reader at best a vague sense of what is happening.
- There are a variety of errors present in usage and conventions that, for the most part, do not interfere with meaning.

Read the passages and answer items 3 and 4.

The Benefits of Healthy Eating

You have just come home from school. You are hungry and maybe a little tired too. You reach for a candy bar or a bag of caramel corn. You may think that you are satisfying your hunger and giving yourself an energy boost, but are you really? Eating sugary and fatty foods such as candy and caramel corn may not really be giving you the energy you are looking for. You might want to make a more healthy choice next time.

There are many good reasons for healthy eating. Healthy eating is not just a diet used by people for a short period of time to help them lose weight. Healthy eating should last forever. It should include foods from each food group and should not include too much sugar or fat.

The foods that we eat give our bodies the fuel that we need to live. Eating healthy foods makes people feel better. It gives people more energy. Sugary and fatty foods, on the other hand, actually make our energy drop. Eating healthy foods can even help us feel calmer, and people who are calmer are often in better moods and happier.

Healthy eating can help make our bodies stronger too. Many dairy foods and dark green vegetables have calcium. Calcium helps build strong bones and teeth. Our brains can also stay strong through healthy eating. Healthy foods can improve blood flow to the brain. Good blood flow helps protect the brain and keep it strong. People can even save money by eating healthy foods! These kinds of foods are often more filling, so people eat less. Eating less food leads to less money spent on groceries. People who eat these foods are also healthier, so they have fewer medical bills.

People who eat healthy foods usually live longer too. Some illnesses such as heart disease and high blood pressure can sometimes be avoided by healthy eating. That might be the best benefit of all!

The Benefits of Exercising

Emily said she was tired after running at recess. Emily’s teacher, Ms. Cooper, said that she should exercise more. This might not seem to make sense, but Ms. Cooper explained that exercise can improve the body’s staying power. The heart and lungs get stronger when people exercise. A strong heart and strong lungs give the body more energy. More energy is one benefit of exercise.

People who exercise have stronger bodies. Exercise improves the muscles and bones. For example, running and doing push-ups can build strong muscles. Lifting weights can make bones stronger. Exercise can also make our bodies more flexible and move more easily. A flexible body can move without pain. This makes it easier to do things such as bending over or tying your shoes. “Toe touches” is an exercise that can make the body more flexible.

Exercise helps people fight disease too. It helps the blood flow through the body. Better blood flow lowers the chance of heart disease. Studies show that diseases such as stroke, diabetes, and some cancers are less common in people who exercise. People without these diseases usually live longer.

Exercise may also help people sleep better. Exercise helps some people fall asleep faster. It can also help people wake up less often during the night.

Some experts believe that exercise may also help the brain remember and learn new things. Exercise helps stimulate, or stir up, the brain. This helps people feel calmer and happier.

It’s not hard to work exercise into your life. You can walk up the stairs instead of using the elevator. You can walk to school instead of riding the bus. There are many things we can do to add exercise to our lives.

ITEM-SPECIFIC SCORING RUBRIC

Score	Description
2	<ul style="list-style-type: none"> • Gives sufficient evidence of the ability to determine/summarize the authors’ message/claim/point/central idea, or to explain the support for a central idea • Includes specific examples/details that make clear reference to the texts • Adequately explains the authors’ message/claim/point/central idea or explanation with clearly relevant information based on the texts <p><u>Exemplar Response:</u> <i>Identifies the main points of each passage, which state how food and exercise can keep people healthy (passage 1 addresses foods that prevent disease and passage 2 addresses how exercise enhances the body’s circulation). The response gives specific examples to support the authors’ messages (e.g., gives energy, happier, better moods, and stronger bones; builds muscles and endurance and prevents disease).</i></p>
1	<ul style="list-style-type: none"> • Gives limited evidence of the ability to determine/summarize the authors’ message/claim/point/central idea, or to explain the support for a central idea • Includes vague/limited examples/details that make reference to the texts • Explains the authors’ message/claim/point/central idea or explanation with vague/limited information based on the texts
0	<ul style="list-style-type: none"> • Gives no evidence of the ability to determine/summarize the authors’ message/claim/point/central idea, or to explain the support for a central idea

STUDENT RESPONSES

ELAGSE4RI9

Response Score: 2 points



3. Explain how eating healthy foods and exercising help people stay strong and healthy.

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

If you exercise a lot then your blood flow is faster and it helps you live longer. Eating healthy foods also decreases the risk of diobeates, heart attack, stroke, and it helps you sleep better. Exercise also helps you not wake up in the middle of the night. If you eat healthy and exercise a lot, you will live longer! So all I can say is exercise and eat healthy.

- The student provides sufficient evidence of the ability to explain the support for a central idea.
- The response includes specific details to support this idea, using material from both “The Benefits of Healthy Eating” (“decreases the risk of diobeates, heart attack, stroke,” “it helps you sleep better”) and “The Benefits of Exercising” (“blood flow is faster” and “helps you live longer”).

ELAGSE4RI9

Response Score: 1 point



3. Explain how eating healthy foods and exercising help people stay strong and healthy.

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

Helthy food and exercising both help people. Eating helthy food helps people be colm and happy. Exercising helps make your body stronger. This is how eating helthy foods and exercising helps people.

- The student provides limited evidence of the ability to explain the support for a central idea.
- The limited examples from the passages are general (“helps people be colm and happy,” “make your body stronger”).

ELAGSE4RI9

Response Score: 0 points



3. Explain how eating healthy foods and exercising help people stay strong and healthy.

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

Eating healthy food and exercising help people stay strong and healthy because it keep you and the right shape and not all fat.

- The student gives no evidence of the ability to explain the support for a central idea.
- Beyond echoing the prompt, the vague details provided are not from the passages (“it keep you and the right shape and not all fat”).

ITEM 4: EXTENDED WRITING-RESPONSE

WRITING TASK

Some students believe it is more important to eat healthy foods. Some students believe it is more important to exercise.

Think about the ideas in BOTH passages. Is healthy eating or exercising more important for people? Write an **opinion essay** in your own words that explains whether it is better to eat healthy or to exercise.

Be sure to use information from BOTH passages in your **opinion essay**.

Writer's Checklist

Be sure to:

- Introduce your opinion.
- Support your opinion with reasons and details from the passages.
- Give your reasons and details in a clear order.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Identify the passages by title or number when using details or facts directly from the passages.
- Use linking words, phrases, and clauses to connect reasons.
- Use clear language and vocabulary.
- Have a strong conclusion that supports your opinion.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your opinion essay on your answer document. Refer to the Writer's Checklist as you write and proofread your essay.

4. Writing Task (Write your essay here.)

Be sure to:

- Introduce your opinion.
- Support your opinion with reasons and details from the passages.
- Give your reasons and details in a clear order.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Identify the passages by title or number when using details or facts directly from the passages.
- Use linking words, phrases, and clauses to connect reasons.
- Use clear language and vocabulary.
- Have a strong conclusion that supports your opinion.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Scoring Guide

Item 4 Information

<p>Standards: ELAGSE4W1. Write opinion pieces on topics or texts, supporting a point of view with reasons. ELAGSE4L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ELAGSE4L2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	<p>Item Depth of Knowledge: 4 Extended Thinking Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.</p>
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SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Opinion Genre

Writing Trait	Points	Criteria
<p>Idea Development, Organization, and Coherence</p> <p><i>This trait examines the writer’s ability to effectively establish a point of view and to support the opinion with reasons from the text(s) read. The writer must form an opinion from the text(s) in his/her own words and organize reasons for the opinion (from text that they have read) in order to create cohesion for an opinion essay.</i></p>	4	<p><i>The student’s response is a well-developed opinion piece that effectively examines a topic and supports a point of view, with reasons, clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Effectively introduces a topic and clearly states an opinion • Creates an effective organizational structure that logically groups ideas and reasons to support the writer’s purpose • Provides clear reasons that are supported by facts and details • Uses linking words and phrases effectively to connect opinions and reasons • Provides a strong concluding statement or section related to the opinion presented
	3	<p><i>The student’s response is a complete opinion piece that examines a topic and supports a point of view based on text.</i></p> <ul style="list-style-type: none"> • Introduces a topic and states an opinion • Provides some organizational structure that groups ideas and reasons to support the writer’s purpose • Provides reasons that are supported by facts • Uses some linking words to connect opinions and reasons • Provides a concluding statement or section related to the opinion presented
	2	<p><i>The student’s response is an incomplete or oversimplified opinion piece that examines a topic and partially supports a point of view based on text.</i></p> <ul style="list-style-type: none"> • Attempts to introduce a topic and state an opinion • Attempts to provide some organization, but structure sometimes impedes the reader • Attempts to provide reasons that are sometimes supported by facts • Uses few linking words to connect opinions and reasons; connections are not always clear • Provides a weak concluding statement or section that may not be related to the opinion
	1	<p><i>The student’s response is a weak attempt to write an opinion piece that examines a topic and does not support a text-based point of view.</i></p> <ul style="list-style-type: none"> • May not introduce a topic or state an opinion • May not have any organizational structure evident • May not provide reasons that are supported by facts • May not use any linking words to connect opinions and reasons • Provides a minimal or no concluding statement or section
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 2 for Opinion Genre

Writing Trait	Points	Criteria
Language Usage and Conventions <i>This trait examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i>	3	<i>The student's response demonstrates full command of language usage and conventions.</i> <ul style="list-style-type: none"> • Has clear and complete sentence structure, with appropriate range and variety • Shows knowledge of language and its conventions when writing • Any errors in usage and conventions do not interfere with meaning*
	2	<i>The student's response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none"> • Has complete sentences, with some variety • Shows some knowledge of language and its conventions when writing • Has minor errors in usage and conventions with no significant effect on meaning*
	1	<i>The student's response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none"> • Has fragments, run-ons, and/or other sentence structure errors • Shows little knowledge of language and its conventions when writing • Has frequent errors in usage and conventions that interfere with meaning*
	0	<i>The student will receive a condition code for various reasons:</i> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the “Language Progressive Skills, by Grade” chart for those standards that need continued attention beyond the grade in which they were introduced.

STUDENT RESPONSES

ELAGSE4W1, ELAGSE4L1, ELAGSE4L2

Response Scores:

Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 3

4. Some students believe it is more important to eat healthy foods. Some students believe it is more important to exercise.

Think about the ideas in BOTH passages. Is healthy eating or exercising more important for people? Write an opinion essay in your own words that explains whether it is better to eat healthy or to exercise.

Be sure to use information from BOTH passages in your opinion essay. **Write your answer on the lines on your answer document.**

Have you ever really thought of the real benefits of eating healthy? Well here are 3 good reasons you should. You will have better moods. Eating healthy food helps your body fight off diseases. Plus eating healthy helps you save money. Want to learn more then READ ON!!!

Eating healthy helps you have better moods along with exercising 60 minutes a day. Eating healthy makes you feel so much calmer, so you will be ready to have fun. Plus you won't be in a bad mood all day, and waste another day of beautiful life. Eating healthy also makes you happy and being in a good mood means you will be ready to play a respectful game of 4 square.

Eating healthy also helps your body fight of diseases. Eating healthy, prevents Dabetes. Eating right also prevents heart disease. Eating healthy also fights cancer. As you can see eating healthy makes you as healthy as a horse.

Last but not least eating healthy saves you money. Eating healthy means you will be full more often so you can spend less money on grocery and instead buy some new cloths. Eating healthy also helps you spend less money on medical bills because eating healthy prevents from being sick. Also you won't have to spin all your money on pills because eating healthy prevents you from being sick.

In conclusion eating healthy helps you feel better and save better. Eating healthy also helps you live longer and live better. If you want be happy for the rest of your life take my advice and eat healthy.

DOC: 4

- The topic is effectively introduced by engaging the reader and clearly stating the student’s opinion (“Have you ever really thought of the real benefits of eating healthy? Well here are 3 good reasons you should”).
- An effective organizational structure logically groups ideas together. After the topic is introduced, individual paragraphs discuss the three benefits of eating healthy that are mentioned in the introduction (improving mood, preventing diseases, saving money).
- The response provides clear reasons that are developed using facts and details from the passage “The Benefits of Healthy Eating” paired with original ideas (healthy eating “makes you . . . calmer,” “ready to play a respectful game of 4 square,” “prevents Diabetes . . . heart disease . . . cancer,” “makes you as healthy as a horse,” “means you will be full more often . . . spend less money on groceries and instead buy some new clothes”).
- Linking phrases are used to connect opinions and reasons (“Plus,” “As you can see,” “Last but not least,” “Also”).
- The student provides a strong concluding statement (“If you want to be happy for the rest of your life take my advice and eat healthy”).

LUC: 3

- Clear and complete sentences are used with some variety, although the student begins many sentences with the same phrase (“Eating healthy”).
- The response has minor errors in usage and conventions with no significant effect on meaning.

ELAGSE4W1, ELAGSE4L1, ELAGSE4L2

Response Scores:



Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 3

4. Some students believe it is more important to eat healthy foods. Some students believe it is more important to exercise.

Think about the ideas in BOTH passages. Is healthy eating or exercising more important for people? Write an opinion essay in your own words that explains whether it is better to eat healthy or to exercise.

Be sure to use information from BOTH passages in your opinion essay. **Type your answer in the space provided.**

In my opinion I think exercising is more important than eating healthy foods.

First, exercising can make you live longer. Exercising prevents stroke, heart disease, diabetes, and some cancers. People without those diseases can live longer.

Next, if you can't go to sleep then try exercising. Exercising helps people go to sleep faster and wake up less during the night.

Third, exercising makes your body more flexible. It makes it easier to bend over and tie your shoe. Doing "toe touches" also makes your body more flexible.

Finally, exercising makes you stronger. Doing sit-ups, push ups, and lifting weights makes you strong and improves bones.

That's why I think exercising is more important than eating healthy foods.

DOC: 3

- The response introduces a topic and states an opinion (“I think exercising is more important than eating healthy foods”).
- Some organization is provided. After the topic is established, the response uses short paragraphs to cover four ideas: living longer, sleep benefits, flexibility, and strength.
- The four clear reasons provided are supported by facts from the passage “The Benefits of Exercising” (“exercising can make you live longer;” “prevents stroke, heart disease, diabetes, and some cancers;” “exercising makes your body more flexible. It makes it easier to bend over and tie your shoe”). Support for each reason is limited to a single fact.
- Simple linking words are used (“First,” “Next,” “Third,” “Finally”).
- The simple concluding statement does not add to the response (“That’s why I think exercising is more important than eating healthy foods”).

LUC: 3

- Sentence structure is clear and complete with appropriate range and variety. Simple and complex sentences are used.
- Errors present in usage and conventions do not interfere with meaning.

ELAGSE4W1, ELAGSE4L1, ELAGSE4L2

Response Scores:

Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 2

4. Some students believe it is more important to eat healthy foods. Some students believe it is more important to exercise.

Think about the ideas in BOTH passages. Is healthy eating or exercising more important for people? Write an opinion essay in your own words that explains whether it is better to eat healthy or to exercise.

Be sure to use information from BOTH passages in your opinion essay. **Write your answer on the lines on your answer document.**

I think that exerising could make you healthier why you
 min't ask. Well for one it can help get you lungs and
 heart stronger. For aother exsample it can get your energy
 out and up. For the last exsample exerising can help
 you feel young and powerful also it can stop cancer.
 That's why I think exerising is a better chocie than
 eating healthy foods.

DOC: 2

- The student provides an essay that attempts to support his/her opinion ("I think that exerising could make you healthier").
- The response attempts to provide some organization. Four list-like ideas are presented without further development (exercising can "help get you lungs and heart stronger," "get your energy out and up," "help you feel young and powerful," "stop cancer").
- A few linking words are used to connect reasons and opinions, though they do not always make the connection clear ("Well for one," "aother exsample," "For the last exsample").
- The simple concluding statement does not add to the response ("That's why I think exerising is a better chocie than eating healthy foods").

LUC: 2

- The response demonstrates limited command of language usage and conventions.
- The relatively brief essay includes two run-on sentences.

ELAGSE4W1, ELAGSE4L1, ELAGSE4L2

Response Scores:



Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 1

4. Some students believe it is more important to eat healthy foods. Some students believe it is more important to exercise.

Think about the ideas in BOTH passages. Is healthy eating or exercising more important for people? Write an opinion essay in your own words that explains whether it is better to eat healthy or to exercise.

Be sure to use information from BOTH passages in your opinion essay. **Type your answer in the space provided.**

Well I know this is a Fact Because wate theirr saying to me sownes right and I know it is right Becuse Beang Healthy helps you grow helps your Bones and your musels your Bran and your waight some times two. But thairs more But I Just cant think of more But thanks Fore reading.

DOC: 1

- The student has provided a response that does not state an opinion regarding the relative benefits of eating healthy and exercising.
- The response is too brief to demonstrate structure.
- The student provides some statements why exercise and healthy eating are beneficial (“Beang Healthy helps you grow helps your Bones and your musels your Bran and your waight some times two”), but the ideas are unclear and not supported by facts.
- Linking words are present but do not connect opinions and reasons (“But thairs more”).
- The response ends with a concluding statement unrelated to the topic (“But I Just cant think of more But thanks Fore reading”).

LUC: 1

- The response has frequent errors in usage and conventions that interfere with meaning (capitalization: “Fact,” “Because,” “Healthy,” “Bones”; spelling: “wate,” “sownes,” “Beang,” “musels”; usage: “theirr” for “they’re,” “two” for “too”).
- The response consists of two run-on sentences.

Grade 4

ENGLISH LANGUAGE ARTS

Reading and Evidence-Based Writing Set

READING AND EVIDENCE-BASED WRITING OVERVIEW

The Reading and Evidence-Based Writing (REBW) portion of the Georgia Milestones Grade 4 English Language Arts (ELA) End of Grade (EOG) assessment is administered as the first test section. When responding to the REBW portion of the assessment, students read a passage set consisting of two informational passages and then respond to five test items about the passages. The five test items comprise three selected-response items, one two-point constructed-response item, and one seven-point extended writing-response item. The extended writing-response item requires students to write an opinion essay or an informative/explanatory essay based on the passage set.

The first four items help focus the student on the main idea(s) and key details in the passages prior to writing the essay. The first two selected-response items address each of the passages separately. The third selected-response item and the constructed-response item address both of the passages together. All four of these items contribute to a student's score in the Reading and Vocabulary domain. These four items are then followed by the extended writing task, which requires the student to draw from the reading experiences when writing the essay. The extended writing-response item contributes to a student's score in the Writing and Language domain.

REBW ITEM TYPES

A selected-response item, sometimes called a multiple-choice item, is defined as a question, problem, or statement that appears on a test followed by several answer choices, sometimes called options or response choices. The incorrect choices, called distractors, usually reflect common errors. The student's task is to choose, from the alternatives provided, the best answer to the question posed in the stem (the question). The ELA selected-response items will have four answer choices.

A constructed-response item asks a question and solicits the student to provide a response constructed on his or her own, as opposed to selecting a response from options provided. On the ELA EOG assessment, these items are worth two points, and partial credit may be awarded if part of the response is correct.

A seven-point extended writing-response item, also called an extended writing task, requires the student to write an opinion essay or develop an informative/explanatory essay. The prompt requires the student to draw from the reading experiences when writing the response and to cite evidence from the passages to support a point of view or examine a topic. The extended writing task is considered "on-demand writing in response to text." Students write their responses in a somewhat limited amount of time without the benefit of time allocated for revision and rewrites. For this reason, the scoring process takes into account that the student responses are to be viewed as first drafts and are not expected to be polished papers. The scoring process is approached in such a manner as to award credit to students for what they do well according to the prompt and rubric. Students are not penalized for errors unless they permeate the response and impact or interfere with overall understanding.

All sample items contained in this guide are the property of the Georgia Department of Education.

REBW DIRECTIONS

Section 1 of this test assesses your skill to comprehend reading passages and use information from the passages to write an informational/explanatory essay.

Before you begin writing your informational/explanatory essay, you will read two passages and answer three multiple-choice questions and one short constructed-response question about what you have read.

As you read the passages, think about details you may use in an informational/explanatory essay about movies.

These are the titles of the passages you will read:

1. The Age of Silent Film
2. The Foley Artist

The Age of Silent Film

Movies were not always the way we know them to be today. Today's movies have voices, songs, and sound effects. But the first movies were made with no sound at all. These types of movies were called silent films. The age of the silent film lasted from 1885 to the early 1930s.

During these years, no one had yet made a way to record sound on movie sets. Movies were instead filmed without sound. Then the movie studios would send the finished films out to theaters for people to see. There, a piano player or even a full, live band played music during the film. Live music helped set the mood for people watching the movie.

But what did actors do on film when no one could hear them speak? To begin with, there were many action scenes, like swordfights. These scenes did not need words for the crowd to follow the story. Also, actors learned to tell the story with their body. They would not speak, but used their faces and body movements instead. Beginning in 1903, title cards were introduced into the films. Title cards were frames of film with words to convey dialogue or important information for the story line of the movie.

These actions may look silly to us now. However, these films moved people to laugh and cry for almost 50 years.

The Foley Artist

By the early 1930s, most movie studios had switched from silent films to “talkies.” This was the term used for movies that had sound. The change opened up many new jobs in moviemaking. New actors were hired. Musicals began hiring singers and dancers. New sound crews were brought in to handle microphones. Also, sound effects were now needed.

For example, think of a movie scene where someone walks into an old house. What do you hear? You might hear the door opening, the floor creaking, and footsteps. However, these sounds were not recorded when the movie was being filmed. They were created later on a sound stage, or a place where only sounds are recorded. The person who makes the sounds is called a foley artist.

Foley artists watch a movie scene and figure out what noise would sound best on film. For instance, a foley artist might record the noise of hitting two coconuts together to sound like horse hooves. For punching sounds, the foley artist might hit a bag of sand. A pair of gloves can make the sound of birds flapping their wings. Next time you watch a movie, listen to all the sounds you have never noticed before.

ITEM 1: SELECTED-RESPONSE

1. Which sentence from “The Age of Silent Film” BEST explains why musicians performed in the movie theaters?
 - A. Movies were not always the way we know them to be today.
 - B. During these years, no one had yet made a way to record sound on movie sets.
 - C. Then the movie studios would send the finished films out to theaters for people to see.
 - D. Live music helped set the mood for people watching the movie.

ITEM 2: SELECTED-RESPONSE

2. Which sentence from “The Foley Artist” BEST explains when sound is added to a movie?
 - A. For example, think of a movie scene where someone walks into an old house.
 - B. You might hear the door opening, the floor creaking, and footsteps.
 - C. However, these sounds were not recorded when the movie was being filmed.
 - D. They were created later on a sound stage, or a place where only sounds are recorded.

ITEM 3: SELECTED-RESPONSE

3. Which main idea is BEST supported by BOTH passages?
 - A. Sound plays an important role in the movies.
 - B. Sound is necessary for people to enjoy movies.
 - C. Adding sound to movies was a very difficult process.
 - D. Adding sound to movies took many years to accomplish.

Scoring Guide

Items 1–3 Information

Item	Standard	DOK	Key
1	ELAGSE4RI3. 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.	2	D
2	ELAGSE4RI1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	2	D
3	ELAGSE4RI2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	3	A

ITEM 4: CONSTRUCTED-RESPONSE

ELAGSE4RI9



4. Describe the role of sound in silent movies and in movies made after sound could be added. Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

Scoring Guide

Item 4 Information

<p>Standard: ELAGSE4RI9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Item Depth of Knowledge: 3 Strategic Thinking Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</p>
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ITEM-SPECIFIC SCORING RUBRIC

Score	Description
2	<p><i>The response gives sufficient evidence of the ability to integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</i></p> <ul style="list-style-type: none"> • Provides an adequate description of the role of sound in silent movies and in movies made after sound could be added. • Includes relevant examples/details from both passages for support. <p><u>Exemplar Response:</u> <i>Provides an accurate, text-based description of the role of sound in silent movies and in movies made after sound could be added (e.g., Although sound was important to both silent movies and talkies, it played a very different role in the two kinds of movies. In silent movies, sound was “live” and consisted of music that helped set the mood. In talkies, sound effects helped convey to the audience what was happening on the screen.) and provides relevant examples/details from BOTH passages for support (e.g., The first passage says that when people went to the theater to see silent movies, there was a piano player or a live band to set the mood for the people watching the movie. The second passage describes talkies. Foley artists added noises to the films to create the best sound effects, such as hitting two coconuts together for hoof beats.).</i></p>
1	<p><i>The response gives limited evidence of the ability to compare the most important points and key details presented in two texts on the same topic.</i></p> <ul style="list-style-type: none"> • Provides a weak description of the role of sound in silent movies and in movies made after sound could be added. • Includes vague/limited examples/details from the passage(s) for support. <p>OR</p> <ul style="list-style-type: none"> • Provides a credible description based on the passage(s) of the role of sound in silent movies and/or in movies made after sound could be added, without including any relevant examples/details from either passage for support. <p>OR</p> <ul style="list-style-type: none"> • Includes relevant examples/details from the passage(s) that imply a description of the role of sound in silent movies and/or in movies made after sound could be added, without explicitly describing either role.
0	<p><i>The response gives no evidence of the ability to compare the most important points and key details presented in two texts on the same topic.</i></p> <ul style="list-style-type: none"> • Provides no description of the role of sound in silent movies or in movies made after sound could be added. • Includes no relevant examples/details from the passages that imply a description of the role of sound in silent movies or in movies made after sound could be added.

STUDENT RESPONSES

ELAGSE4RI9

Response Score: 2 points



4. Describe the role of sound in silent movies and in movies made after sound could be added.

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

In the early 1900s there were no sound in films. Occasionally there would be a band playing or a piano player to set the mood for the people. Yet these movies didn't have sound and people still laughed and cried during the film.

When people first learned how to put sound into a film they made the film and then made the sound for that film in a different room. The sounds for example could be coconuts beating for a horse trotting. Sound played an important role in the movies because it showed feelings and emotions.

- The response provides an adequate description of the role of sound in silent movies ("these movies didn't have sound and people still laughed and cried during the film") and in movies made after sounds could be added ("it showed feelings and emotions").
- The response includes relevant examples from both "The Age of Silent Film" ("there were no sound in films. Occasionally there would be a band playing or a piano player to set the mood") and "The Foley Artist" ("made the sound for that film in a different room. The sounds for example could be coconuts beating for a horse trotting") for support.

ELAGSE4RI9

Response Score: 2 points



4. Describe the role of sound in silent movies and in movies made after sound could be added.

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

In “The Age of Silent Film” they didn’t have sound. But people still enjoyed it. They would use pianos players or even a full live band to play music in theaters. Live music helped set the mood for people. In “The Foley Artist” by the 1930s, most movie studios had switched from silent film to “talkies”. Sound effects could now set the mood. The people who makes the sound is called a foley artist. They would make the sounds for the movie to go along with the action. They might use a pair of globes to make it sound like a bird is flapping its wings.

- The response provides an adequate description of the role of sound in silent movies (“they didn’t have sound. But people still enjoyed it,” “Live music helped set the mood for people”) and in movies made after sounds could be added (“Sound effects could now set the mood”).
- The response includes relevant examples from both “The Age of Silent Film” (“They would use pianos players or even a full live band to play music in theaters”) and “The Foley Artist” (“They would make the sounds for the movie to go along with the action. They might use a pair of globes to make it sound like a bird is flapping its wings”) for support.

ELAGSE4RI9

Response Score: 2 points



4. Describe the role of sound in silent movies and in movies made after sound could be added.

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

The Age of Silent Film did not have sounds and there was live bands that played music during the film. Music helped set the mood of people that is watching the movie. The Foley Artist had to figure out the noise that would sound best for the film. They would record those sounds away from the set and use them for the movie.

- The response provides an adequate description of the role of sound in silent movies (“Music helped set the mood of people that is watching the movie”) and in movies made after sounds could be added (“The Foley Artist had to figure out the noise that would sound best for the film”). Adding noises that best suit the film is an adequate description of the role of sound in movies after sound could be added.
- The response includes relevant examples from both “The Age of Silent Film” (“there was live bands that played music during the film”) and “The Foley Artist” (“They would record those sounds away from the set and use them for the movie”) for support.

ELAGSE4RI9

Response Score: 1 point



4. Describe the role of sound in silent movies and in movies made after sound could be added.

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

From my reading, I know that movies back in the 1800s and 1900s had no sound and you only had music played in the theater to help the audience. These days we have singers and sound. The movies back then were called silent films because there was no sound. These lasted from 1885 to the 1930s. Eventually, Foley artists started making different sounds to put in movies and the silent films went away.

- The response provides a weak description of the role of sound in silent movies (“you only had music played in the theater to help the audience”) and in movies after sound could be added (“These days we have singers and sound”). The response does not elaborate on how the music helps to set the mood for the audience.
- Vague/loosely related details are provided from “The Age of Silent Film” (“These lasted from 1885 to the 1930s”) and “The Foley Artist” (“started making different sounds to put in movies”) for support.

ELAGSE4RI9

Response Score: 1 point



4. Describe the role of sound in silent movies and in movies made after sound could be added.

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

Back in the day movies had no sound actors had to tell the story differently. Then, sound could be added after the movie was created. A person called a Foley artist would work off stage recording sounds to help tell the audience what was going on.

- The response provides a weak description of the role of sound in silent movies (“actors had to tell the story differently”) and in movies after sound could be added (“help tell the audience what was going on”).
- The response includes limited details from “The Foley Artist” only for support (“A person called a Foley artist would work off stage recording sounds”).

ELAGSE4RI9

Response Score: 1 point



4. Describe the role of sound in silent movies and in movies made after sound could be added. Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

The role of sound in both silent movies and movies made with sound are very important. Sound made for the movie will set the mood in a movie that was made after sound could be added to movies. In movies without sound someone has to make music or noise in the theater to set the mood.

- The response provides a credible description based on the passages of the role of sound in silent movies and movies made after sound could be added (“Sound made for the movie will set the mood,” “In movies without sound someone has to make music or noise in the theater to set the mood”).
- While general ideas from the passages are referenced, there are no relevant examples or details used from either passage for support.

ELAGSE4RI9

Response Score: 1 point



4. Describe the role of sound in silent movies and in movies made after sound could be added.

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

In the silent films, there would be bands that played in the theater to provide sound for the audience. In movies made after sound could be added they couldn't make all the noise on set so they had Foley artists record door creeks, coconuts for horses trotting and other cool things like that.

- The response includes relevant details and examples from both passages that imply a description of the role of sound in silent movies (“there would be bands that played in the theater to provide sound for the audience”) and in movies made after sound could be added (“Foley artists record door creeks, coconuts for horses trotting and other cool things like that”).
- The response does not explicitly describe the role of sound in silent movies or in movies made after sound could be added.

ELAGSE4RI9

Response Score: 0 points



4. Describe the role of sound in silent movies and in movies made after sound could be added.

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

Movies! Movies! Movies! From 1885 to 1930 there was no sound in movies. You probably want to know why and how. But people back then loved it! Actors just had to do more acting and use title cards! They'd film more big action scenes for movie goers to watch. How awesome is that?

- The response provides no description of the role of sound in silent movies or movies made after sound could be added. The response attempts to address the role of visuals, not the role of sound.
- The examples from the passages are not relevant to the role of sound in silent movies or in movies made after sound could be added ("From 1885 to 1930 there was no sound in movies;" "Actors just had to do more acting and use title cards;" "They'd film more big action scenes for movie goers to watch").

ELAGSE4RI9

Response Score: 0 points



4. Describe the role of sound in silent movies and in movies made after sound could be added.

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

The role of sound in silent movies is that you can hear a thing because there is no sound. The role of sound in movies after could be added is that they are louder and people can hear what is going on.

- The response does not provide an acceptable description of the role of sound in silent movies or the role of sound in movies made after sound could be added.
- The response includes no relevant examples/details from the passages.

ELAGSE4RI9

Response Score: 0 points



4. Describe the role of sound in silent movies and in movies made after sound could be added.

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

You couldn't hear them talk at all, but in 1903 sound effects came out and you could hear them talk.

- The response provides no description of the role of sound in silent movies or movies made after sound could be added.
- The response does not include relevant details from the passages. The information presented is factually incorrect.

NO TEST MATERIAL
ON THIS PAGE

ITEM 5: EXTENDED WRITING-RESPONSE

WRITING TASK

Movies from the late 1800s and early 1900s are very different from the movies that can be seen and heard today. Movies made long ago did not have sound.

Think about the ideas in the two passages. Then write an **informational/explanatory essay** explaining how introducing sound changed the experience of watching movies.

Be sure to use information from BOTH passages as you write an **informational/explanatory essay**.

Writer's Checklist

Be sure to:

- Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.
- Use information from the two passages so that your essay includes important details.
- Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
- Identify the passages by title or number when using details or facts directly from the passages.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Use linking words to connect ideas.
- Use clear language and vocabulary.
- Provide a conclusion that supports the information presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your informational/explanatory essay on your answer document. Refer to the Writer's Checklist as you write and proofread your essay.

5. Writing Task (Write your essay here.)

Be sure to:

- Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.
- Use information from the two passages so that your essay includes important details.
- Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
- Identify the passages by title or number when using details or facts directly from the passages.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Use linking words to connect ideas.
- Use clear language and vocabulary.
- Provide a conclusion that supports the information presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Scoring Guide

Item 5 Information

<p>Standards: ELAGSE4W2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ELAGSE4L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ELAGSE4L2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	<p>Item Depth of Knowledge: 4 Extended Thinking Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.</p>
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SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Informational/Explanatory Genre

Writing Trait	Points	Criteria
<p>Idea Development, Organization, and Coherence <i>This trait examines the writer’s ability to effectively establish a controlling idea and to support the idea with evidence from the text(s) read and to elaborate on the idea with examples, illustrations, facts, and other details in order. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence (from text that they have read) in order to create cohesion for an informative/explanatory essay.</i></p>	4	<p><i>The student’s response is a well-developed informative/explanatory text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Effectively introduces a topic • Groups related ideas together to give some organization to the writing • Effectively develops the topic with multiple facts, definitions, concrete details, quotations, or other information and examples related to the topic • Effectively uses linking words and phrases to connect ideas within the categories of information • Uses precise language and domain-specific vocabulary to explain the topic • Provides a strong concluding statement or section related to the information or explanation presented
	3	<p><i>The student’s response is a complete informative/explanatory text that examines a topic and presents information based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> • Introduces a topic • Develops the topic with some facts, definitions, and details • Groups some related ideas together to give partial organization to the writing • Uses some linking words to connect ideas within categories of information, but relationships may not always be clear • Uses some precise language and domain-specific vocabulary to explain the topic • Provides a concluding statement or section
	2	<p><i>The student’s response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic.</i></p> <ul style="list-style-type: none"> • Attempts to introduce a topic • Attempts to develop a topic with too few details, but not all of these are supported or relevant to the topic • Ineffectively groups some related ideas together • Uses few linking words to connect ideas, but not all ideas are well connected to the topic • Uses limited language and vocabulary that does not inform or explain the topic • Provides a weak concluding statement or section
	1	<p><i>The student’s response is a weak attempt to write an informative/explanatory text that examines a topic.</i></p> <ul style="list-style-type: none"> • May not introduce a topic or topic is unclear • May not develop a topic • May be too brief to group any related ideas together • May not use any linking words to connect ideas • Uses vague, ambiguous, or repetitive language • Provides a minimal or no concluding statement or section
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 2 for Informational/Explanatory Genre

Writing Trait	Points	Criteria
<p>Language Usage and Conventions <i>This trait examines the writer’s ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i></p>	3	<p><i>The student’s response demonstrates full command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Has clear and complete sentence structure, with appropriate range and variety • Shows knowledge of language and its conventions when writing • Any errors in usage and conventions do not interfere with meaning*
	2	<p><i>The student’s response demonstrates partial command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Has complete sentences, with some variety • Shows some knowledge of language and its conventions when writing • Has minor errors in usage and conventions with no significant effect on meaning*
	1	<p><i>The student’s response demonstrates weak command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Has fragments, run-ons, and/or other sentence structure errors • Shows little knowledge of language and its conventions when writing • Has frequent errors in usage and conventions that interfere with meaning*
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the “Language Progressive Skills, by Grade” chart for those standards that need continued attention beyond the grade in which they were introduced.

STUDENT RESPONSES

ELAGSE4W2, ELAGSE4L1, ELAGSE4L2

Response Scores:

Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 3

5. Movies from the late 1800s and early 1900s are very different from the movies that can be seen and heard today. Movies made long ago did not have sound.

Think about the ideas in the two passages. Then write an **informational/explanatory essay** explaining how introducing sound changed the experience of watching movies.

Be sure to use information from BOTH passages as you write an **informational/explanatory essay**. Write your answer on the lines on your answer document.

Have you ever wondered how sound in movies changed the lives of many people? If you did, come along with me and I'll tell you the answer.

First of all, silent films had absolutely no sound at all. So instead, to set the mood there was sometimes music playing in the background. According to the text, there were many action scenes like swordfights, so the audience didn't really need sound anyways. The actors in the story also learned to tell the story with face expressions and body movement.

As technology got more and more advanced, movies also got better. Starting in 1903, title cards were invented. From the reading, I know that they're frames of film with words to hold dialogue or important information needed to understand the story line of the movie. These kinds of films were entertaining to us for almost 50 years.

The author wrote that by the early 1930s, most movie studios had switched from silent films to "talkies". As you might guess, this was a term that was used for movies with sound. This change was very exciting for some people. New jobs opened up in moviemaking. Of course, new actors got hired. Musicals hired more singers and dancers. New sound crews were also brought in to fix the microphones. Sound effects also got into use.

Who would watch a horror movie with no sound? Maybe some people, but not a lot. They're not fun until you hear screams, boos, thunder, and footsteps, right? But these sounds were not recorded while the movie was being filmed. They were recorded on a sound stage later, or a place where sounds are only recorded. The person who makes these sounds is called a foley artist. They make sounds out of everyday things, such as a coconut or gloves.

"Talkies" changed the lives of millions of people. New jobs, entertainment, and true fun was introduced. It took a long time to accomplish, but it was more than people expected. It was something incredible that happened in the 1930s.

DOC: 4

- An effective introduction attempts to grab the reader's interest and introduce the topic ("Have you ever wondered how sound in movies changed the lives of many people?").
- The student groups related ideas together to give some organization to the writing (intro, a paragraph about the visuals actors used to make up for the lack of sound from the actors' perspectives, a paragraph about title cards replacing dialogue, a paragraph about the general changes "talkies" brought, a paragraph about sound effects and how they are made, conclusion). The topic of each paragraph changes and evolves logically to show the evolution of the movie-going experience.
- The student more than effectively develops the response with multiple facts, concrete details, and examples ("No sound," "music playing in the background," "learned to tell the story with face expressions and body movement," "title cards," "frames of film with words," "were recorded on a sound stage later," "The person who makes these sounds is called a foley artist").
- The response effectively uses linking words and phrases to connect ideas and information ("First of all," "As technology got more and more advanced").
- The student uses precise language and domain-specific vocabulary ("absolutely no sound at all," "make sounds out of everyday things").
- The student provides a strong concluding statement.

LUC: 3

- The response has clear and complete sentence structures. Appropriate range and variety is demonstrated. The student uses simple, compound, and complex sentences.
- No errors in usage or conventions interfere with meaning.

ELAGSE4W2, ELAGSE4L1, ELAGSE4L2

Response Scores:



Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 2

5. Movies from the late 1800s and early 1900s are very different from the movies that can be seen and heard today. Movies made long ago did not have sound.

Think about the ideas in the two passages. Then write an **informational/explanatory essay** explaining how introducing sound changed the experience of watching movies.

Be sure to use information from BOTH passages as you write an **informational/explanatory essay**. **Type your answer in the space provided.**

Imagine you are at the movies in the early 1900's. What do you hear? The movie? A band? Now, think that you were at the movies during the 1930's. Now, what would you hear?

Towards the end of the 1800's and at the beginning of the 1900's movies had no sound. But bands and piano players would help capture the full effect of a silent film. Since they couldn't capture sound the bands played live at the theatre.

During the 1930's sound was beginning to catch on to movie's alot. You still couldn't capture it with a camera. The sound would have to be added to the film later. So a Folley artist would mimic the sounds.

Like for horses hooves claping against a cobble stone path way. A folley artist would use a coconut cut in half and hit them against the ground.

The change from silent films was big. Most movie makers quickly hired folley artist and got sound equipment. Silent films were left in the dust. But both were still great. From the dramatic bands in silent films to the realistic folley artists, they both make good sounds.

From Sound to no sound. Horror or commedy. Movies make people laugh, cry, and smile. Overall, movie will be seen from generations to generations to come.

DOC: 4

- An effective introduction engages the reader and introduces the topic (“Imagine you are at the movies in the early 1900’s”).
- The student groups related ideas together to give some organization to the writing (intro, how live music was used for silent films, invention of the “talkie” and the new art of sound effects, the overall change to the movie industry during the transition, conclusion).
- The student effectively develops the topic with multiple facts and concrete details (“bands played live at the theatre,” “You still couldn’t capture it with a camera,” “horses hooves claping against a cobble stone path way,” “coconut”).
- The student uses precise language and domain-specific vocabulary to explain the topic (“mimic,” “dramatic”).
- The student provides a strong concluding section (“From Sound to no sound. Horror or commedy. Movies make people laugh, cry, and smile. Overall, movie will be seen from generations to generations to come”).

LUC: 2

- The response has complete sentences with some variety. However, there are some fragments present (“Like for horses hooves claping against a cobble stone path way,” “From Sound to no sound,” “Horror or commedy”).
- The student shows some knowledge of language and its conventions when writing. The response has minor errors in usage and conventions with no significant effect on meaning (“Like for horses hooves claping,” “they both make good sounds,” “movie makers quickly hired folley artist,” “commedy,” “movie will be seen from generations to generations to come”).

ELAGSE4W2, ELAGSE4L1, ELAGSE4L2

Response Scores:

Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 2

5. Movies from the late 1800s and early 1900s are very different from the movies that can be seen and heard today. Movies made long ago did not have sound.

Think about the ideas in the two passages. Then write an **informational/explanatory essay** explaining how introducing sound changed the experience of watching movies.

Be sure to use information from BOTH passages as you write an **informational/explanatory essay**. Write your answer on the lines on your answer document.

Have you ever seen a movie without sound?
Have you ever wondered how sound is added
to movies? If you have keep reading as I
explain it to you.

In the late 1800's through the early 1900's
movies were silent. It was not until the 1930's
that sound started being added. Movies like
these would often have pianoist or live bands
play in the theater to set the mood. This
would make the movie more enjoyable. Actors
showed the story with their body and facial
feauters.

In the 1930's when sound started being added to movies the sounds were used more like they are today. The sounds were sound effects, singers and dancers, also it was actor saying their lines. All this brought in a lot of jobs. For example musicals hired singers and dancers, also now sound crews were needed to handle the microphones. Sound effects were added by Foley artist, also they would do sixteen things to make a sound.

Now that you have read this I hope you know how sound was added to movies and what movies were like without sound.

DOC: 4

- The student effectively introduces the topic and attempts to engage the reader by asking questions (“Have you ever seen a movie without sound? Have you ever wondered how sound is added to movies”).
- The response groups related ideas together (intro, silent films, talkies, conclusion).
- The student provides multiple facts, definitions, and examples related to the topic (“pianoist or live bands play in the theater to set the mood;” “Actors showed the story with their body and facial feauters;” “All this brought in alot of jobs. For example musicals hired singers and dancers”).
- The response uses precise language and domain-specific vocabulary (“enjoyable;” “facial feauters”).
- The student provides a solid concluding statement (“Now that you have read this I hope you know how sound was added to movies and what movies were like without sound”).

LUC: 2

- The response has complete sentences with some variety but includes some awkward sentences, frequently using “also” to connect clauses (“The sounds were sound effects, singers and dancers, also it was actor saying their lines”).
- The student shows some knowledge of language and its conventions when writing (correct use of their), but the response has minor errors in spelling, usage, and conventions with no significant effect on meaning (“feauters;” “sirten;” “also it was actor saying their lines”).

ELAGSE4W2, ELAGSE4L1, ELAGSE4L2

Response Scores:



Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 2

5. Movies from the late 1800s and early 1900s are very different from the movies that can be seen and heard today. Movies made long ago did not have sound.

Think about the ideas in the two passages. Then write an **informational/explanatory essay** explaining how introducing sound changed the experience of watching movies.

Be sure to use information from BOTH passages as you write an **informational/explanatory essay**. **Type your answer in the space provided.**

You may all think movies may have sounds. I used to think that to but, if you watch movies from the 1800s to 1900s you know what i'm talking about. Movies don't always have sound though, that's why i'm telling you about silent films and films with sound.

Silent films have been around only from the 1800s to the 1900s. The reason why silent films are silent is because they want you to hear the sounds through your mind. Also, there are actors and actress who can make faces to show the film or body language. Since there is no sound, pianoist or live bands play because it can set the mood for the movie.

But, don't forget films with sound. Films with sound are suppose to make the movie more realistic. Like you could take a cut in half coconut a click the together to make a sound of a horse galloping or punching a punching bag to make a punching sound. This helps you not just see the film but hear it and picture it in your mind. A Foley artist makes the sound on a sound stage.

Well, it depends on what kind of movie YOU can see or hear. But, these two films are both truly amazing films.

DOC: 3

- The student introduces the topic but does not do so effectively (“You may all think movies may have sounds,” “Movies don’t always have sound though, that’s why i’m telling you about silent films”).
- The student develops the topic with some facts, definitions, and details (“actors and actress who can make faces to show the film,” “take a cut in half coconut a click the together to make a sound of a horse”).
- The response groups like ideas together (intro, silent films, sound effects, conclusion).
- Some domain-specific precise language is used (“cut in half”).
- The student provides a conclusion (“Well, it depends on what kind of movie YOU can see or hear. But, these two films are both truly amazing films”).

LUC: 2

- The response has complete sentences with some variety. The sentence structure is mostly correct, though some structures are repetitive.
- Minor errors in spelling, usage, and conventions have little effect on meaning (“i’m,” “a click the together,” “see or hear. But, these two films”).

ELAGSE4W2, ELAGSE4L1, ELAGSE4L2

Response Scores:

Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 2

5. Movies from the late 1800s and early 1900s are very different from the movies that can be seen and heard today. Movies made long ago did not have sound.

Think about the ideas in the two passages. Then write an **informational/explanatory essay** explaining how introducing sound changed the experience of watching movies.

Be sure to use information from BOTH passages as you write an **informational/explanatory essay**. Write your answer on the lines on your answer document.

Did you know that sound
wasn't always in movies?

Movies in the late 1800's &
early 1900's had no sound!

In the mid 1900's we advanced
but, I'll get to that later.

In the late 1800's & early
1900's there was silent
movies. Silent movies had live
music to set the mood.

In 1903 they started to
put title cards, they were
frames of film with words

to convey dialogue or important information.

Luckly we advanced to "talkies" movies with sound! Talkies were helped with the making of them by foley artists. A foley artist is a person who adds sounds to movies, they watch the film & desides on what sound goes where.

I bet you leared a ton of stuff about old time movies, in my opinion I'm glad we advanced to talkies honestly I am & I hope you liked my infomational text.

DOC: 3

- The student introduces a topic (“Did you know that sound wasn’t always in movies?”).
- The student develops the topic with some facts, definitions, and details (“had live music to set the mood,” “title cards,” “A Foley artist is a person who adds sounds to movies”).
- The response groups some related ideas together to give partial organization to the writing (intro, silent movies, talkies/foley artists, conclusion).
- The response uses some linking words to connect ideas (“In the late,” “Luckily”).
- Some vocabulary lacks specificity (“were helped with the making of them,” “stuff”).
- The student provides a concluding section (“I bet you leared a ton of stuff”).

LUC: 2

- The response has complete sentences with some variety. A run-on is present in the conclusion (“I bet . . . my infomational text”) and several comma splices are used throughout (“A Foley artist is a person who adds sounds to movies, they watch the film & desides on what sounds goes where”).
- The response has minor errors in spelling, usage, and conventions with no significant effect on meaning (“Luckily,” missing internal punctuation, “desides,” “leared”).

ELAGSE4W2, ELAGSE4L1, ELAGSE4L2

Response Scores:



Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 2

5. Movies from the late 1800s and early 1900s are very different from the movies that can be seen and heard today. Movies made long ago did not have sound.

Think about the ideas in the two passages. Then write an **informational/explanatory essay** explaining how introducing sound changed the experience of watching movies.

Be sure to use information from BOTH passages as you write an **informational/explanatory essay**. **Type your answer in the space provided.**

Sound makes the story more interesting. See in “The Age of Silent Films” there were musicians to play the music so the people watching the film will be in the mood. But in the early 1900’s (1930’s) some people created films with sound. In a result to that the viewers were really tuned in.

A foley artist is someone who creates sound for movies. Foley artists were brought in when directors switched to “talkies.” Also sound crews were brought in too. The foley artists tried to make the best sounds possible.

To conclude, musicians and foley artists both make sound. In silent movies Musicians did the music. In “talkies” foley artists made sound.

DOC: 3

- The student introduces the topic, although the introduction is somewhat weak (“Sound makes the story more interesting”). The reader infers the author is discussing movies based off the following content.
- The response develops the topic with facts, definitions, and details (“there were musicians to play the music so the people watching the film will be in the mood,” “Foley artists were brought in when directors switched to ‘talkies,’” “someone who creates sound for movies”).
- The student groups some related ideas together (intro, musicians, foley artists, conclusion).
- The response uses some linking words to connect ideas within categories of information, but relationships may not always be clear (“But,” “Also,” “To conclude”).
- The student provides a concluding section (“To conclude, musicians and foley artists both make sound. In silent movies Musicians did the music. In ‘talkies’ foley artists made sound”). The concluding section follows the ideas presented and adds to the organizational structure.

LUC: 2

- The response has complete sentences with some variety, although some sentences are awkward and choppy (“In a result to that the viewers were really tuned in,” “Also sound crews were brought in too”).
- Minor errors in usage and conventions do not have a significant effect on meaning (inconsistent internal punctuation, “In a result”).

ELAGSE4W2, ELAGSE4L1, ELAGSE4L2

Response Scores:

Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 2

5. Movies from the late 1800s and early 1900s are very different from the movies that can be seen and heard today. Movies made long ago did not have sound.

Think about the ideas in the two passages. Then write an **informational/explanatory essay** explaining how introducing sound changed the experience of watching movies.

Be sure to use information from BOTH passages as you write an **informational/explanatory essay**. Write your answer on the lines on your answer document.

Introducing sound changed the experience of watching movies because first the movies had no sound at all except for pianos and live bands. The people in the movie had to make face expressions and had to do stuff like sword fights. Then sound movies were made with the help of coconuts, sand bags, and gloves. The sound of the coconuts made it sound like horse hooves. The sand bag made it sound like punches. The gloves made it sound like bird wings. The people couldn't hear in the older movies but they can in these movies. Sound makes things better.

DOC: 2

- The response attempts to introduce a topic (“Introducing sound changed the experience of watching movies”).
- The student attempts to develop the topic with a few details (“movies had no sound at all except for pianos and live bands;” “do suff like sord fights”). Some details are not overly effective or relevant to the topic (“coconuts made it sound like horse hooves;” “gloves made it sound like bird wings”).
- The student ineffectively groups ideas together. Like ideas are typically grouped together (what they did in silent movies because they had no sound, how they make different sounds in movies with sound), but the connection between the different groups isn’t always clear.
- A concluding statement is present (“The people couldn’t hear in the older movies but they can in these movies. Sound makes things better”).

LUC: 2

- The response has complete sentences with some variety, though there is an overreliance on repetitive, simple sentences (“The sand bag made it sound like punches. The gloves made it sound like bird wings”).
- Some minor errors in usage, spelling, and conventions are present, but they do not have a significant effect on meaning (“exopt;” “suff;” “sord;” “Sound makes things better”).

ELAGSE4W2, ELAGSE4L1, ELAGSE4L2

Response Scores:

Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 2

5. Movies from the late 1800s and early 1900s are very different from the movies that can be seen and heard today. Movies made long ago did not have sound.

Think about the ideas in the two passages. Then write an **informational/explanatory essay** explaining how introducing sound changed the experience of watching movies.

Be sure to use information from BOTH passages as you write an **informational/explanatory essay**. Write your answer on the lines on your answer document.

A long time ago in the 1800s and 1900s there was no sound. So people had to think what the person was doing what happened what the action was and what were they going to do next. Also these day we have sound. So we can see the action in all the movies. Sound makes movies a whole lot better. Sound makes it so we can hear foot steps and doors opening. There is lots of things you use with sound. There even is a important roll for sound. Also add sound to movies took many years to acomplish. Adding sound was a very difficult process. Sound is

necessary for people to enjoy the movies.
 Also there is stages where sound is recorded.
 However these sounds were not recored in
 the movie because then it might sound bad.
 Live music helped set the mood for
 people watching the movie and it made
 some sound. Also the person that makes
 the sound is the Foley Artist.

DOC: 2

- The student attempts to introduce a topic ("A long time ago in the 1800s and 1900s there was no sound"). It is not explicitly stated or easily inferred that movies are being discussed.
- The response attempts to develop a topic with some details, but not all of these are supported or relevant to the topic ("Sound makes it so we can hear foot steps and doors opening").
- The student ineffectively groups some related ideas together. The response stays focused on sound in movies, but ideas flow in a very unorderedly and disorganized way, like a stream of consciousness (People couldn't hear action, now we have sound, sound makes movies better, you can hear, adding sound took many years, sound is needed to enjoy the movie, sound is recorded on stages, live music for silent films).
- The student uses few linking words to connect ideas ("Also," "However").
- The response uses limited language and vocabulary. The word "sound" is repeated excessively.
- There is no attempt at a conclusion.

LUC: 2

- The response has complete sentences with some variety. However, there is an overreliance on simple, choppy sentences ("Also these day we have sound. So we can see the action in all the movies. Sound makes movies a whole lot better").
- The response has minor errors in spelling, usage, and conventions with no significant effect on meaning ("add" instead of "adding," "these day," "There is lots of things," "there is stages").

ELAGSE4W2, ELAGSE4L1, ELAGSE4L2

Response Scores:



Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 1

5. Movies from the late 1800s and early 1900s are very different from the movies that can be seen and heard today. Movies made long ago did not have sound.

Think about the ideas in the two passages. Then write an **informational/explanatory essay** explaining how introducing sound changed the experience of watching movies.

Be sure to use information from BOTH passages as you write an **informational/explanatory essay**. **Type your answer in the space provided.**

In the early 1800s and 1900s the movie film was very different from today's there was no sound early time peoples watch movies with no sound they watch how actors moved but they can't hear the actors, that's why actor mainly do action they do swordfight and others their body change they don't hear they are just moving their body. After Foley Artist have made the sound to films and Movies. The started hiring peoples to be the actors. People now can hear everything the actors say.

DOC: 2

- The student attempts to introduce a topic ("the movie film was very different from today's").
- The response attempts to use a few details ("they do swordfight and others their body change") for development, but the details do little to support the topic.
- The student ineffectively groups ideas together (intro, movies without sound, foley artists). While there is some order, ideas fit together in a rough way.
- The response uses a linking word ("After"), though it does not really help to establish the idea as well connected to the topic.
- The student attempts to provide a conclusion ("People now can hear everything the actors say").

LUC: 1

- Most of the response is a run-on sentence ("In the early 1800s . . . are just moving their body").
- Errors in spelling, usage, and conventions are frequent and interfere with meaning ("today's," "early time peoples watch movies with no sound," "that's why actor mainly do," "The started hiring peoples").

ELAGSE4W2, ELAGSE4L1, ELAGSE4L2

Response Scores:



Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 2

5. Movies from the late 1800s and early 1900s are very different from the movies that can be seen and heard today. Movies made long ago did not have sound.

Think about the ideas in the two passages. Then write an **informational/explanatory essay** explaining how introducing sound changed the experience of watching movies.

Be sure to use information from BOTH passages as you write an **informational/explanatory essay**. **Type your answer in the space provided.**

Making sound in movies was a good thing because then you could know what was going on. Without sound you would be lost because you do not know what they are saying.

DOC: 1

- The student introduces a topic (“Making sound in movies was a good thing”).
- The topic is not developed. The student makes an attempt, but in a brief piece there is minimal support for why sound in movies was a good thing (“Without sound you would be lost because you do not know what they are saying”).
- The response is too brief to group any related ideas together. The response is only two sentences and only presents only one idea.
- There is no attempt at a conclusion.

LUC: 2

- The response has complete sentences with correct spelling and punctuation.
- The two sentences present do not show a wide-enough sample to demonstrate full command of language usage and conventions.

ELAGSE4W2, ELAGSE4L1, ELAGSE4L2

Response Scores:



Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 1

5. Movies from the late 1800s and early 1900s are very different from the movies that can be seen and heard today. Movies made long ago did not have sound.

Think about the ideas in the two passages. Then write an **informational/explanatory essay** explaining how introducing sound changed the experience of watching movies.

Be sure to use information from BOTH passages as you write an **informational/explanatory essay**. **Type your answer in the space provided.**

In the late 1800's and the early 1900's They DiD not be able to recored sound and Now They are able to recored sound. They Did not wacht Movies with sound There movie sets could only recored The show it could not record sound But now we can.

DOC: 1

- The topic is unclear and undeveloped (“In the late 1800’s and the early 1900’s They DiD not be able to recored sound and Now They are able to recored sound”).
- The response is too brief to group any related ideas.
- The topic is not developed. The student repeats the idea that they did not have recorded sound in movies throughout the response without ever providing an example or expanding on the topic.
- No attempt at a concluding section is made.

LUC: 1

- Two sentences are present, one of which is a run-on (“They did not wacht . . . now we can”).
- Has frequent errors in usage and conventions that interfere with meaning (“They DiD not be able to recored sound,” “recored,” “wacht”).

ELAGSE4W2, ELAGSE4L1, ELAGSE4L2

Response Scores:



Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 1

5. Movies from the late 1800s and early 1900s are very different from the movies that can be seen and heard today. Movies made long ago did not have sound.

Think about the ideas in the two passages. Then write an **informational/explanatory essay** explaining how introducing sound changed the experience of watching movies.

Be sure to use information from BOTH passages as you write an **informational/explanatory essay**. **Type your answer in the space provided.**

They are both silent because in the 1800s there were no sound. To the movies. Today you can sometimes hear sound in the movies we here today because in the 1800s they didn't have the tecnology. We have and that's why the 1800s didn't have sound in there music. Also in the 1800s to the 1900s it's different because today we have music, sound, feelings. And that's why the 1900s is different from the 1800s.

DOC: 1

- The topic is unclear ("They are both silent because in the 1800s there were no sound").
- The topic is not developed. There are only a few vague and ineffective details related to the topic that are present ("Today you can sometimes hear sound in the movies"). The related details are repeated and rephrased throughout and add no meaningful development.
- The response is too brief to group any related ideas together.
- Few linking words are used to attempt to connect ideas ("Also," "And").
- The student uses vague, repetitive language ("sound," "different").
- The response ends with a weak concluding statement ("And that's why the 1900s is different from the 1800s").

LUC: 1

- The response has sentence fragments ("To the movies," "We have and that's why the 1800s didn't have sound").
- The response has frequent errors in usage and conventions that interfere with meaning ("there were no sound," "there music," "the 1900s is different from the 1800s").

Grade 4

MATHEMATICS

Sample Constructed-Response Items

ITEM 1: CONSTRUCTED-RESPONSE

MGSE4.NBT.6

1. A store has 328 dinner plates to sell. A store clerk is placing the plates in stacks of 9.

Part A How many plates will be left over once the store clerk has placed as many plates as possible in stacks of 9? **Write your answer in the space provided on your answer document.**

Part B Explain how the store clerk could stack the plates differently so that each stack has the same number of plates and no plates would be left over. **Write your answer in the space provided on your answer document.**

Part A	_____
Part B	_____ _____ _____ _____ _____ _____ _____ _____

Scoring Guide

Item 1 Information

<p>Standard: MGSE4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>	<p>Item Depth of Knowledge: 3 Strategic Thinking Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</p>
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ITEM-SPECIFIC SCORING RUBRIC

Score	Rationale
2	<p>Response demonstrates a complete understanding of the standard.</p> <p>Give 2 points for student correctly responding to both Part A and Part B.</p> <p><u>Exemplar Response:</u> Part A: 4 plates will be left. (1 point) AND Part B: The clerk could stack 4 plates 82 times because 4 times 82 is 328. (1 point) OR other valid response</p>
1	<p>Response demonstrates a partial understanding of the standard.</p> <p>Student earns 1 point for answering 1 key element.</p>
0	<p>Response demonstrates little to no understanding of the standard.</p> <p>Student earns 0 points because the student shows no application of a strategy or shows application of a relevant strategy for finding whole-number quotients and remainders.</p>

STUDENT RESPONSES

MGSE4.NBT.6

Response Score: 2

1. A store has 328 dinner plates to sell. A store clerk is placing the plates in stacks of 9.

Part A How many plates will be left over once the store clerk has placed as many plates as possible in stacks of 9? **Write your answer in the space provided on your answer document.**

Part B Explain how the store clerk could stack the plates differently so that each stack has the same number of plates and no plates would be left over. **Write your answer in the space provided on your answer document.**

Part A	there will be 36 stacks of 9, with 4 left over
Part B	the store clerk could stack them in 8 piles of 41 because 8×41 is 328 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

The response demonstrates a complete understanding of the standard being tested. The student provides a correct answer to Part A and a sufficient explanation for Part B.

MGSE4.NBT.6

Response Score: 1



1. A store has 328 dinner plates to sell. A store clerk is placing the plates in stacks of 9.

Part A How many plates will be left over once the store clerk has placed as many plates as possible in stacks of 9? **Type your answer in the space provided.**

4

▼

▲

Part B Explain how the store clerk could stack the plates differently so that each stack has the same number of plates and no plates would be left over. **Type your answer in the space provided.**

5 in each stack

▼

▲

The response demonstrates a partial understanding of the standard being tested. The student provides the correct answer for Part A and responds incorrectly to Part B.

MGSE4.NBT.6

Response Score: 1

1. A store has 328 dinner plates to sell. A store clerk is placing the plates in stacks of 9.

Part A How many plates will be left over once the store clerk has placed as many plates as possible in stacks of 9? **Write your answer in the space provided on your answer document.**

Part B Explain how the store clerk could stack the plates differently so that each stack has the same number of plates and no plates would be left over. **Write your answer in the space provided on your answer document.**

Part A	3
Part B	$2 \times 164 = 328$ so 2 plates in each stack.

The response demonstrates a partial understanding of the standard being tested. The student incorrectly finds the remaining number of plates for Part A. The student correctly answers Part B by showing his or her work to get to 328.

MGSE4.NBT.6

Response Score: 0



1. A store has 328 dinner plates to sell. A store clerk is placing the plates in stacks of 9.

Part A How many plates will be left over once the store clerk has placed as many plates as possible in stacks of 9? **Type your answer in the space provided.**

the number of plates left over is 5

Part B Explain how the store clerk could stack the plates differently so that each stack has the same number of plates and no plates would be left over. **Type your answer in the space provided.**

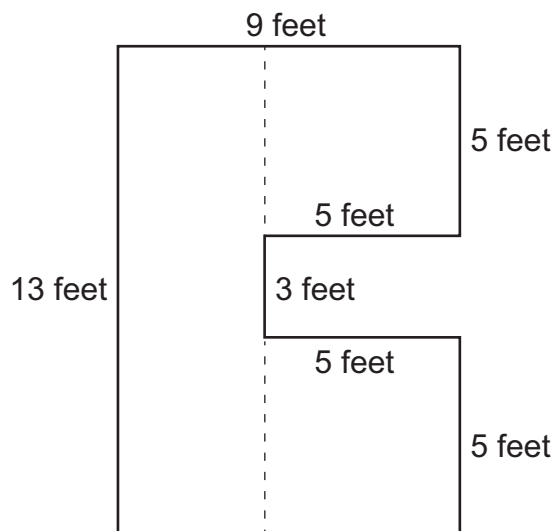
the amount of plates that the store clerk can put so that there is no left overs is 14 because $9+5=14$

The response demonstrates little to no understanding of the standard being tested. The student incorrectly answers Part A and provides an incorrect explanation for Part B.

ITEM 2: EXTENDED CONSTRUCTED-RESPONSE

MGSE4.MD.8

2. Nina builds a chicken pen. The chicken pen is made of three rectangles, as shown in the diagram.



(Area = length × width)
 (Perimeter = 2(length + width))

Part A What is the total area, in square feet, of the chicken pen? Explain how you found your answer. **Type your answer in the space provided.**

Part B What is the perimeter, in feet, of the chicken pen? Explain how you found your answer. **Type your answer in the space provided.**

Scoring Guide

Item 2 Information

Standard: MGSE4.MD.8

Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

Item Depth of Knowledge: 3

Strategic Thinking

Student uses reasoning and develops a plan or sequence of steps; process has some complexity.

ITEM-SPECIFIC SCORING RUBRIC

Score	Rationale
4	<p>Response demonstrates a complete understanding of the standard.</p> <p>Give 4 points for responses that achieve all of the following elements: Part A: The student identifies the area as 102 square feet AND explains that the area was found by adding the areas of the three rectangles or equivalent. Part B: The student identifies the perimeter as 54 feet AND explains that the perimeter was found by adding the sides of the chicken pen.</p> <p><u>Exemplar Response:</u> Part A: 102 square feet (1 point) AND I divided the figure into 3 rectangles, and found the area of each, and added them. There are two 5 by 5 squares, which each have an area of 25. The last rectangle is 4 by 13, which has an area of 52. 25 plus 25 plus 52 is 102. OR other valid explanation/work shown (1 point) Part B: 54 feet (1 point) AND The perimeter of the chicken pen is a rectangle with two extra sides of 5 feet each. I use the perimeter formula of a rectangle and then added 10 feet. OR other valid description/work shown (1 point)</p>
3	<p>Response demonstrates a nearly complete understanding of the standard.</p> <p>Student earns 3 points for answering 3 key elements.*</p>
2	<p>Response demonstrates a partial understanding of the standard.</p> <p>Student earns 2 points for answering 2 key elements.*</p>
1	<p>Response demonstrates a minimal understanding of the standard.</p> <p>Student earns 1 point for answering 1 key element.*</p>
0	<p>Response demonstrates little to no understanding of the standard.</p> <p>Student earns 0 points because the student does not show understanding of how to find areas of rectilinear figures by decomposing them into non-overlapping rectangles.</p>

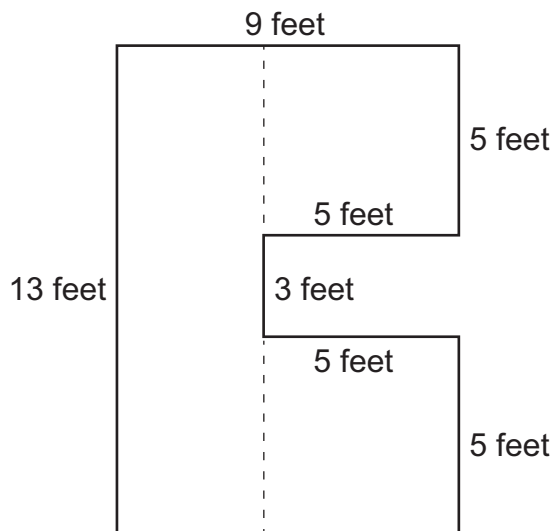
**If a student makes an error in one part that is carried through to subsequent parts, then the student is not penalized again for the same error.*

STUDENT RESPONSES

MGSE4.MD.8

Response Score: 4

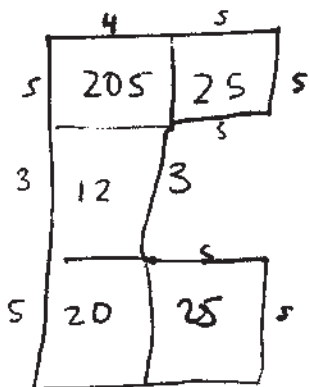
2. Nina builds a chicken pen. The chicken pen is made of three rectangles, as shown in the diagram.



(Area = length \times width)
 (Perimeter = 2(length + width))

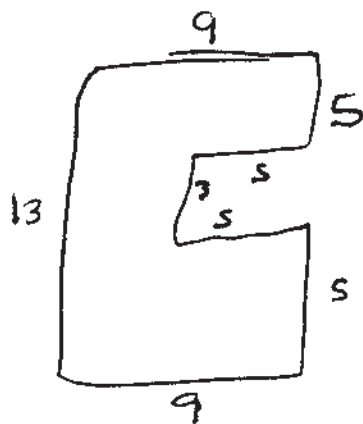
- Part A** What is the total area, in square feet, of the chicken pen? Explain how you found your answer. **Write your answer in the space provided on your answer document.**
- Part B** What is the perimeter, in feet, of the chicken pen? Explain how you found your answer. **Write your answer in the space provided on your answer document.**

Part A



the total area was 102 ft²
 first I made small areas
 that didn't have a length
 over 5 ft. Then I figured
 out the lengths of the
 sides then multiplied finally
 I added all the squares
 and rectangles and got 102²

Part B



the perimeter is 54 ft
 I added all of the sides
 up and got 54 ft

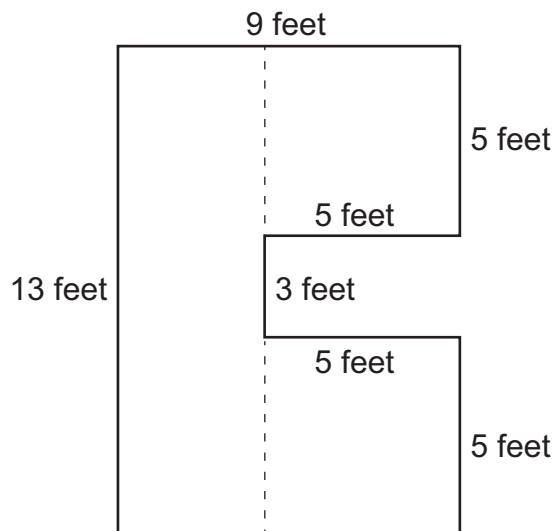
The response demonstrates a complete understanding of the standard being tested. The student correctly identifies the area and provides a sufficient explanation of how to find the area by separating the figure into rectangles and adding their areas together for Part A. The student also correctly identifies the perimeter and sufficiently explains how to find the perimeter by adding all the sides together for Part B.

MGSE4.MD.8

Response Score: 4



2. Nina builds a chicken pen. The chicken pen is made of three rectangles, as shown in the diagram.



(Area = length × width)
 (Perimeter = 2(length + width))

Part A What is the total area, in square feet, of the chicken pen? Explain how you found your answer. **Type your answer in the space provided.**

The total area of the chicken coop is 102 square feet. First I did 5 times 5 to get 25 and did that again to get 50. Then I did 13 times 4 to get 52 then I added them up and got 102.

Part B What is the perimeter, in feet, of the chicken pen? Explain how you found your answer. **Type your answer in the space provided.**

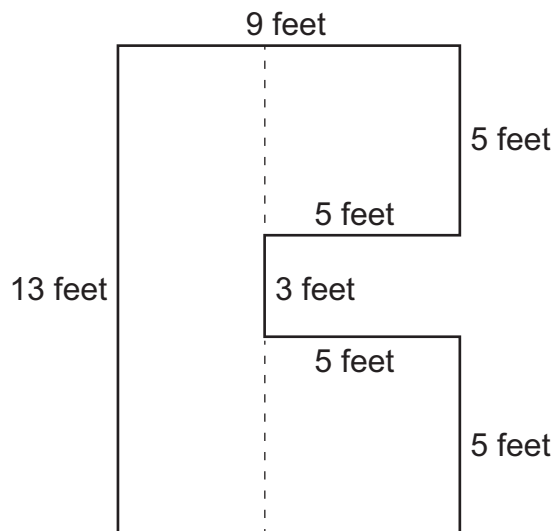
The answer I got was 54 because I added 5+5+5+5+3+9+13+9=54.

The response demonstrates a complete understanding of the standard being tested. The student correctly identifies the area and provides a sufficient explanation of how to find the area by separating the figure into three rectangles and adding their areas together for Part A. The student also correctly identifies the perimeter and sufficiently explains how to find the perimeter by adding all the sides together for Part B.

MGSE4.MD.8

Response Score: 3

2. Nina builds a chicken pen. The chicken pen is made of three rectangles, as shown in the diagram.



(Area = length \times width)
 (Perimeter = 2(length + width))

- Part A** What is the total area, in square feet, of the chicken pen? Explain how you found your answer. **Write your answer in the space provided on your answer document.**
- Part B** What is the perimeter, in feet, of the chicken pen? Explain how you found your answer. **Write your answer in the space provided on your answer document.**

Part A

First, I did $13 \times 4 = 62$.
 Second, I did 5×5
 and got 25. Third,
 I did 5×5 again
 and got 25. Last I
 added them all
 together and got
 112 feet.

Part B

To find the perimeter
 I added $13 + 9 + 5 + 5 +$
 $3 + 5 + 5 + 9$. I got 54.
 So, the perimeter of
 the chicken pen is
 54 feet.

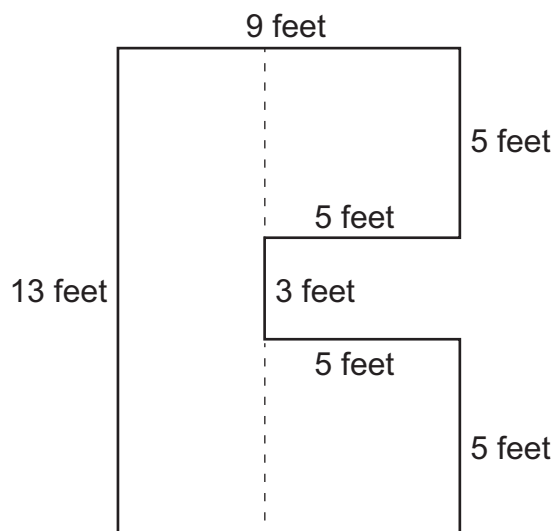
The response demonstrates a nearly complete understanding of the standard being tested. The student makes a calculation error in multiplying 13×4 but provides a sufficient explanation of separating the figure into three rectangles and adding their areas for Part A. The student correctly identifies the perimeter and provides an explanation that shows understanding of adding all sides to find the perimeter for Part B.

MGSE4.MD.8

Response Score: 3



2. Nina builds a chicken pen. The chicken pen is made of three rectangles, as shown in the diagram.



(Area = length \times width)
 (Perimeter = 2(length + width))

Part A What is the total area, in square feet, of the chicken pen? Explain how you found your answer. **Type your answer in the space provided.**

The total area of the chicken pen is 102 square feet. I found this out by using the equation $(13 \times 4) + (5 \times 5) + (5 \times 5) = 102$ square ft.

Part B What is the perimeter, in feet, of the chicken pen? Explain how you found your answer. **Type your answer in the space provided.**

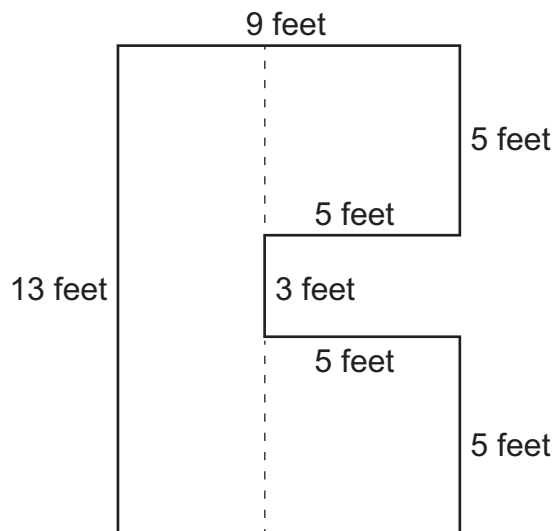
The perimeter of the chicken pen is 50 feet. I found this out by using the equation $13 + 9 + 5 + 5 + 5 + 5 + 5 + 3 = 50$ ft.

The response demonstrates a nearly complete understanding of the standard being tested. The student correctly finds the area and provides a sufficient explanation of separating the figure into three rectangles and adding their areas for Part A. The student incorrectly identifies the perimeter but provides an explanation that shows understanding of adding all sides to find the perimeter for Part B.

MGSE4.MD.8

Response Score: 2

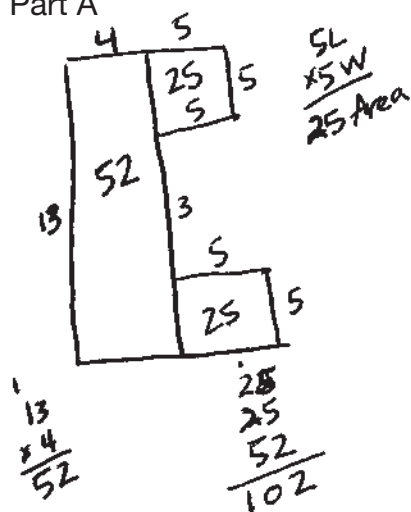
2. Nina builds a chicken pen. The chicken pen is made of three rectangles, as shown in the diagram.



(Area = length \times width)
 (Perimeter = 2(length + width))

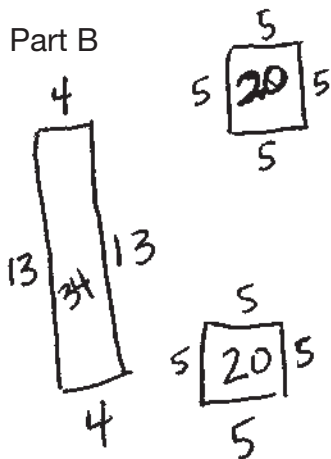
- Part A** What is the total area, in square feet, of the chicken pen? Explain how you found your answer. **Write your answer in the space provided on your answer document.**
- Part B** What is the perimeter, in feet, of the chicken pen? Explain how you found your answer. **Write your answer in the space provided on your answer document.**

Part A



I got 102 because I timesed 5×5 , 5×5 , and 13×4 . I got 25, 25, and 52 add them up and got 102

Part B



I got 74 because I added $5 + 5 + 5 + 5 = 20$ and I copied that since I have two squares. Then I added $13 + 13 + 4 + 4 = 34$ added them up and got 74.

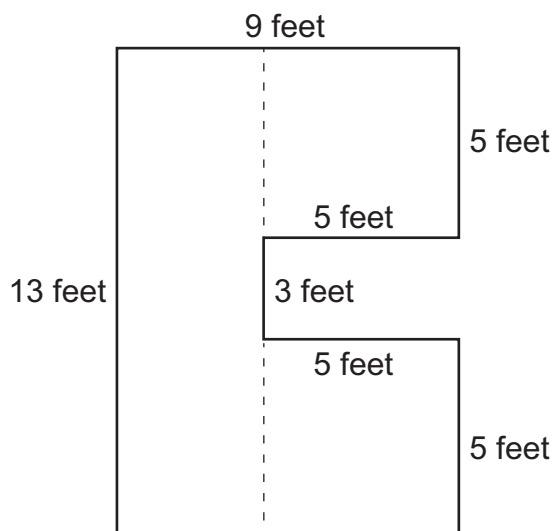
The response demonstrates a partial understanding of the standard being tested. The student correctly identifies the area and provides a sufficient explanation of separating the figure into rectangles and adding their areas for Part A. The student does not correctly identify the perimeter for Part B. The student correctly identifies the perimeter of each individual rectangle but does not correctly show how to find the perimeter of the figure as a whole.

MGSE4.MD.8

Response Score: 2



2. Nina builds a chicken pen. The chicken pen is made of three rectangles, as shown in the diagram.



(Area = length × width)
 (Perimeter = 2(length + width))

Part A What is the total area, in square feet, of the chicken pen? Explain how you found your answer. **Type your answer in the space provided.**

The area is 117 ft. I got my answer by multiplying the length and widths

Part B What is the perimeter, in feet, of the chicken pen? Explain how you found your answer. **Type your answer in the space provided.**

The perimeter is 54 ft. I got the answer by adding all the widths.

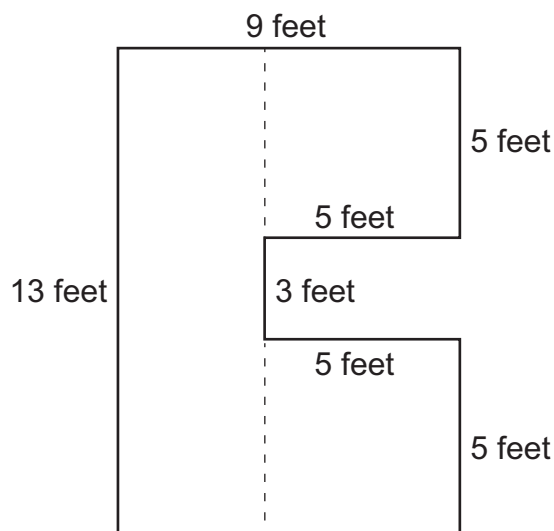
The response demonstrates a partial understanding of the standard being tested. The student incorrectly identifies the area and incorrectly explains how to find the area for Part A. The student correctly identifies the perimeter and sufficiently identifies how to find the perimeter for Part B.

MGSE4.MD.8

Response Score: 1



2. Nina builds a chicken pen. The chicken pen is made of three rectangles, as shown in the diagram.



(Area = length × width)
 (Perimeter = 2(length + width))

Part A What is the total area, in square feet, of the chicken pen? Explain how you found your answer. **Type your answer in the space provided.**

The total area is 48 because $13+9+5+5+3+5+5+9=48$

Part B What is the perimeter, in feet, of the chicken pen? Explain how you found your answer. **Type your answer in the space provided.**

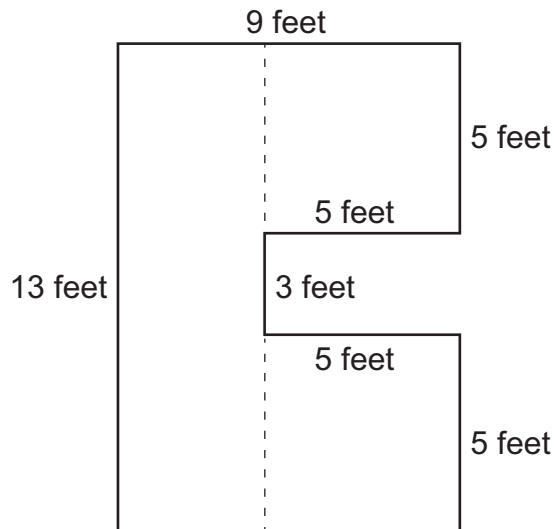
54 because when I added the length + the width, I got 54

The response demonstrates a minimal understanding of the standard being tested. The student incorrectly identifies the area and incorrectly explains how to find the area for Part A. The student correctly identifies the perimeter but provides an incomplete explanation for Part B.

MGSE4.MD.8

Response Score: 0

2. Nina builds a chicken pen. The chicken pen is made of three rectangles, as shown in the diagram.



(Area = length \times width)
 (Perimeter = $2(\text{length} + \text{width})$)

- Part A** What is the total area, in square feet, of the chicken pen? Explain how you found your answer. **Write your answer in the space provided on your answer document.**
- Part B** What is the perimeter, in feet, of the chicken pen? Explain how you found your answer. **Write your answer in the space provided on your answer document.**

Part A

The total area of the
two squares are 50
because $5 \times 5 \times 5 \times 5 = 50$

Part B

for each square it is
20 because $5 + 5 + 5 + 5 = 20$

The response demonstrates little to no understanding of the standard being tested. The student incorrectly identifies the area and provides an insufficient explanation of how to find the area for Part A. The student incorrectly identifies the perimeter and provides an insufficient explanation of how to find the perimeter for Part B.

