

Georgia
Milestones
Assessment System



Grade 5
English Language Arts and Mathematics
Item and Scoring Sampler
2018

TABLE OF CONTENTS

Introduction	1
Types of Items Included in the Sampler and Uses of the Sampler	1
ELA Item Types	1
Mathematics Constructed-Response Item Types	2
Item Alignment	2
Depth of Knowledge	2
Item and Scoring Sampler Format	3
English Language Arts	4
Family of Potters	5
Item 1: Constructed-Response	6
Item-Specific Scoring Rubric	7
Student Responses	8
Item 2: Extended Constructed-Response	11
Four-Point Holistic Rubric	12
Student Responses	14
A Schoolyard Butterfly Garden	20
A Three Sisters Garden in the Schoolyard	21
Item 3: Constructed-Response	22
Item-Specific Scoring Rubric	23
Student Responses	24
Item 4: Extended Writing-Response	28
Seven-Point, Two-Trait Rubric	30
Student Responses	33
Reading and Evidence-Based Writing Set	40
Reading and Evidence-Based Writing Overview	41
REBW Item Types	41
REBW Directions	42
Summer Is for New Adventures	43
Choosing What I Read	44
Item 1: Selected-Response	45
Item 2: Selected-Response	45
Item 3: Selected-Response	45
Item 4: Constructed-Response	47
Item-Specific Scoring Rubric	48
Student Responses	49
Item 5: Extended Writing-Response	60
Seven-Point, Two-Trait Rubric	62
Student Responses	64

TABLE OF CONTENTS

Mathematics	88
Item 1: Constructed-Response	89
Item-Specific Scoring Rubric	90
Student Responses	91
Item 2: Extended Constructed-Response	96
Item-Specific Scoring Rubric	98
Student Responses	99

NO TEST MATERIAL
ON THIS PAGE

INTRODUCTION

The Georgia Milestones Grade 5 English Language Arts (ELA) End of Grade (EOG) assessment and the Grade 5 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 5 ELA EOG assessment and the operational Georgia Milestones Grade 5 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 5 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:
------------------	---------------------------------

Example Selected-Response Item Information Table

Item	Standard	DOK	Key
1			
2			
3			

Grade 5

ENGLISH LANGUAGE ARTS

Sample Constructed-Response Items

Read the story and answer items 1 and 2.

Family of Potters

Today I am going with my friend Ella to visit her Grandmother Loreen. She is a Native American potter who lives in a pueblo in New Mexico.

Ella and her family are descendants of the Anasazi, who are known for their beautiful pottery. Making pottery is a tradition for Ella's family that is handed down from generation to generation.

Grandmother Loreen greets us with warm tortillas when we arrive at her house. After we finish eating, we follow her outside, where Ella's uncle is preparing a fire. He is burning some wood in a pit on the ground in order to fire Grandmother Loreen's pottery.

Everyone in Ella's family helps make the pottery. When Ella was a baby, her mother carried her on her back to collect the clay. Ella and her family go to nearby canyons and caves to search for clay. They dig it out in chunks and then soak it in water. Next, they lay the clay in slabs to dry in the sun so that it can be ground into powder. They must do this several times to remove the twigs and rocks. Sand and broken pieces of pottery are then added before grinding it down again. When the clay is finally ready, it's mixed with water again and kneaded until smooth. Sometimes people use their feet to work the clay.

Grandmother Loreen uses the *coil method* when she creates her pottery. She shows me how she makes a seed pot. Seed pots are used to hold seeds that will be planted the following year. Ella and I help roll out coils of clay. They look like long snakes when we finish, and I make a small coil pot of my own. Ella shows me a pot she painted with a *yucca brush*. A yucca brush is a leaf from a yucca plant that grows like a tall bush. Grandmother Loreen chews on the end of the leaf to make it into a brush and then uses it to draw elaborate designs on pots. Ella and I try it too. I draw a small bird on my pot.

Grandmother Loreen makes many of her pots shiny by rubbing them with a stone. Some of her pots are decorated with colored rock that is ground down and mixed with spinach juice called *guaco*.

Outside, Ella's uncle is getting ready to fire the pots. All of the wood has burned, and he smooths out the ashes. Ella and her mother show me how to put a layer of fuel on top of the ashes. Then we add some pieces of broken pottery. Grandmother Loreen carefully positions her pots between them. Another layer of fuel and pottery pieces is placed on top, and it looks like a dome. We stick newspapers and twigs into the base, and Ella's uncle lights the fire. The flames shoot up into the sky. Ella says sometimes people can see the fire from miles away.

We stand outside and watch the fire to make sure it is burning right. By paying attention to the temperature, Grandmother Loreen is able to predict what color the pots will be when they're done. Ella says that, even after the fire has gone out, we still must wait for the pots to cool.

The fire is still burning when it's time for me to go home. Grandmother Loreen gives me one of her seed pots before I leave. She says next time I visit I can see the pots that I helped fire. I can't wait to bring home my own coil pot too.

ITEM 1: CONSTRUCTED-RESPONSE

ELAGSE5RL2



1. Explain how the author supports the theme that items found in nature can be useful.

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

Scoring Guide

Item 1 Information

<p>Standard: ELAGSE5RL2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</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>
--	---

ITEM-SPECIFIC SCORING RUBRIC

Score	Description
2	<ul style="list-style-type: none"> • Gives sufficient evidence of the ability to explain how the author supports the theme that items found in nature can be useful • Includes specific examples/details that make clear reference to the text • Adequately explains and supports the explanation with clearly relevant information based on the text <p><u>Exemplar Response:</u> <i>Explains the different items from nature and how they are used to create clay pots (e.g., clay from the canyons, a leaf from the yucca plant for painting, decorations from colored rocks that are ground down and mixed with spinach juice). The response explains how the different items from nature are all used to create a pot.</i></p>
1	<ul style="list-style-type: none"> • Gives limited evidence of the ability to explain how the author supports the theme that items found in nature can be useful • Includes vague/limited examples/details that make reference to the text • Explains and supports the conclusion with vague/limited information based on the text
0	<ul style="list-style-type: none"> • Gives no evidence of the ability to explain or support a conclusion from the text

STUDENT RESPONSES

ELAGSE5RL2

Response Score: 2 points



1. Explain how the author supports the theme that items found in nature can be useful.

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

The author supports the theme that items in nature can be useful by talking about all the things from nature and how they are used to make pottery. For example, in the story they use a leaf from a tall plant, the yucca, to paint designs on pots instead of a paintbrush. Her grandmother also uses a rock to make her pots shiny and will decorate them with a mixture of ground rock and spinach juice called guaco. All of these things can be found in nature.

- The response gives sufficient evidence of the ability to explain how the author supports the theme that items found in nature can be useful (“all the things from nature and how they are used to make pottery”).
- The student supports the explanation with clearly relevant, specific details from the text (“use a leaf from a tall plant, the yucca, to paint designs;” “uses a rock to make her pots shiny;” “will decorate them with a mixture of ground rock and spinach juice called guaco”).

ELAGSE5RL2

Response Score: 1 point

1. Explain how the author supports the theme that items found in nature can be useful.

Use details from the story to support your answer. **Write your answer on the lines on your answer document.**

The author supports this theme by talking about all the natural items that Ella's grandma uses instead of real tools when making pottery, like rocks and leaves.

- The response provides limited evidence of the ability to explain how the author supports the theme that items found in nature can be useful ("The author supports this theme by talking about all the natural items that Ella's grandma uses").
- The student supports the explanation with vague details from the passage ("instead of real tools when making pottery, like rocks and leaves"). Specific details, such as how these items are used as tools, are lacking.

ELAGSE5RL2

Response Score: 0 points



1. Explain how the author supports the theme that items found in nature can be useful.

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

He or she supports the theme by talking about stuff in nature and how they are used.

- The student gives no evidence of an ability to explain how the author supports the theme that items found in nature can be useful.
- The response contains a general statement that the author refers to “stuff in nature and how they are used” without providing any specific natural item from the passage or how it is useful.

ITEM 2: EXTENDED CONSTRUCTED-RESPONSE

ELAGSE5W3



2. Ella has invited you to visit her Grandmother Loreen again. You and Ella are excited to see the pots you made from your last visit and hope to help Grandmother Loreen make more pottery. Think about the process the Anasazi people use to make pottery. Write an original story about your second visit to see Grandmother Loreen.

Use details from the story to help you develop details in your story. **Type your answer in the space provided.**

Scoring Guide

Item 2 Information

<p>Standard: ELAGSE5W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear 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>
---	---

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, description, and pacing, 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 to convey experiences or 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 or 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

Score	Description
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 experiences or 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

ELAGSE5W3

Response Score: 4 points

2. Ella has invited you to visit her Grandmother Loreen again. You and Ella are excited to see the pots you made from your last visit and hope to help Grandmother Loreen make more pottery. Think about the process the Anasazi people use to make pottery. Write an original story about your second visit to see Grandmother Loreen.

Use details from the story to help you develop details in your story. **Write your answer on the lines on your answer document.**

I learned so many interesting things about making pottery when I went with Ella to visit her grandmother. So, when she asked me if I wanted to go back this weekend, I was excited. "Are we going to be able to see the finished pots we made the last time?" I asked her. "Of course, silly. We may even get to paint them," Ella said with a laugh. The weekend couldn't come soon enough. After lots of waiting and a long car ride, the moment finally came. Ella ran up and gave her grandmother a big hug while I quietly snuck off to find the pots we made. It didn't take me long before I found them. They were beautiful, but they felt unfinished. Ella and her grandmother soon found me. "Would you like to paint your pots, girls?" she asked us as she handed us each a special yucca leaf that we could use as a brush. I painted a couple of fluffy,

orange kittens on mine, while Ella painted a picture of her family on her pot. After we were done painting, it was time to go home. The next time we come, I hope that Ella and I can make bigger and more beautiful pots!

- The student establishes a situation (a girl making a return visit to her friend's grandmother, who is a potter) and characters (the friend Ella, Ella's grandmother, the girl/first-person narrator).
- Events are organized in a sequence that unfolds naturally. There is a clear beginning ("she asked me if I wanted to go back this weekend"), middle ("I quietly snuck off to find the pots we made"), and ending ("it was time to go home").
- The student effectively uses the narrative techniques of dialogue ("Are we going to be able to see the finished pots we made the last time," "Of course, silly. We may even get to paint them," "Would you like to paint your pots, girls'") and description ("quietly snuck off," "beautiful, but they felt unfinished," "fluffy, orange kittens") to advance the plot.
- Words and phrases are used consistently to signal the sequence of events ("After," "while," "The next time we come").
- The response consistently uses concrete words and sensory language ("interesting," "quietly," "snuck," "unfinished," "fluffy") to convey experiences precisely.
- The conclusion follows the narrated experiences ("The next time we come, I hope that Ella and I can make bigger and more beautiful pots").
- Ideas from the original passage (clay pots, yucca-leaf brush) are integrated effectively with the student's own story elements (anticipation of the trip, searching for the pots, hoping for a third trip).
- There are no errors in usage or conventions that interfere with meaning.

ELAGSE5W3

Response Score: 3 points



2. Ella has invited you to visit her Grandmother Loreen again. You and Ella are excited to see the pots you made from your last visit and hope to help Grandmother Loreen make more pottery. Think about the process the Anasazi people use to make pottery. Write an original story about your second visit to see Grandmother Loreen.

Use details from the story to help you develop details in your story. **Type your answer in the space provided.**

“The pots we made last weekend have cooled,” said my friend Ella. “Do you want to come with me to Grandma Loreen’s to finish them?” “Yes,” I said. When we got there, Ella’s grandma welcomed us and showed us where we could find the pots we made the last time. They were nice but we wanted to paint them. We made brushes out of some leefs from a tall bush and painted them until we were happy with how they looked. Now it was time to make new pots. This time, we didn’t need any help until it was time to fire the pots. I can’t wait to see our new, finished pots when we come back next week!

- The student writes a narrative essay about making a second visit to Ella’s grandmother that establishes the situation and introduces characters (Ella, Grandma Loreen, a first-person narrator).
- Events are organized in a clear and logical order but tend to unfold quickly without many details. The story has a beginning (“Do you want to come with me to Grandma Loreen’s”), middle (making the pots), and ending (“I can’t wait to see our new, finished pots when we come back next week”).
- The narrative techniques of dialogue (“The pots we made last weekend have cooled,” and “Do you want to come with me to Grandma Loreen’s to finish them”) and description (“tall bush”) are used to advance the plot.
- Phrases are used to indicate sequence (“When we got there,” “Now it was time,” “This time”).
- Some variety of word choice helps to convey experience and events (“cooled,” “welcomed,” “finished”).
- An appropriate conclusion is present.
- Sufficient information from the passage is included in the story (“pots we made last weekend have cooled,” “made brushes out of some leefs from a tall bush,” “fire the pots”), although without specifics.
- The relatively few errors do not interfere with meaning (“brushs,” “leefs”).

ELAGSE5W3

Response Score: 2 points



2. Ella has invited you to visit her Grandmother Loreen again. You and Ella are excited to see the pots you made from your last visit and hope to help Grandmother Loreen make more pottery. Think about the process the Anasazi people use to make pottery. Write an original story about your second visit to see Grandmother Loreen.

Use details from the story to help you develop details in your story. **Type your answer in the space provided.**

We always have fun when we visit Ellas grandma. Today she going to let us paint the pots we made the last time we visited. Ella and me are going to paint them so they both look a like. We will use a yucca brush and we will make a pretty pattern. Before we go home I hope she lets us make more interesting coil pots!

- A vague situation (visiting Ella’s grandmother) is established, and three characters are introduced (the friend Ella, Ella’s grandmother, the first-person narrator), but we are told little about any of them.
- The response includes a weak opening (“We always have fun when we visit Ellas grandma”) and a vague, abrupt ending (“Before we go home”). The entire story is told in a future tense. The reader is left to wonder whether the events have taken place or if the narrator is merely anticipating the visit.
- There is a weak attempt at description (“both look a like”).
- Some words are used inconsistently to indicate sequence (“Today,” “Before we go”).
- The response includes a couple of elements from the original passage (“yucca brush,” “coil pots”).
- There are a variety of errors in usage and conventions, primarily relating to missing punctuation and incorrect grammar, which do not greatly interfere with meaning.

ELAGSE5W3

Response Score: 1 point

2. Ella has invited you to visit her Grandmother Loreen again. You and Ella are excited to see the pots you made from your last visit and hope to help Grandmother Loreen make more pottery. Think about the process the Anasazi people use to make pottery. Write an original story about your second visit to see Grandmother Loreen.

Use details from the story to help you develop details in your story. **Write your answer on the lines on your answer document.**

i'm so ecsited to go back a second time and have even more fun. i will get to see wht i made the last time and lern even more. i know well make more inersting pots.

- The response introduces one character, a first-person narrator about whom we learn nothing, and an unclear situation.
- The response is too brief to demonstrate a complete sequence of events.
- The student's vocabulary is overly simple and unclear ("more fun," "even more," "more inersting").
- There is nothing to suggest information has been integrated from the passage beyond what is found in the prompt ("pots").
- There are frequent major errors in usage and conventions that interfere with meaning. The writing lacks any capitalization, is missing punctuation, and contains basic spelling errors ("ecsited," "wht," "lern," "inersting").

NO TEST MATERIAL
ON THIS PAGE

Read the passages and answer items 3 and 4.

A Schoolyard Butterfly Garden

Ms. Murphy's fifth grade class wanted to plant a schoolyard garden. Her class discussed several different kinds of gardens. Some students wanted to plant a fruit and vegetable garden. Other students wanted to plant a flower garden. A few students wanted to create a pond habitat. The class finally decided to plant a butterfly garden. Ms. Murphy's students learned many new things by planting a butterfly garden.

The students started by exploring what butterflies need to live. They learned that butterflies need food and water. They read that butterflies eat flower nectar and drink water from puddles. Their studies showed that butterflies like to rest on rocks in sunny areas.

Then they looked into where the garden plot should be. The students learned that their garden would need at least six hours of sunlight every day. They also learned that the garden plot should not be too windy. Trees, buildings, and shrubs could protect their garden from the wind. The students found the perfect spot for their garden near trees and a shed.

Then the students studied plants that would draw butterflies. They learned that butterflies like brightly colored flowers that smell sweet. They were taught that several nectar flowers would be easy to grow. They decided to plant lantanas, black-eyed Susans, lavender, zinnias, and marigolds. These flowers bloom at different times. This means that there will always be plants in bloom to draw butterflies.

After planting the flowers, the students remembered that butterflies need water. They weren't sure if there would always be a puddle nearby, so they came up with an idea. They dug a hole and put a container in the hole. They added some stones and water to the container. This way there would always be water for the butterflies. Finally, they put a few large rocks for the butterflies to rest on in a sunny spot.

Ms. Murphy's class learned not only how to plant a butterfly garden, but also how plants and insects depend on each other to live!

A Three Sisters Garden in the Schoolyard

The students in Mr. Miller’s fifth grade class were interested in planting a vegetable garden.

Mr. Miller said the schoolyard didn’t have space for a large vegetable garden. The students discussed having either a container garden or a garden with only a few plants. They used the Internet to learn about different kinds of vegetable gardens. The students learned that some Native Americans planted corn, beans, and squash together. This kind of planting is called a Three Sisters garden.

A Three Sisters garden contains only corn, bean, and squash plants. These three plants benefit each other in different ways. Bean plants tend to fall over. The cornstalks are tall and strong, so they help support the bean plants. Bean plants absorb nitrogen—a gas that helps plants grow—from the air. This nitrogen helps corn plants, since they need a lot of nitrogen. Squash plants have leaves that shade the soil. Shade helps prevent weed growth, so fewer animals will attack the plants.

A gardening area should be selected first. The area should have full sunlight during the day and a water source nearby. Some Native Americans planted these crops in circular plots. Some Three Sisters gardens are still planted like this. Because the circular plots are only three feet in diameter, several plots can be built three or four feet apart. Each plot should be marked off. Then the ground should be dug up and shaped into a mound that is twelve to eighteen inches high.

Four to seven corn seeds are then planted in the center of each mound. The bean and squash seeds are planted after the corn grows to be about four inches high. Then six bean seeds are planted in a circle about six inches away from the corn plants. Four squash seeds are planted just off each mound. These seeds should be planted about a foot away from the bean seeds. Soon, it will be time to watch the garden grow!

ITEM 3: CONSTRUCTED-RESPONSE

ELAGSE5RI9



3. Using the information in “A Schoolyard Butterfly Garden” and “A Three Sisters Garden in the Schoolyard,” explain why it is important to have the different plant types in a garden.

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

Scoring Guide

Item 3 Information

<p>Standard: ELAGSE5RI9 Integrate information from several 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>
---	---

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, developed examples that make reference to the passages • Thoroughly explains the authors’ message/claim/point/central idea or explanation with specific details based on the passages <p><u>Exemplar Response:</u> <i>Identifies the key ideas in each passage that explain why it is important to have different plant types in a garden (passage 1 addresses plants that attract butterflies, and passage 2 addresses how three plants help each other grow). The response gives specific examples to support the authors’ messages (e.g., butterflies need nectar; beans give nitrogen to nearby plants; corn and squash provide shade).</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 that make reference to the passages • Explains the authors’ message/claim/point/central idea or explanation with specific details based on the passages
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

ELAGSE5RI9

Response Score: 2 points



3. Using the information in “A Schoolyard Butterfly Garden” and “A Three Sisters Garden in the Schoolyard,” explain why it is important to have the different plant types in a garden.

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

You need to have different plant types in a garden because the plants depend on one another. Each plant plays a big role in how the plants and their habitat survive. For instance take a Three Sisters Garden. A Three Sisters Garden uses squash, corn, and bean plants. The squash provides shade, the corn is tall which helps the bean plants stand up, and the bean plants give all three plants nitrogen. Nitrogen is needed for the three plants survival. Also a butterfly garden helps each other by nector plants drawing in butterflys, and shrubs and trees protect it from the wind.

- The response gives sufficient evidence of the ability to explain the importance of different plants in a garden based on the authors' messages (“plants depend on one another”). Details specifically explain why it is important to grow different types of plants together.
- The response thoroughly explains how the central idea is supported, with the explanation containing specific details from the passages (“squash provides shade,” “corn is tall which helps the bean plants stand up,” “bean plants give all three plants nitrogen,” “shrubs and trees protect it from the wind”).

ELAGSE5RI9

Response Score: 1 point



3. Using the information in “A Schoolyard Butterfly Garden” and “A Three Sisters Garden in the Schoolyard,” explain why it is important to have the different plant types in a garden.

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

On the passage A Schoolyard Butterfly Garden that the students wants to attract butterflies to their garden so there gonna plant different types of plants and they decide to plant lantanas, black-eyed Susans, lavender, zinnias, and marigolds so their gonna plant all differnt types of plants the blooms at differnt times to help attract butterflys and A three Sisters Garden uses differnt plants like corn, beans, and squash to help thier garden and will need shade to their garden to help grow Therefore you will need different types of plants.

- The response gives limited evidence of the ability to explain the importance of different plants in a garden based on the authors’ messages. Details are provided that explain what the purpose of growing different types of plants in a garden is.
- The response explains how the central idea is supported, with the explanation containing specific details from the passages (“differnt types of plants the blooms at differnt times to help attract butterflys;” “uses differnt plants like corn, beans, and squash to help thier garden”); however, the details do not explain how growing these plants together achieves the stated goal.

ELAGSE5RI9

Response Score: 0 points



3. Using the information in “A Schoolyard Butterfly Garden” and “A Three Sisters Garden in the Schoolyard,” explain why it is important to have the different plant types in a garden.

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

I think that it is important because most of the time you don't want to have the same plants. It gets boring after a while. I think you should plant all kinds of plants. It isn't going to hurt. You can plant daisies, marigolds, and even vegetables. I do think it is important to have different types of plants in a garden. Not only can you watch them grow but you can also learn about them.

- The student gives no evidence of the ability to explain the importance of different plants in a garden based on the authors' messages. Instead, the student provides vague reasons of his/her own (“don't want to have the same plants. It gets boring,” “It isn't going to hurt,” “Not only can you watch them grow but you can also learn about them”).
- None of the response is based on either source.

NO TEST MATERIAL
ON THIS PAGE

ITEM 4: EXTENDED WRITING-RESPONSE

WRITING TASK

Planning and planting different types of gardens requires an understanding of plants and insects.

Think about the ideas in BOTH passages, and then write an **informational essay** in your own words about how to plan a schoolyard garden.

Be sure to use information from BOTH passages to support your **informational 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 and phrases to connect ideas.
- Clarify the relationships among ideas and concepts.
- 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 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 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 and phrases to connect ideas.
- Clarify the relationships among ideas and concepts.
- 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 4 Information

<p>Standards: ELAGSE5W2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ELAGSE5L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ELAGSE5L2. 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>
---	---

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 logically 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 and across 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 and across 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 • Attempts to group some related ideas together but organization is not clear • Uses few linking words to connect ideas, but not all ideas are well connected to the topic • Uses limited language and vocabulary that do not clearly explain the topic • Provides a weak concluding statement or section

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Informational/Explanatory Genre (continued)

Writing Trait	Points	Criteria
	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 command 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

ELAGSE5W2, ELAGSE5L1, ELAGSE5L2

Response Scores:

**Idea Development, Organization, and Coherence: 4****Language Usage and Conventions: 2**

4. Planning and planting different types of gardens requires an understanding of plants and insects.

Think about the ideas in BOTH passages, and then write an **informational essay** in your own words about how to plan a schoolyard garden.

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

To make any kind of garden you need a plan. If your making a butterfly garden you will need some stuff. So you might have to go to the store for this, unless you already won half the stuff your going to need to make a garden!!

First you will need nectar and flowers that smell good. Butterflies also like to rest on rocks that are in sunlight. Make sure to put your garden in a spot were it's not to windy. Try putting your butterfly garden between a building or some trees. Next make a small pond by your garden for your butterflies to drink from, remember they need to drink also!

Butterflies are very fragile creatures, so its best not to put anything heavy around your garden. Just for the butterflies safty anyway. When you see a butterfly by your plant and a bug is there trying to eat it do the best thing possible, but make sure to be careful, spary your flower with bug spray.

Now if your making a fruit or vegetable garden, make sure to give it lots of food and water. Also you may want to give it shelter. If you want to keep your garden/gardens happy and healthy never leave it alone for a long time.

Make sure some bugs dont get to finding your plants and eating them. When you see holes or nibble bites on your plants steam, leaf, and flower pettels then a bug has been eating on your plant! You can stop this simple little problem by using bug spray.

Here are some steps for both a butterfly garden and a fruit or vegetable garden. Step 1: Get a plow and get outside. Step 2: always check if the seeds you bought are the correct kind before you plant them. Step 3: If you see a unwanted gust by your garden run up to it and shoo it off or just scare it away with a “BOO!” or “GET OFF MY FLOWER YOU UNWANTED BUG!”

Now that you learned how to plan and make a garden im sure your ready to take action on your own and get dirty and get started!

DOC: 4

- The introduction effectively states the topic (“To make any kind of garden you need a plan”).
- Ideas are organized in logical groupings (what you need to make a garden, what precautions to take when planning your garden, how to deal with unwanted insects).
- The response is developed with specific details from the passage “A Schoolyard Butterfly Garden” (“you will need, nectar and flowers that smell good,” “like to rest on rocks that are in sunlight,” “were it’s not to windy,” “make a small pond by your garden”) and some more general ideas from “A Three Sisters Garden in the Schoolyard” (water for the garden, working the soil with a plow, planting seeds). The student adds his/her own thoughts that are not from the passages (“holes or nibble bites on your plant steam,” “using bug spray”).
- Linking words are used to connect ideas (“First”, “Next”, “Now”).
- Precise language is used to explain the topic (“on rocks that are in sunlight,” “very fragile creatures”).
- The essay concludes with a brief call to action (“im sure your ready to take action on your own and get dirty and get started”).

LUC: 2

- Sentence structures and lengths vary. Sentence construction is generally correct. However, some fragments and run-ons are evident (“Just for the butterflies safty anyway. When you see a butterfly by your plant and a bug is there trying to eat it do the best thing possible, but make sure to be careful, spary your flower with bug spray”).
- Errors in spelling, usage, and conventions are present but do not significantly impede meaning (“your” for “you’re,” “to” for “too,” “its” for “it’s,” “dont” for “don’t,” “steam” for “stem,” “pettels” for “petals,” “gust” for “guest,” “im” for “I’m”).

ELAGSE5W2, ELAGSE5L1, ELAGSE5L2

Response Scores:

Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 3

4. Planning and planting different types of gardens requires an understanding of plants and insects.

Think about the ideas in BOTH passages, and then write an **informational essay** in your own words about how to plan a schoolyard garden.

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

Have you ever heard of a butterfly garden or a Three Sisters Garden? Well, if you haven't, I'm going to tell you all about them.

These two gardens are easy and fun to make. It is very simple, once you've learned. Get ready to be inspired!

A butterfly garden has a couple of easy steps to it. First, you find a shaded area maybe near a tree or some other shady place. Second, make sure that the place that you put the garden will get at least six hours of sunlight. Third, add the soil, plants, and a container of water for the butterflies to sip on. Fourth, put some loose grass, rocks, and leaves to make it look like a real butterfly habitat. Finally, wait for the butterflies to come explore!

A Three Sister Garden is a easy-to-make garden that has a couple steps, too. First, grab some soil. Second, you plant squash, beans and corn. These plants help each other grow and are the plants to use in a three sisters garden. Third, Let them grow!

I think it would be fun to make these two gardens. Don't you? They can also help things, too. The butterfly garden helps butterfly have the nectar, some water, and lay down on some comfortable rocks. The Three Sisters garden helps us get out of the house and grow some good food!

DOC: 3

- The topic is introduced ("I'm going to tell you all about them," "Get ready to be inspired!").
- Specific details are used to develop the topic ("six hours of sunlight," "container of water," "squash, beans and corn"), but little elaboration is provided beyond a brief list of steps to follow.
- Related ideas are grouped together. One body paragraph presents details from the passage "A Schoolyard Butterfly Garden," and a second covers "A Three Sisters Garden in the Schoolyard."
- Some linking words are used to connect ideas together ("First," "Second," "Third," "Finally").
- A concluding statement is present ("I think it would be fun to make these two gardens. Don't you?").

LUC: 3

- The response includes a variety of sentence structures that are purposeful.
- The few errors present in usage and conventions do not interfere with meaning.

ELAGSE5W2, ELAGSE5L1, ELAGSE5L2

Response Scores:



Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 1

4. Planning and planting different types of gardens requires an understanding of plants and insects.

Think about the ideas in BOTH passages, and then write an **informational essay** in your own words about how to plan a schoolyard garden.

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

What you need to do for a shcoolyard garden is you need the plant that your going to plant. you also need the anmale that your going to let live around it but make sure the tow live in the same inviermint and that thier not hameful to each and geve the plant water becuse if you dont it want feed the anmael so it would mes up evrey thing in the garden. also get diffrint plants and insects it will help the garden inviermeint . depanding on what insects and what plant bay be you could have a small pond so the the plant and the insects could get a dreinck. also get a flower that is easy to grow also get some the are colerful so the insects will ilke it so the inects will like the stay ther and attract some more of it kind.

DOC: 2

- There is a minimal attempt at an introduction that consists of a brief phrase (“What you need to do for a shcoolyard garden is”) before abruptly transitioning into the body.
- The writing is developed with too few details. The ideas presented are passage based but lack specifics (“get diffrint plants,” “have a small pond,” “get a dreinck,” “get some the are colerful”).
- There is an attempt to group some related ideas together, but organization is not always clear. Adjacent ideas are related, but the overall progression is similar to stream of consciousness.
- The vocabulary is basic, with only an occasional attempt to include more advanced words (“inviermint”).
- The response lacks a conclusion entirely.

LUC: 1

- Sentence construction consists mainly of overextended and run-on sentences. Variety is lacking.
- Errors in usage and conventions are frequent, varied, and impede meaning, in particular the lack of capitalization and the high number of spelling errors, including common words (“shcoolyard,” “anmale,” “geve,” “becuse,” “mes,” “evrey,” “diffrint,” “depanding,” “dreinck,” “ilke,” “inects,” “ther,” “attract”).

ELAGSE5W2, ELAGSE5L1, ELAGSE5L2

Response Scores:

Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 2

4. Planning and planting different types of gardens requires an understanding of plants and insects.

Think about the ideas in BOTH passages, and then write an **informational essay** in your own words about how to plan a schoolyard garden.

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

Yes I have planted a garden right before. I have learned a little bit about gardens. This essay all you have to do is get the seeds, put a hole in the ground, water the plants, watch it grow, and then when it get done, you can pull it out of the ground and wash it off, cook something with it, and keep on growing other things.

DOC: 1

- The response introduces an unclear topic (“Yes I have planted a garden right before”).
- The topic is not developed. There is no indication that the student is using information from the passages provided as instructed. All ideas presented are general.
- There is no clear introduction or concluding statement. The body is mainly a list of steps and is too brief to provide evidence of the ability to group like ideas together.
- Most of the language in the response is vague (“a little bit,” “cook something”).

LUC: 2

- The response has complete sentences with some variety. It consists of two simple sentences and one long, overextended sentence.
- There is only one usage error (“it get done”), but because of the brevity of the response, the student has not demonstrated a full command of language.
- The phrasing is awkward and suggests words are missing (“a garden right before,” “This essay”).

Grade 5

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 5 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 opinion essay.

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

As you read the passages, think about details you may use in an opinion essay about summer reading.

These are the titles of the passages you will read:

1. Summer Is for New Adventures
2. Choosing What I Read

Summer Is for New Adventures

Dear Editor,

Our school requires that students read two books during the summer. I am not in favor of this rule. The reason I am against the rule is simple. Summer vacation is a break from school. When I am on summer vacation, I have choices about what I do. I might read on my vacation, or I might use math to build a fort. I might go to an aquarium and learn about science. I can do all sorts of things during my summer vacation.

I can see that the school thought carefully about this summer reading rule. Both books chosen have won Newbery Medals. That means that they are very good books for our age group. I actually know students who have read them both and liked them. I am sure they would be good for me to read. Perhaps we could read them in class. When we read books in class, we can talk about them every day. We can discuss what different parts mean. We can help each other understand them. None of those things will happen for the books we read in the summer. We will be without a teacher or classmates as we read. Talking about a book helps me remember it. When school starts again I may forget all about the books.

I think the school did a good job picking the right kind of books. But good books deserve to be read and studied and talked about in a class, and not in the middle of a school vacation.

Mark Wells

5th Grade Student

Choosing What I Read

Dear Editor,

Our school has made a new rule. During the summer between fifth grade and sixth, students are required to read two books. Even though I am in favor of reading, I do not think it is a good rule. Reading is an important skill, and I am willing to work hard to get better. But this rule will not help with my reading goal.

I question why the two books have been chosen for us. They have both won Newbery Medals for our age group. I agree that they are good books, because I read them last year. Could we, instead, be given a list of books to choose from?

Reading is a valuable skill, and required reading could be a good thing for students. However, the requirement should just be to read, without specifying which titles have to be read. If the rule were to read two books of our choosing, it would be better. Students would have to decide. They would talk to one another about books. Students who found books that were great for them might end up reading three books, or four, or ten. Even students who just read two books would have learned about choosing books. They also could compare the two books to books that others have read.

I suggest that we ask our teachers if the school might change the rule. Students should read two books that they choose themselves during the summer. Everyone will be reading, and more students will be reading something new and enjoyable.

Amanda Stevens

5th Grade Student

ITEM 1: SELECTED-RESPONSE

1. Which sentence from “Summer Is for New Adventures” supports the author’s point about the new summer reading rule?
 - A. Our school requires that students read two books during the summer.
 - B. Both books chosen have won Newbery Medals.
 - C. I actually know students who have read them both and liked them.
 - D. When we read books in class, we can talk about them every day.

ITEM 2: SELECTED-RESPONSE

2. Which sentence from “Choosing What I Read” BEST supports the author’s claim that students would benefit more by choosing their own books?
 - A. Reading is an important skill, and I am willing to work hard to get better.
 - B. However, the requirement should just be to read, without specifying which titles have to be read.
 - C. If the rule were to read two books of our choosing, it would be better.
 - D. Students who found books that were great for them might end up reading three books, or four, or ten.

ITEM 3: SELECTED-RESPONSE

3. Which main idea is developed in BOTH “Summer Is for New Adventures” and “Choosing What I Read”?
 - A. Reading is a valuable skill, and most students are willing to work hard to improve.
 - B. Students agree that reading is an important skill, but they want to relax on vacation.
 - C. The books the school has chosen are good, but some students have already read them.
 - D. Summer is supposed to be a break from school, and students may forget what they read.

Scoring Guide

Items 1–3 Information

Item	Standard	DOK	Key
1	ELAGSE5RI1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	2	D
2	ELAGSE5RI1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	2	D
3	ELAGSE5RI2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	2	C

ITEM 4: CONSTRUCTED-RESPONSE

ELAGSE5RI9



4. How do the authors of these passages develop the idea that the required reading rule needs to be changed or eliminated?

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

Scoring Guide

Item 4 Information

<p>Standard: ELAGSE5RI9 Integrate information from several 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>
---	---

ITEM-SPECIFIC SCORING RUBRIC

Score	Description
2	<p><i>The response gives sufficient evidence of the ability to integrate information from several texts on the same topic in order to write about the subject knowledgeably.</i></p> <ul style="list-style-type: none"> • Provides an adequate explanation of how the authors develop the idea that the required reading rule needs to be changed or eliminated • Includes specific, relevant examples/details from both passages for support <p><u>Exemplar Response:</u> <i>Provides an accurate, text-based explanation of how the authors of the passages develop the idea that the required reading rule needs to be changed or eliminated (e.g., Both authors are against the current reading rule. The author of “Summer Is for New Adventures” claims that the rule should be eliminated because summer vacation is a break from school and we have choices of other activities where students can still learn. The author of “Choosing What I Read” thinks that the rule should be modified to allow students to choose their own books for the summer program) and how it is supported by relevant evidence from BOTH passages (e.g., The author of the first passage supports his idea by stating that “I might read on my vacation, or I might use math to build a fort. I might go to an aquarium and learn about science.” The author of the second passage supports her idea by saying that giving students a choice will have them looking at and talking about more books. She theorizes that students “might end up reading three books, or four, or ten” because of increased choices).</i></p>
1	<p><i>The response gives limited evidence of the ability to integrate information from several texts on the same topic in order to write about the subject knowledgeably.</i></p> <ul style="list-style-type: none"> • Provides a weak explanation of how the author(s) of the passage(s) develop the idea that the required reading rule needs to be changed or eliminated • Includes vague/limited examples/details from the passage(s) for support <p>OR</p> <ul style="list-style-type: none"> • Provides a credible explanation based on the passage(s) of how the author(s) develop the idea that the required reading rule needs to be changed or eliminated without including any relevant examples/details from the passage(s) for support <p>OR</p> <ul style="list-style-type: none"> • Includes relevant examples/details from the passage(s) that imply an explanation of how the author(s) develop the idea that the required reading rule needs to be changed or eliminated, without explicitly explaining how either author develops the idea
0	<p><i>The response gives no evidence of the ability to integrate information from several texts on the same topic in order to write about the subject knowledgeably.</i></p> <ul style="list-style-type: none"> • Provides no explanation of how the authors develop the idea that the required reading rule needs to be changed or eliminated • Includes no relevant examples/details from the passages that imply an explanation of how the authors develop the idea that the required reading rule needs to be changed or eliminated

STUDENT RESPONSES

ELAGSE5RI9

Response Score: 2 points



4. How do the authors of these passages develop the idea that the required reading rule needs to be changed or eliminated?

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

The author in “Summer Is for New Adventures” claims that we should not read two books during the summer because summer vacation is a break from school, and that we have choices about what we need to do also the author said that , we need to read them in class to understand more. The author in “Choosing What I Read” claims that, we should not read two books during the summer because this rule will not help us with our reading goal, and some students have already read them. She also claims that we should also choose our own books.

- The response provides an adequate explanation of how the authors of the passages develop the idea that the required reading rule needs to be changed or eliminated by stating, “The author in ‘Summer Is for New Adventures’ claims that we should not read two books during the summer because summer vacation is a break from school” and “The author in ‘Choosing What I Read’ claims that . . . we should also choose our own books.”
- The response provides specific and relevant examples from both passages (“we need to read them in class to understand more,” “some students have already read them”) for support.

ELAGSE5RI9

Response Score: 2 points



4. How do the authors of these passages develop the idea that the required reading rule needs to be changed or eliminated?

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

In “Summer Is for New Adventures” the author says the reading rule needs to go away because students can share ideas and remember it if they read it in class, not during the summer because you’ll read the book and forget the book before the summer is over.

In “Choosing What I Read” the author says the reading needs to be changed because the 5th grade student wants to read ten of the books that are chosen themselves, than two of school provided books.

- The response provides an adequate explanation of how the authors of the passages develop the idea that the required reading rule needs to be changed or eliminated by stating, “In ‘Summer Is for New Adventures’ the author says the reading rule needs to go away” and “In ‘Choosing What I Read’ the author says the reading needs to be changed.”
- Specific and relevant examples from both passages are provided for support: “students can share ideas and remember it if they read it in class” and “you’ll read the book and forget the book before the summer is over” are text-based support from “Summer Is for New Adventures” and “the 5th grade student wants to read ten of the books that are chosen themselves” is text-based support from “Choosing What I Read.”

ELAGSE5RI9

Response Score: 2 points



4. How do the authors of these passages develop the idea that the required reading rule needs to be changed or eliminated?

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

Well in “Summer is for new adventures” Mark doesn’t want to read books over the summer. This is because he thinks students will forget things that summer isn’t for reading, it’s for relaxing. Meanwhile, Amanda thinks that students should be able to pick out there own books cause then if there’s a series they will read more books. So when they went on to write the letter to the editor that’s how they got their reasoning.

- The response provides an adequate explanation of how the authors of the passages develop the idea that the required reading rule needs to be changed or eliminated by identifying that “Mark doesn’t want to read books over the summer” and “Amanda thinks that students should be able to pick out there own books.”
- Specific and relevant examples from both passages are provided for support: “students will forget things that summer isn’t for reading, it’s for relaxing” supports “Summer Is for New Adventures” and “If there’s a series they will read more books” supports “Choosing What I Read.”

ELAGSE5RI9

Response Score: 1 point



4. How do the authors of these passages develop the idea that the required reading rule needs to be changed or eliminated?

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

The authors of these passages develop the idea that reading during the summer should be changed by saying in “Summer Is for New Adventures” that the rule should go away because we would forget a lot, and it also said in “Choosing What I Read” that we should get to pick what we want to read.

- The response provides a weak explanation of how the authors of the passages develop the idea that the required reading rule needs to be changed or eliminated by saying “the rule should go away” and “we should get to pick what we want to read.”
- The response includes a limited detail from the first passage for support (“we would forget a lot”).

ELAGSE5RI9

Response Score: 1 point



4. How do the authors of these passages develop the idea that the required reading rule needs to be changed or eliminated?

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

The author of the passage “Summer Is for New Adventures” develops the point that he does not think it is a good idea to require reading over summer vacation because it keeps you from learning other ways and you forget stuff. He thinks there are other choices for learning during the summer and that reading during the summer isn’t the same because you don’t get to discuss what you’ve read in class right away.

- The response provides an adequate explanation of how the author of the first passage develops the idea that the required reading rule needs to be eliminated or changed by stating that the author “does not think it is a good idea . . . because it keeps you from learning other ways and you forget stuff;” but the response does not address the second author.
- Some specific, relevant examples (“you don’t get to discuss what you’ve read in class right away”) and some vague examples (“there are other choices for learning during the summer”) are included. However, these examples are from the first passage only.

ELAGSE5RI9

Response Score: 1 point



4. How do the authors of these passages develop the idea that the required reading rule needs to be changed or eliminated?

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

In both passages, Amanda and Mark are both against this rule. For Amanda, the rule will not help her with her reading goal so she wants to change the rule. Mark doesn't want to read at all because summer break is a break from school. This is why I say they are both against the rule.

- The response provides a credible explanation based on the passages of how the authors develop the idea that the required reading rule needs to be eliminated or changed, without including relevant examples/ details from either passage for support. The author identifies the position that both Amanda (“she wants to change the rule”) and Mark (“doesn’t want to read at all because summer break is a break from school”) take regarding the rule.
- The student has included an irrelevant detail in his or her support for “Choosing What I Read” (“will not help her with her reading goal”) and only a general, unsupported statement from “Summer Is for New Adventures” (“summer break is a break from school”).

ELAGSE5RI9

Response Score: 1 point



4. How do the authors of these passages develop the idea that the required reading rule needs to be changed or eliminated?

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

The author of the first passage talks about how children can learn by going to an aquarium and learn about science or build a fort by using math. He talks about how you learn more when you discuss books in class. The second passage talks about reading goals, Newberry Medals and how children might want to choose their own book and might read up to ten books if they could make their own choices.

- The response includes relevant examples/details from the passages that imply an explanation of how the authors develop the idea that the required reading rule needs to be changed or eliminated, without explicitly explaining how either author develops this idea.
- The student provides details from the first passage (“children can learn by going to an aquarium and learn about science or build a fort by using math,” “you learn more when you discuss books in class”) that support the author’s position that the summer reading rule should be eliminated, without explicitly stating the author’s position. It can be inferred that the author thinks the rule is ineffective. The relevant details from the second passage (“children might want to choose their own book and might read up to ten books if they could make their own choices”) imply the author’s idea that changing the rule to allow choice would encourage more reading.

ELAGSE5RI9

Response Score: 0 points



4. How do the authors of these passages develop the idea that the required reading rule needs to be changed or eliminated?

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

It should be changed. You can read any book you want but it must be on your grade level and won a Newberry Medal. The school should not be able to pick what book you have to read.

- The response provides no explanation of how the authors develop the idea that the reading rule should be changed or eliminated.
- The student offers his or her own opinion instead of explaining how the authors develop their ideas.

ELAGSE5RI9

Response Score: 0 points



4. How do the authors of these passages develop the idea that the required reading rule needs to be changed or eliminated?

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

They both give facts like they both won medals and they both think reading is a valuable skill. They are also both trying to change a rule. They are both trying to get to the same goal.

- The response provides no relevant explanation of how the authors develop the idea that the required reading rule needs to be changed or eliminated. The explanation present does not show understanding of the passages.
- The student includes no relevant details from either passage.

ELAGSE5RI9

Response Score: 0 points



4. How do the authors of these passages develop the idea that the required reading rule needs to be changed or eliminated?

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

I think that the rule needs to be eliminated because if I was to read them on vacation I would either forget to read it or forget what it was about and summer vacation is for a break from school. The author developed the idea because he or she probably thought that we can get more knowledge on our summer vacation for the next grade.

- The student does not explain how the authors develop the idea that the required reading rule needs to be changed or eliminated. The student gives his or her own opinion and attempts to explain why the authors gave their opinion instead of how it was developed.
- While the student does integrate a detail related to the author's argument in the first passage ("would either forget to read it or forget what it was about"), it is related to the student's own opinion and not how the authors developed their opinions.

NO TEST MATERIAL
ON THIS PAGE

ITEM 5: EXTENDED WRITING-RESPONSE

WRITING TASK

There is some discussion about a new rule that requires summer reading. Should schools require reading during summer vacation? Who should choose which books students must read?

Think about both sides of the discussion, and then write an **opinion essay** supporting either side. Explain your opinion, and give reasons to support it.

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.

5. 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 5 Information

<p>Standards: ELAGSE5W1. Write opinion pieces on topics or texts, supporting a point of view with reasons. ELAGSE5L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ELAGSE5L2. 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>
--	---

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Opinion Genre

Writing Trait	Points	Criteria
<p>Idea Development, Organization, and Coherence <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 the ideas and reasons to support the writer’s purpose Effectively develops the reasons that are supported by facts and details Uses words, phrases, and clauses effectively to link opinion 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 presents 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 to group ideas and reasons Develops the topic and supports the opinion with facts and details Uses some words, phrases, and clauses to link opinion 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 an organizational structure to group reasons, but structure is inconsistent Attempts to develop the topic and support the opinion with facts and details Uses few words, phrases, or clauses to link opinion 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 develop the topic or support the opinion May not use words or phrases to link opinion 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
<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 command 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

ELAGSE5W1, ELAGSE5L1, ELAGSE5L2

Response Scores: 

Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 3

5. There is some discussion about a new rule that requires summer reading. Should schools require reading during summer vacation? Who should choose which books students must read?

Think about both sides of the discussion, and then write an **opinion essay** supporting either side. Explain your opinion, and give reasons to support it.

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

Schools should require reading during summer vacation because it would help with our reading levels. When we read over summer break our reading levels go up. Here are some more reasons.

Reading can help with our spelling we would recognize the word and know how to spell it. In the first passage it states the books both won Newberry Medals for our age group. This means it has lots of words that are uncommon and would help us in our writing

I think it's a good idea to have students read over summer break, but they should be able to choose books because if the teachers give them a book they're not interested in they won't what to read it. If students choose what they want to read, they'll read it because they are interested in it. Passage 2 state the author agrees the two books are good because they are interested in it. Passage 2 states the author agrees the two books are good because the auther read them last year. This means the students could have already read the, which wouldn't be fair.

The last reason why I think we should read over summer break is because books are fun. When you read a book you don't just read words, you go on an adventure. All you have to do is imagine that picture in your head and you will see whats going on in the story. Passage 2 states that "Everyone will be reading and more students will be reading something new and enjoyable." This is why you should be able to choose your books because you will also go on an adventure and have fun. Just go to the library pick a book that interests you and you will image everything happening in your head while your reading.

In conclusion, this is why reading over summer break should be required.

DOC: 4

- The topic is effectively introduced by opening with the author’s statement of opinion (“Schools should require reading during summer vacation because it would help with our reading levels.”)
- A logical organizational structure is present. After introducing the topic in the opening paragraph, the student presents three facets of the topic that support his or her opinion (improve spelling/writing skill, choose your own books, go on an adventure) over the next three paragraphs before offering a concluding statement.
- Multiple facts and details are used from both passages to develop the student’s opinion. In every paragraph, the student supports the topic of that paragraph with relevant, passage-based information.
- Ideas within paragraphs are connected using common linking words or phrases (“This means”). Additionally, linking phrases help to show the relationship between ideas when the connection to the ideas might not have otherwise been clear (“I think it’s a good idea to have students read over summer break, but they should be able to choose books,” “The last reason”).
- While it is brief, a concluding statement is provided that summarizes the opinion presented.

LUC: 3

- Sentence structures/beginnings/lengths vary somewhat; while most are lengthy compound sentences, the syntax and internal punctuation maintain fluency.
- Minor errors in grammar, usage, punctuation, and spelling do not impede the meaning.

ELAGSE5W1, ELAGSE5L1, ELAGSE5L2

Response Scores:

Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 3

5. There is some discussion about a new rule that requires summer reading. Should schools require reading during summer vacation? Who should choose which books students must read?

Think about both sides of the discussion, and then write an **opinion essay** supporting either side. Explain your opinion, and give reasons to support it.

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

Should schools require summer reading? No. Should the school decide which books students should read? No. Students should be allowed to read when they want and choose the books they want to read. Students might have already read the assigned books. Also, students need to read when they will do their best. Finally, students should read books that they actually enjoy.

First of all, if a student has already read an assigned book, he will already know about it and will be ahead of everyone. Also that won't be fair to other students who need to read when he doesn't.

In addition, students need to read when they will actually focus on their book. During the summer students will be having too much fun to read. If a student reads during school, they will be concentrated. In "Summer is for new adventures," the passage says "Summer vacation is a break from school. When I am on Summer vacation, I have choices about what I do. I might read on my vacation, or I might use math to build a fort. I might go to an aquarium and learn about science."

Finally, students should choose a book they want to read. In "Choosing what I read," the author says, "Students who found books that were great for them might end up reading three books, or four, or ten." This means that if a student chooses their book, they read better.

In conclusion, if students choose when they want to read and what they want to read, they will do much better and actually enjoy the assignment. So join me, and we can make reading fun all over the world.

DOC: 4

- The student effectively introduces the topic by attempting to engage the reader while stating his or her opinion (“Should schools require summer reading? No. Should the school decide which books students should read? No”).
- An effective organizational structure is present. The student organizes each reason why he or she does not agree with the summer reading program and the corresponding support for that reason into its own individual paragraph.
- Each reason given is supported by a relevant example from the passages and an attempt to explain the example’s relevance.
- Words are used between paragraphs to effectively link reasons together (“First,” “In addition,” “Finally”).
- A strong concluding statement is related to the opinion.

LUC: 3

- The response has a clear and complete sentence structure with appropriate range and variety. The student uses a variety of simple and complex sentence structures.
- The student demonstrates command of language and conventions; the errors present are minor and do not interfere with meaning.

ELAGSE5W1, ELAGSE5L1, ELAGSE5L2

Response Scores:



Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 2

5. There is some discussion about a new rule that requires summer reading. Should schools require reading during summer vacation? Who should choose which books students must read?

Think about both sides of the discussion, and then write an **opinion essay** supporting either side. Explain your opinion, and give reasons to support it.

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

My school is making us read two books during summer vacation. A lot of students are upset by this rule. I'm alright with it, but I think we should make some changes to make the rule better. I think that if the school changes the rule to let students have some choice of books then a bit more people would like it.

Many people like reading so it may seem like it's not a problem but the two books were picked by the teachers without even asking us. It isn't fair. Students have their own personal preferences and the books the teachers chose may not match them. Some students may like reading these books but some kids will find them boring. They may be so bored that they don't even try finishing the books because they don't like them.

A easy way to solve this problem is to create a list to give more choices. Teachers could make a list of ten books and each student could pick two to read. This is a good idea because some kids are lazy. If you let them pick whatever, they might pick a short book to get out of reading a chapter book or a longer book that is too easy to read and that would not be good. These ten choices would be different so that all kids could find an interesting book to read over the summer that will help them get a better at reading.

Another way to solve this problem is to vote. Each classroom can pick a couple of books to vote on. Then the whole school can vote on the books the classrooms chose. This way students can pick from books that the whole school chose not just the teachers. Students will be reading something that most of them want and will discuss the books over the summer.

In conclusion if the rule was changed so kids could choose from different books a lot more students would like the rule more.

DOC: 4

- The topic is effectively introduced (“My school is making us read two books during summer vacation”), and an opinion is stated (“I’m alright with it . . . if the school changes the rule to let students have some choice of books then a bit more people would like it”).
- A clear, effective organizational structure is present. The student identifies his or her opinion in the intro and proceeds with a problem/solution-oriented organizational structure by explaining why the rule is problematic and then providing two potential solutions.
- Words and phrases are used to link opinions and reasons and help the response progress (“Many people like,” “A easy way,” “Another way”).
- The student develops the topic with some facts and details from the passages (“Teachers could make a list of ten books,” “kids could find an interesting book to read,” “will discuss the books over the summer”).
- The response provides a concluding statement that is consistent with the opinion presented.

LUC: 2

- Sentences are mostly complete with some variety. Simple and complex sentences are used throughout. However, there are some run-ons when attempting more complicated sentences (“If you let them pick what ever . . . too easy to read and that would not be good”).
- The response has some minor errors in usage and conventions with no significant effect on meaning (“Alot,” “I’am,” “chooce,” “like its not problem,” “A easy way,” “what ever,” “diffrant”).

ELAGSE5W1, ELAGSE5L1, ELAGSE5L2

Response Scores:

Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 3

5. There is some discussion about a new rule that requires summer reading. Should schools require reading during summer vacation? Who should choose which books students must read?

Think about both sides of the discussion, and then write an **opinion essay** supporting either side. Explain your opinion, and give reasons to support it.

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

I agree with the passage Choosing What I Read. Students should have reading homework over the summer, but they should get to choose the books. There are many reasons why this is true.

For starters, not everyone wants to read the books that have been picked with a list of books. Students can choose something they want to read. If they want to read it they enjoy it instead of not reading at all. It not fun at all to read a book you do not like. This is one of the many reasons why students should pick what they read.

Secondly, student can improve when they read more books. If they had a list they could read more and more books. This would really improve their reading skills. If you only have to read two books you will not get better, but with a list students have more options to become a better reader. This is only the second reason why students should get to pick what they read.

Lastly, some students have read the books that were picked. If they had a list they could pick something else out. Reading a book that you have read before is not as fun, especially on summer vacation. You could be having fun, but instead you are stuck inside reading a book you have read, before. This is the last of many reasons why students should choose their books.

To sum it all up, there are a number of different reasons why students should choose what they read. Including some student don't want to read books the have read before, some students can read several things off of the list, and students don't want people to pick what they read.

DOC: 3

- An opinion is stated in the introduction ("I agree," "Students should have reading homework over the summer, but they should get to choose the books").
- The student provides an organizational structure to group ideas and reasons (introduction establishes the opinion, each body paragraph is focused on a reason that the student believes his or her opinion, conclusion).
- The response develops the topic with some facts and details ("not everyone wants to read the books that have been picked," "If they had a list they could read more and more books"). Some of the support feels slightly repetitive ("Reading a book that you have read before is not as fun," "You could be having fun, but instead you are stuck inside reading a book you have read, before").
- Words and phrases are used to link the opinion and reasons ("For starters," "Secondly," "Lastly").
- A strong conclusion restates the opinion and summarizes the reasons presented in the body.

LUC: 3

- The response has clear and complete sentence structure with some variety. The student uses both simple and compound sentences.
- No errors in usage or conventions interfere with meaning.

ELAGSE5W1, ELAGSE5L1, ELAGSE5L2

Response Scores:

Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 3

5. There is some discussion about a new rule that requires summer reading. Should schools require reading during summer vacation? Who should choose which books students must read?

Think about both sides of the discussion, and then write an **opinion essay** supporting either side. Explain your opinion, and give reasons to support it.

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

I don't think we should have to read over summer vacation. First we have summer vacation to get a break from school. Next what if some kids have already read the book. Last some kids like me will forget what the book is about

Summer vacation is there so that the children that work so hard get a break. to do other things. In passage 1 it says "I might read on vacation or use math to build a fort. I might go to the aquarium to

learn about science." These are things we do for fun while learning.

Some kids might have already read the books chosen for us. As in passage 2 that says "I agree that they are good books, because I read them last year." This proves that some kids are able to read the books. Some people may not want to read them again.

Last children like me might forget about the book. Say you read the books at the very beginning of summer so you don't read them at the last minute. School comes around and you go "O no I forgot what the books are about. You won't have time to read them again. People especially kids are forgetful."

So inconclusion you now see why I think the read two books overs the summer ryle should be eliminated.

DOC: 3

- The opinion is stated (“I don’t think we should have to read over summer vacation”), and the topics of the body paragraphs are introduced (“break from school,” “already read the book,” “forget what the book is about”).
- An organizational structure is present. Ideas progress in the order stated in the introduction.
- The topic is developed with facts and details from the text (“I might read on vacation or use math to build a fort,” “I read them last year”).
- Some words and phrases are used to link opinion and reasons (“Last,” “So inconclusion”).
- A concluding statement is present (“you now see why I think the read two books overs the summer rule should be eliminated”).

LUC: 3

- The response has complete sentences with some variety (“These are things we do for fun while learning,” “People espaily kids are forgetful”).
- Minor internal punctuation and spelling errors do not interfere with meaning.

ELAGSE5W1, ELAGSE5L1, ELAGSE5L2

Response Scores:

**Idea Development, Organization, and Coherence: 3****Language Usage and Conventions: 3**

5. There is some discussion about a new rule that requires summer reading. Should schools require reading during summer vacation? Who should choose which books students must read?

Think about both sides of the discussion, and then write an **opinion essay** supporting either side. Explain your opinion, and give reasons to support it.

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

Do you think kids should read in the summer? If you don't know, let me tell you my opinion.

I think reading in the summer is bad because summer is about relaxing. Reading books in the summer is pretty much school work. You should only read at least once book because two books is to much for me. Books deserved to be studied and read and talked about in school. In summer, you may want to go to the beach, play video games, or sleep in. In school you may have no problem with reading two books. Whats worse is the two books have won Newbery Medals. One of my friends read a Newbery book and he said it was very long. Talking about a book in school helps me remember because I'm not thinking about going to the beach, or having a sleep over.

If you had to read two books in summer, would you think it is a good idea or a bad idea.

DOC: 3

- An introduction states the topic (“Do you think kids should read in the summer? If you don’t know, let me tell you my opinion”), but the opinion is not stated until the beginning of the body.
- The response provides some organizational structure to group ideas and reasons. Ideas and reasons are connected in the second paragraph, but sometimes the connection feels loose (“Books deserved to be studied and read and talked about in school. In summer, you may want to go to the beach,” “In school you may have no problem with reading two books”).
- Ideas are presented and supported with some details/examples (“Books deserve to be studied and read and talked about in school,” “the two books have won Newbery Medals,” “Talking about a book in school helps me remember”).
- Linking words and phrases are used to help connect ideas (“In summer,” “In school,” “Whats worse”).
- The concluding statement is related to the topic but not the opinion.

LUC: 3

- The response has clear and complete sentence structure with appropriate range and variety (“If you don’t know, let me tell you my opinion,” “Talking about a book in school helps me remember because I’m not thinking about going to the beach, or having a sleep over”).
- Errors in usage and conventions are minor and do not interfere with meaning.

ELAGSE5W1, ELAGSE5L1, ELAGSE5L2

Response Scores:

Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 2

5. There is some discussion about a new rule that requires summer reading. Should schools require reading during summer vacation? Who should choose which books students must read?

Think about both sides of the discussion, and then write an **opinion essay** supporting either side. Explain your opinion, and give reasons to support it.

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

My opinion is school's should not provide books on the summer. First I dont like to read on the summer. It's boring I'd rather play games. When I get bored of playing games I will watch tv. Next I dont like to read what teacher pick. I'd rather pick action books. Fiction books are the best books to me. In mean while they need to change the read over summer rule. The new rule need's to be have fun on the summer.

I will enjoy my vaction if I didn't have to read all the summer. If I did have to read on the summer I perfer 1 book at least. But by the time we come back to school I will forget what I read.

DOC: 2

- The student states an opinion ("My opinion is school's should not provide books on the sumer").
- The student attempts to provide an organizational structure, but the structure is inconsistent. While most of the ideas are related, much of the progression feels more like a stream of consciousness than an organized essay ("I dont like to read on the summer," "I'd rather play games," "I dont like to read what teacher pick," "The new rule need's to be have fun on the summer," "If I did have to read on the summer I perfer 1 book").
- The response attempts to support the opinion with some original details ("It's boring I'd rather play games. When I get bored of playing games I will watch tv," "Fiticon books are the best books to me," "I will forget what I read").
- No conclusion is supplied.

LUC: 2

- The response has complete sentences with some variety ("When I get bored of playing games I will watch tv," "I'd rather pick action books," "If I did have to read on the summer I perfer 1 book at least").
- Minor errors in usage, spelling, and conventions are noticeable but have no significant effect on meaning (missing internal punctuation, "school's should not provide books on the sumer," "what teacher pick," "Fiticon," "mean while," "The new rule need's," "vaction").

ELAGSE5W1, ELAGSE5L1, ELAGSE5L2

Response Scores:

Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 2

5. There is some discussion about a new rule that requires summer reading. Should schools require reading during summer vacation? Who should choose which books students must read?

Think about both sides of the discussion, and then write an **opinion essay** supporting either side. Explain your opinion, and give reasons to support it.

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 students should not have summer reading, but yet I think they should. They should have summer reading because it is right that when they read a bunch of books, and then they come back from summer and forget what the book was about and forget that they even read it. I also think that they should not have summer reading because some kids don't get to spend time with their moms and dads. When summer gets here kids can go spend time with their parents and have lots and lots of fun.

DOC: 2

- The student attempts to present an opinion on the topic but doesn't really take a side ("students should not have summer reading, but yet I think they should").
- The student attempts to provide organizational structure to group reasons (ambiguous statement of opinion, reasons to support summer reading that drift into reasons to be against summer reading).
- The student attempts to provide details to develop the topic ("they come back from summer and forget," "spend time with their moms and dads").
- No attempt to provide a conclusion is made.

LUC: 2

- The response has some complete sentences (introduction, "I also think that they should not have summer reading"); however, attempts at more advanced sentence structure result in run-ons.
- There are few errors in spelling, usage, and conventions, none of which interfere with meaning.

ELAGSE5W1, ELAGSE5L1, ELAGSE5L2

Response Scores:



Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 1

5. There is some discussion about a new rule that requires summer reading. Should schools require reading during summer vacation? Who should choose which books students must read?

Think about both sides of the discussion, and then write an **opinion essay** supporting either side. Explain your opinion, and give reasons to support it.

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

Studen should read books during summer because they'll Be smarter for the next grade. They're reading skills will go higher and higher when they go back to school from Summer Vacation the reason why they Should read books is because they will be able to tell what the book is about like if you have a assignment to read a book and write a report the students will be able to tell what the book is about or what the main idea is stuff like whatever they have to write about from the book but some student can choose a book to read or their choice then, after they read the book they might have to write about it. the reason why student might have to write about a book is because they might fail if they do they'll pass if they write a good report. If they don't they'll fail and they want know about the book like what it's about or what the main idea is nothing about the Book. That's why it's important to read books during summer vacation.

DOC: 2

- The student attempts to introduce a topic and state an opinion (“Studen should read books during summer because they’ll Be smarter for the next grade”).
- The student attempts to provide an organizational structure to group reasons, but the structure is inconsistent. Ideas read like a stream of consciousness, and cohesion is occasionally weak (“They’re reading skills will go higher and higher;”“if you a assignment to read a book and write a report;”“tell what the book is about or what the main idea is;”“but some student can choose a book to read or their choice;”“might have to write about a book is because they might fail if they do;”“If they don’t they’ll fail and they want know about the book”).
- The response attempts to develop the topic and support the opinion with a few details, none of which are passage based (“reading skills will go higher and higher;”“they will be able to tell what the book is about”).
- The student uses few phrases to link opinions and reasons (“the reason”). Connections aren’t always clear.
- A weak concluding statement (“That’s why it’s important to read books during summer vacation”) is supplied.

LUC: 1

- Sentence construction consists of two correct simple sentences (the introductory statement and the concluding statement) and three run-ons (“They’re reading skills will go higher and higher . . . they might have to write about it;”“the reason why student might . . . write a good report;”“If they don’t . . . nothing about the Book”). The problems in sentence structure are too severe for the response to receive a higher LUC score.
- Errors in grammar/usage/punctuation/spelling are present but have no significant effect on meaning (“Studen;”“They’re reading skills;”“a assignment;”“but some student can choose;”“the reason why student”).

ELAGSE5W1, ELAGSE5L1, ELAGSE5L2

Response Scores:



Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 1

5. There is some discussion about a new rule that requires summer reading. Should schools require reading during summer vacation? Who should choose which books students must read?

Think about both sides of the discussion, and then write an **opinion essay** supporting either side. Explain your opinion, and give reasons to support it.

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

The 2 po-siges “Summer is for New Adventures” and “Chooing what I Read” have things defrent bease ones a bout wanting to chos ther onne book so they can let them chose and the other one is about reding in summer it is talking about reiding two books and reding in summer. And chosing your onne book will be bettr then reading in summer.

DOC: 1

- The response does not state an opinion. Instead, it briefly summarizes the source material.
- The response is too brief to demonstrate organizational structure.
- Few details are used to attempt development (“it is talking about reiding two books and reding in the summer”).
- No attempt to use words or phrases to link ideas is made.

LUC: 1

- Most of the response is a single run-on sentence (“The 2 po-siges . . . and reding in summer”).
- Frequent errors in spelling, conventions, and usage interfere with meaning (“po-siges,” “defrent bease ones a bout wanting to chos ther onne book”).

ELAGSE5W1, ELAGSE5L1, ELAGSE5L2

Response Scores:



Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 1

5. There is some discussion about a new rule that requires summer reading. Should schools require reading during summer vacation? Who should choose which books students must read?

Think about both sides of the discussion, and then write an **opinion essay** supporting either side. Explain your opinion, and give reasons to support it.

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

No school should not do summer reading. Becous, It said right here that I do not think it is a good rule. Reading is a valuble skill and it could be goodthing for the student. Who should choose the book. Becous in the passed that I think the school did a good job on picking out the right book for students. If the kid pick out the books they mied not git a very good book for theme. there they you should not give the kid book on the summer brack. It is for kid to gitting a brek from school. So that is y you shot not give kid book from school.

DOC: 1

- The response contains a minimal attempt to state an opinion (“No school should not do summer reading”).
- Beyond a single statement for both an introduction and conclusion, the response lacks any evident organizational structure, as most ideas are listed.
- The body of the response does not always support the stated opinion (“Reading is a valuble skill,” “the school did a good job”). The lack of cohesion makes it difficult to understand.
- The only attempts to link reasons are ineffective (“Becous,” “So”).
- The response contains a minimal concluding statement (“So that is y you shot not give kid book from school”).

LUC: 1

- While some attempt is made to vary sentence patterns and lengths, two fragments are created by subordinate clauses starting with because (“Becous”) without a main clause. Including extraneous words also creates incorrect sentences (“there they you should not give the kid book on the summer brack”).
- Although most errors do not significantly interfere with meaning, in a relatively brief response they are present in multiple categories, including spelling (“Becous,” “valuble,” “studant,” “mied,” “git,” “theme,” “brack,” “y”), usage (“passed,” “kid pick,” “kid to gitting”), capitalization inside a sentence (“It”) and at the start of a sentence (“there”), and punctuation (failure to use a question mark to end a question beginning with “Who”).

ELAGSE5W1, ELAGSE5L1, ELAGSE5L2

Response Scores:



Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 1

5. There is some discussion about a new rule that requires summer reading. Should schools require reading during summer vacation? Who should choose which books students must read?

Think about both sides of the discussion, and then write an **opinion essay** supporting either side. Explain your opinion, and give reasons to support it.

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

Hello students! how many of You like to read? If You Do today Is your luky day. Theres going to be a new rule today During the summer each student Is going to read a book when your Finish with the book you were reading read another one and when your finish with the second book compare an contrast the book The reason Im Doing this rule is because alot of you guys are Forgetting how to pernouce words whats the mening of a word so thats why Im Doing this rule

DOC: 1

- The student introduces the topic but does not state an opinion (“Theres going to be a new rule today”).
- The organizational structure is inconsistent. There is a list of random ideas followed by an explanation of the rule.
- The response does not develop the topic or support an opinion. The information provided is irrelevant (“read a book,” “read another,” “compare and contrast the book,” “you guys are Forgetting how to pernouce words”).
- The response provides a minimal conclusion (“so thats why Im Doing this rule”).

LUC: 1

- Sentence construction consists of three short sentences and one run-on; the lack of punctuation creates confusion and impedes meaning (“today During the summer,” “read a book when,” “reading read,” “when your finish,” “book The reason,” “words whats the mening”).
- Errors in grammar/usage/punctuation/spelling are present across categories and impede meaning (“how many of You,” “today Is your luky,” “Theres,” “read a book when your Finish with,” “compare an contrast,” “Im,” “alot,” “pernouce,” “whats the mening,” “thats”).

Grade 5

MATHEMATICS

Sample Constructed-Response Items

ITEM 1: CONSTRUCTED-RESPONSE

MGSE5.NBT.7

- Peyton has a goal to walk 10,000 steps each day. On Tuesday afternoon, Peyton walked 7,338 steps. She averages 2.5 feet per step.

How many more feet does Peyton need to walk to reach her goal of 10,000 steps? Explain how you found your answer. **Write your answer in the space provided on your answer document.**

Scoring Guide

Item 1 Information

<p>Standard: MGSE5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	<p>Item Depth of Knowledge: 2 Basic Application of Skill/Concept Student uses information, conceptual knowledge, and procedures.</p>
--	---

ITEM-SPECIFIC SCORING RUBRIC

Score	Rationale
2	<p>Response demonstrates a complete understanding of the standard.</p> <p>Give 2 points for student identifying that there are 6,655 feet remaining and providing a correct explanation.</p> <p><u>Exemplar Response:</u> 6,655 feet (1 point) AND Subtract 7,338 steps from 10,000 to get 2,662 steps remaining. 2,662 steps multiplied by 2.5 feet per step equals 6,655 feet remaining. (1 point) OR Other valid response</p>
1	<p>Response demonstrates partial understanding of the standard.</p> <p>Student earns 1 point for answering 1 key element.</p>
0	<p>Response demonstrates limited to no understanding of the standard.</p> <p>Student earns 0 points because the student does not show understanding of adding, subtracting, multiplying, and dividing decimals.</p>

STUDENT RESPONSES

MGSE5.NBT.7

Response Score: 2



1. Peyton has a goal to walk 10,000 steps each day. On Tuesday afternoon, Peyton walked 7,338 steps. She averages 2.5 feet per step.

How many more feet does Peyton need to walk to reach her goal of 10,000 steps? Explain how you found your answer. **Type your answer in the space provided.**

6655

$$10000 - 7338 = 2662$$

$$2662 \times 2.5 = 6655$$

The response demonstrates a complete understanding of the standard being tested. The student provides the correct answer with an explanation of how to calculate the number of remaining feet.

MGSE5.NBT.7

Response Score: 2

1. Peyton has a goal to walk 10,000 steps each day. On Tuesday afternoon, Peyton walked 7,338 steps. She averages 2.5 feet per step.

How many more feet does Peyton need to walk to reach her goal of 10,000 steps? Explain how you found your answer. **Write your answer in the space provided on your answer document.**

I got 6655 feet. I took 10,000
 times 2.5 to get 25,000 and
 7338 times 2.5 to get 18,345
 and then I subtracted.

The response demonstrates a complete understanding of the standard being tested. The student provides the correct answer and an explanation that shows how to calculate the number of remaining feet.

MGSE5.NBT.7

Response Score: 1



- Peyton has a goal to walk 10,000 steps each day. On Tuesday afternoon, Peyton walked 7,338 steps. She averages 2.5 feet per step.

How many more feet does Peyton need to walk to reach her goal of 10,000 steps? Explain how you found your answer. **Type your answer in the space provided.**

I took 7,338 from 10,000 to get 3,662 steps. 3,662 steps times 2.5 feet per step is 9,115 feet.

The response demonstrates a partial understanding of the standard being tested. The student provides an explanation that shows how to correctly calculate the number of remaining feet; however, the student makes a calculation error in finding the number of steps remaining.

MGSE5.NBT.7

Response Score: 1

- Peyton has a goal to walk 10,000 steps each day. On Tuesday afternoon, Peyton walked 7,338 steps. She averages 2.5 feet per step.

How many more feet does Peyton need to walk to reach her goal of 10,000 steps? Explain how you found your answer. **Write your answer in the space provided on your answer document.**

I subtracted to get the
Steps and then multiplied
by 2.5 to get 6665.

The response demonstrates a partial understanding of the standard being tested. The student correctly provides the steps needed to find the number of feet remaining but does not provide the correct answer.

MGSE5.NBT.7

Response Score: 0



- Peyton has a goal to walk 10,000 steps each day. On Tuesday afternoon, Peyton walked 7,338 steps. She averages 2.5 feet per step.

How many more feet does Peyton need to walk to reach her goal of 10,000 steps? Explain how you found your answer. **Type your answer in the space provided.**

Peyton needs to walk 2662 more

I got this by taking 10,000 minus 7,338 and got 2,662

The response demonstrates little to no understanding of the standard being tested. The student begins the process correctly but then does not continue or provide an appropriate answer.

ITEM 2: EXTENDED CONSTRUCTED-RESPONSE

MGSE5.NF.4a



2. Ms. Lopez has created a floor plan of a dollhouse. The area of the entire dollhouse is 576 square inches.

- The area of the bedroom is $\frac{1}{6}$ the area of the entire dollhouse.
- The area of the living room is $1\frac{1}{2}$ times the area of the bedroom.

Part A What is the area, in square inches, of the bedroom? **Type your answer in the space provided.**

Part B What is the area, in square inches, of the living room? **Type your answer in the space provided.**

Part C What is the area, in square inches, of the dollhouse that is NOT the bedroom or the living room? Explain how you found your answer. **Type your answer in the space provided.**

Scoring Guide

Item 2 Information

<p>Standard: MGSE5.NF.4a</p> <p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>a. Apply and use understanding of multiplication to multiply a fraction or whole number by a fraction.</p>	<p>Item Depth of Knowledge: 3</p> <p>Strategic Thinking</p> <p>Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</p>
---	---

ITEM-SPECIFIC SCORING RUBRIC

Score	Rationale
4	<p>Response demonstrates a complete understanding of the standard.</p> <p>Give 4 points for correctly identifying 96 (square inches) in part A, correctly identifying 144 (square inches) in Part B, and then in Part C correctly identifying 336 (square inches) and giving a complete, correct explanation of adding 96 and 144 to get 240, and then subtracting 240 from 576 to get 336.</p> <p><u>Exemplar Response:</u></p> <p style="padding-left: 20px;">Part A: 96 (1 point) Part B: 144 (1 point) Part C: 336 (1 point)</p> <p style="text-align: center;">AND</p> <p style="padding-left: 20px;">Add the area of the living room and the bedroom. Then subtract that sum from the total area of the dollhouse.</p> <p style="text-align: center;">OR</p> <p style="padding-left: 20px;">other valid explanation (1 point)</p>
3	<p>Response demonstrates nearly complete understanding of the standard.</p> <p>Student earns 3 points for answering 3 key elements.*</p>
2	<p>Response demonstrates partial understanding of the standard.</p> <p>Student earns 2 points for answering 2 key elements.*</p>
1	<p>Response demonstrates minimal understanding of the standard.</p> <p>Student earns 1 point for answering 1 key element.*</p>
0	<p>Response demonstrates limited to no understanding of the standard.</p> <p>Student earns 0 points because the student does not show understanding of multiplying a fraction by a whole number.</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

MGSE5.NF.4a

Response Score: 4



2. Ms. Lopez has created a floor plan of a dollhouse. The area of the entire dollhouse is 576 square inches.

- The area of the bedroom is $\frac{1}{6}$ the area of the entire dollhouse.
- The area of the living room is $1\frac{1}{2}$ times the area of the bedroom.

Part A What is the area, in square inches, of the bedroom? **Type your answer in the space provided.**

96 inches squared

Part B What is the area, in square inches, of the living room? **Type your answer in the space provided.**

144 inches squared

Part C What is the area, in square inches, of the dollhouse that is NOT the bedroom or the living room? Explain how you found your answer. **Type your answer in the space provided.**

The area is 336 inches squared. I got my answer by adding 144 to 96 and got 240. After that I subtracted 240 from 576 and got 336.

The response demonstrates a complete understanding of the standard being tested. The student correctly identifies the area of the bedroom in Part A and correctly identifies the area of the living room in Part B. In Part C, the student correctly identifies “336 inches squared” and gives a complete, correct explanation.

MGSE5.NF.4a

Response Score: 3

2. Ms. Lopez has created a floor plan of a dollhouse. The area of the entire dollhouse is 576 square inches.

- The area of the bedroom is $\frac{1}{6}$ the area of the entire dollhouse.
- The area of the living room is $1\frac{1}{2}$ times the area of the bedroom.

Part A What is the area, in square inches, of the bedroom? **Write your answer in the space provided on your answer document.**

Part B What is the area, in square inches, of the living room? **Write your answer in the space provided on your answer document.**

Part C What is the area, in square inches, of the dollhouse that is NOT the bedroom or the living room? Explain how you found your answer. **Write your answer in the space provided on your answer document.**

Part A The area of the bedroom is 96ft^2

Part B The area of the living room is 9649in^2

Part C

Since the bedroom is 96in^2
and the living room is 90.48
I add them together Then I
subtract that by the
total area of the house
The answer is 383.52

The response demonstrates a nearly complete understanding of the standard being tested. The student correctly answers Part A. The student incorrectly answers Part B; however, the student correctly uses that answer to find Part C and correctly provides an explanation.

MGSE5.NF.4a

Response Score: 2

2. Ms. Lopez has created a floor plan of a dollhouse. The area of the entire dollhouse is 576 square inches.

- The area of the bedroom is $\frac{1}{6}$ the area of the entire dollhouse.
- The area of the living room is $1\frac{1}{2}$ times the area of the bedroom.

Part A What is the area, in square inches, of the bedroom? **Write your answer in the space provided on your answer document.**

Part B What is the area, in square inches, of the living room? **Write your answer in the space provided on your answer document.**

Part C What is the area, in square inches, of the dollhouse that is NOT the bedroom or the living room? Explain how you found your answer. **Write your answer in the space provided on your answer document.**

Part A 96 squared inches

Part B 288 squared inches

Part C

The kitchen is 80
squared inches I got that
by adding those two numbers
and then subtracting the sum
from 576.

The response demonstrates partial understanding of the standard being tested. The student correctly identifies the area for Part A. The student correctly identifies the strategy needed for Part C but makes calculation errors in both Part B and Part C.

MGSE5.NF.4a

Response Score: 1



2. Ms. Lopez has created a floor plan of a dollhouse. The area of the entire dollhouse is 576 square inches.

- The area of the bedroom is $\frac{1}{6}$ the area of the entire dollhouse.
- The area of the living room is $1\frac{1}{2}$ times the area of the bedroom.

Part A What is the area, in square inches, of the bedroom? **Type your answer in the space provided.**

The area of the bedroom is 36 square inches.

Part B What is the area, in square inches, of the living room? **Type your answer in the space provided.**

The area of the living room is 54 square inches

Part C What is the area, in square inches, of the dollhouse that is NOT the bedroom or the living room? Explain how you found your answer. **Type your answer in the space provided.**

The square inches of the dollhouse not the bedroom or the living room is 4 square inches. How I got that is 1st I subtracted my two numbers $1\frac{1}{2}$ and $\frac{1}{6}$ and I got 4 square inches.

The response demonstrates minimal understanding of the standard being tested. The student incorrectly answers Part A. While the answer for Part B is incorrect, it is correct based on the incorrect answer from Part A. The student did not answer any key parts for Part C.

MGSE5.NF.4a

Response Score: 1

2. Ms. Lopez has created a floor plan of a dollhouse. The area of the entire dollhouse is 576 square inches.

- The area of the bedroom is $\frac{1}{6}$ the area of the entire dollhouse.
- The area of the living room is $1\frac{1}{2}$ times the area of the bedroom.

Part A What is the area, in square inches, of the bedroom? **Write your answer in the space provided on your answer document.**

Part B What is the area, in square inches, of the living room? **Write your answer in the space provided on your answer document.**

Part C What is the area, in square inches, of the dollhouse that is NOT the bedroom or the living room? Explain how you found your answer. **Write your answer in the space provided on your answer document.**

Part A 96² inches

Part B 288² inches

Part C

The area of the Kitchen in square inches is 144. I got my answer by dividing 4 into 570 and got the total area in square inches

The response demonstrates minimal understanding of the standard being tested. The student correctly answers Part A, ignoring the incorrect label. The student does not provide correct answers for Part B or Part C.

MGSE5.NF.4a

Response Score: 0



2. Ms. Lopez has created a floor plan of a dollhouse. The area of the entire dollhouse is 576 square inches.

- The area of the bedroom is $\frac{1}{6}$ the area of the entire dollhouse.
- The area of the living room is $1\frac{1}{2}$ times the area of the bedroom.

Part A What is the area, in square inches, of the bedroom? **Type your answer in the space provided.**

THE AREA OF THE BEDROOM IS 576 SQUARE INCHES

Part B What is the area, in square inches, of the living room? **Type your answer in the space provided.**

THE AREA OF THE LIVING ROOM IS 96 SQ INCHES

Part C What is the area, in square inches, of the dollhouse that is NOT the bedroom or the living room? Explain how you found your answer. **Type your answer in the space provided.**

THE AREA IS 460. I GOT MY ANSWER BY SUBTRACTING 576 MINUS 96 SO MY ANSWER WAS 460. THEREFORE THE ARE OF THE LEFT OVER THAT IS NOT IN THE BEDROOM OR LIVING ROOM IS 460.

The response demonstrates limited to no understanding of the standard being tested. The student provides the total area in Part A. Even though the student provides the numerical answer for Part A in Part B, it does not show that the student understands finding areas. The student does not take into account both the living room and the bedroom for Part C.

MGSE5.NF.4a

Response Score: 0



2. Ms. Lopez has created a floor plan of a dollhouse. The area of the entire dollhouse is 576 square inches.

- The area of the bedroom is $\frac{1}{6}$ the area of the entire dollhouse.
- The area of the living room is $1\frac{1}{2}$ times the area of the bedroom.

Part A What is the area, in square inches, of the bedroom? **Type your answer in the space provided.**

78

Part B What is the area, in square inches, of the living room? **Type your answer in the space provided.**

135

Part C What is the area, in square inches, of the dollhouse that is NOT the bedroom or the living room? Explain how you found your answer. **Type your answer in the space provided.**

384 I got my answer by sudtracting 576 and 135 and got 441 then subtracted 441 and 57 to get 384

The response demonstrates limited to no understanding of the standard being tested. The student incorrectly answers Part A, Part B, and Part C. The explanation in Part C is not acceptable, as the student uses 57 for the bedroom instead of the 78 found in Part A.

END OF SAMPLER
QUESTIONS

