


Georgia
Milestones
Assessment System



Grade 6
English Language Arts and Mathematics
Item and Scoring Sampler
2018

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INTRODUCTION

The Georgia Milestones Grade 6 English Language Arts (ELA) End of Grade (EOG) assessment and the Grade 6 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 6 ELA EOG assessment and the operational Georgia Milestones Grade 6 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 argumentative 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 claims 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 6 Mathematics EOG assessment are worth up to two points. Partial credit may be awarded if part of the response is correct.

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

ITEM ALIGNMENT

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

DEPTH OF KNOWLEDGE

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

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

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

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

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


INTRODUCTION

ITEM AND SCORING SAMPLER FORMAT

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

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

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

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

Example Constructed-Response Item Information Table

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

Item	Standard	DOK	Key
1			
2			
3			

Grade 6

ENGLISH LANGUAGE ARTS

Sample Constructed-Response Items

Read the story and answer items 1 and 2.

Mohamadi the Bedouin Weaver

The Bedouin are desert nomads well known for their weaving. Each Bedouin tribe has its own distinctive weaving patterns. This is a story about a boy who helped develop a weaving pattern for his tribe.

Mohamadi took a stone and wedged it into the sand. He was helping his mother set up the *al-sedu* (weaving loom). She was the loom setter, the one who knew how to set up the loom used for making blankets. It was a highly respected position, and she had been asked to make a blanket for their Sheik. The Sheik was a very wise man and the head of Mohamadi's tribe. He gave advice to everyone and made all the important decisions.

Mohamadi's mother stretched her hand onto the ground, leaving a row of handprints lengthwise. It was how she was able to measure the placement of the loom. "Here," she said, pointing.

Mohamadi quickly placed stones where his mother requested. The stones would determine where the frame of the loom would rest. Just then, Mohamadi's sister Sayeeda came out of the tent. She had just finished spinning the slightly greasy, golden brown sheep's wool around one of the spindles that held the finished yarn. Mohamadi longed to join his sister when she spun the wool, but their father always called him back to tend the sheep.

"Sayeeda," Mohamadi asked, "is that Meena's wool you are using?" Meena was Mohamadi's favorite sheep, and he recognized all the flock's wool because he helped in the shearing of the sheep.

"Yes," Sayeeda nodded, sitting down upon the ground next to her mother.

"What pattern are you going to weave, Mother?" he asked.

"I am not quite sure," she sighed. "New patterns do not come so easily these days." Mohamadi's mother rubbed her eyes. He knew his mother's eyesight was not what it used to be, and she often rested in the afternoon.

Mohamadi's family came from a long line of accomplished weavers. His mother had inherited the position of loom setter, and it was a position Mohamadi's sister one day hoped to have.

"Mohamadi," his father called, "it is time to take the herd out for grazing. You must let your mother and sister tend to the loom now."

"Yes, Father," he said, reluctantly. Mohamadi wished he could stay and watch his mother weave.

When Mohamadi returned with his father and their sheep, it was almost dark. Mohamadi quickly ran to the loom, but his mother had stopped weaving and was now calling him for the evening meal.

Later that night, Mohamadi crept silently out of the tent when everyone was asleep. He lit an oil lamp near the loom and touched the cloth his mother had been weaving. Even though she had just started, Mohamadi recognized the pattern. He wondered what would happen if he just changed it a little bit, and he slowly began working with the woolen threads as he had seen his mother do many times.

The next morning, Sayeeda came outside to find Mohamadi fast asleep next to the loom.

“Mohamadi!” she cried. “What have you done to Mother’s pattern?” Their mother awoke and ran outside.

Mohamadi sat up, rubbing his eyes. He had fallen asleep while weaving.

“I . . . I finished your pattern, Mother,” he said.

“You mean you made a new one,” his sister said angrily.

“I like this, my son,” Mohamadi’s mother nodded and ran her hand over the woven cloth.

“Do you really, Mother?” Mohamadi asked, surprised.

“Yes,” she said, smiling at him. “I think it is beautiful and that we should use it for the Sheik’s blanket.” Mohamadi could not help but feel proud. With his mother’s approval, he knew that this would not be the last time he wove.

ITEM 1: CONSTRUCTED-RESPONSE

ELAGSE6RL5



1. Read the sentence from the story.

He wondered what would happen if he just changed it a little bit, and he slowly began working with the woolen threads as he had seen his mother do many times.

Analyze how this sentence contributes to the development of the theme.

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

Scoring Guide

Item 1 Information

<p>Standard: ELAGSE6RL5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>Item Depth of Knowledge: 3 Strategic Thinking Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</p>
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ITEM-SPECIFIC SCORING RUBRIC

Score	Description
2	<ul style="list-style-type: none"> • Gives sufficient evidence of the ability to determine how a particular sentence contributes to the development of a theme • Includes specific examples/details that make clear reference to the text • Adequately develops the response with clearly relevant information <p><u>Exemplar Response:</u> <i>Analyzes that the sentence provides the reader with the turning point in the story and relates it to the theme. The theme is related to ideas about pursuing one’s interests, dreams, and passions. The response may also make reference to how Mohamadi would rather weave than tend the sheep as evidence to support the analysis.</i></p>
1	<ul style="list-style-type: none"> • Gives limited evidence of the ability to determine how a particular sentence contributes to the development of a theme • Includes limited examples/details that make reference to the text
0	<ul style="list-style-type: none"> • Gives no evidence of the ability to determine how a particular sentence contributes to the development of a theme

STUDENT RESPONSES

ELAGSE6RL5

Response Score: 2 points



1. Read the sentence from the story.

He wondered what would happen if he just changed it a little bit, and he slowly began working with the woolen threads as he had seen his mother do many times.

Analyze how this sentence contributes to the development of the theme.

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

It marks the beginning of the theme that doing what interests you and can be rewarding. Mohamadi had always wanted to weave. It said at the beginning of the story that he wished he could stay and watch his mother weave instead of going out with his father. Mohamadi also knows that for his mother new patterns do not come so easily. His decision to weave and change the pattern is a risky one, but it is rewarded later in the story when his mom says, she likes it.

- The student provides sufficient evidence of the ability to understand the passage and how the sentence contributes to the theme of pursuing one's interests, dreams, and passions ("doing what interests you and can be rewarding. Mohamadi had always wanted to weave").
- The explanation integrates specific details from the passage ("he wished he could stay and watch," "new patterns do not come so easily") with the student's own analysis ("His decision . . . is a risky one, but it is rewarded later").

ELAGSE6RL5

Response Score: 1 point

1. Read the sentence from the story.

He wondered what would happen if he just changed it a little bit, and he slowly began working with the woolen threads as he had seen his mother do many times.

Analyze how this sentence contributes to the development of the theme.

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

This sentence contributes to overall theme of fully exploring your interests by showing that trying something new that you are interested in can lead to good things. It works out well because his mum decides to use his pattern for an important project.

- The student provides limited evidence of the ability to understand the passage and how the sentence contributes to the theme of pursuing one's interests, dreams, and passions ("trying something new that you are interested in can lead to good things").
- The response uses limited information from the passage as support. The information that is provided lacks specificity ("It works out well because his mum decides to use his pattern for an important project").

ELAGSE6RL5

Response Score: 0 points



1. Read the sentence from the story.

He wondered what would happen if he just changed it a little bit, and he slowly began working with the woolen threads as he had seen his mother do many times.

Analyze how this sentence contributes to the development of the theme.

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

This contributes to the theme of the story by showing that Mohamadi can use the loom.

- The student has not identified a valid theme of the passage.
- While it is true that "Mohamadi can use the loom," the response does not tie this claim back to a theme or to the sentence in the prompt.

ITEM 2: EXTENDED CONSTRUCTED-RESPONSE

ELAGSE6W3



2. Consider the different jobs each family member is described as having in the story. Write an original story about the Sheik’s reaction when he discovers the blanket he has received was made with Mohamadi’s help.

Be sure to use details from the story when writing your own story. **Type your answer in the space provided.**

Scoring Guide

Item 2 Information

<p>Standard: ELAGSE6W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>Item Depth of Knowledge: 4 Extended Thinking Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.</p>
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FOUR-POINT HOLISTIC RUBRIC

Score	Description
4	<p><i>The student's response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Effectively establishes a situation and introduces a narrator and/or characters • Organizes an event sequence that unfolds naturally • Effectively uses narrative techniques, such as dialogue, description, and pacing, to develop rich, interesting experiences, events, and/or characters • Uses a variety of words and phrases consistently to convey the sequence of events and signal shifts from one time frame or setting to another • Uses precise words, phrases, and sensory language consistently to convey experiences and events • 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, description, and pacing, to develop experiences, events, and/or characters • Uses words and/or phrases to indicate sequence of events and signal shifts from one time frame or setting to another • 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, description, and pacing, to develop experiences, events, and/or characters • Uses occasional signal words inconsistently to indicate sequence of events and signal shifts from one time frame or setting to another • 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, description, and pacing to develop experiences, events, and/or characters • Provides few, if any, words that convey experiences or events or signal shifts from one time frame or setting to another • Uses words that are inappropriate, overly simple, or unclear • 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

ELAGSE6W3

Response Score: 4 points

2. Consider the different jobs each family member is described as having in the story. Write an original story about the Sheik's reaction when he discovers the blanket he has received was made with Mohamadi's help.

Be sure to use details from the story when writing your own story. **Write your answer on the lines on your answer document.**

Mohamadi felt very nervous when his mom told him that it was time to give the blanket he helped make to the Sheik. He was very proud of what he had done, but the Sheik was the most important person in the tribe. He did not want to disappoint such a powerful man. As they walked together to the Sheik's tent, Mohamadi asked his mom, "What will happen if the Sheik doesn't like the blanket?" His mom smiled sweetly and said, "Don't worry, sweetheart. I'm sure he'll love it as much as I do." When they arrived, Mohamadi was in awe. He had never been inside such a grand tent. The Sheik called them forward, but Mohamadi was almost too scared to move. "It will be okay," his mother said as she gently nudged him to walk toward the Sheik with her. The Sheik rose and asked, "Is this the blanket

I requested?" "It is, sir, but my son, the shepherd, is the one who made the pattern," said his mother. The Sheik stared intensely at the blanket and nodded with approval. "It is beautiful. I would like it if he would make me another. Only this time, he should make it all by himself," the Sheik said. At that moment, Mohamadi felt very proud and suspected that his days of herding sheep were nearing an end. He was now a part of his family's long weaving tradition.

- The student effectively writes a complete narrative essay that flows naturally from beginning to end without gaps and uses information from the original passage in a consistent manner.
- The student establishes a situation (presenting a blanket to the Sheik) and characters (Mohamadi, his mother, the Sheik). The developed characters are true to those from the passage (the mother's encouragement and support, the Sheik's wisdom, Mohamadi's pride in his work).
- Events are organized in a sequence that unfolds naturally. The essay provides a clear beginning ("time to give the blanket he helped make to the Sheik"), middle ("they walked together to the Sheik's tent . . ."), and ending ("Mohamadi felt very proud and suspected that his days of herding sheep were nearing an end").
- The narrative techniques of dialogue ("What will happen if the Sheik doesn't like the blanket;" "It will be okay;" "Is this the blanket I requested") and pacing (slowly building tension to the moment the Sheik receives the blanket) are used to develop a rich, interesting experience for the reader.
- A variety of phrases are used to consistently convey the sequence of events ("As they walked together," "When they arrived," "At that moment").
- Precise sensory language is consistently used to convey experiences ("smiled sweetly;" "almost too scared to move;" "gently nudged;" "stared intensely").
- There are no errors that interfere with meaning.

ELAGSE6W3

Response Score: 3 points



2. Consider the different jobs each family member is described as having in the story. Write an original story about the Sheik's reaction when he discovers the blanket he has received was made with Mohamadi's help.

Be sure to use details from the story when writing your own story. **Type your answer in the space provided.**

Mohamadi was very proud of the blanket, but was afraid of what might happen if the Sheik found out he helped make it. He thought he would get in trouble for doing his mother's job. One smoggy evening when he was herding the sheep back to the tents, he was approached by the Sheik. "So you are the boy who helped weave my blanket," said the Sheik. At that moment, Mohamadi was more scared than he had ever been in his life. He did not know how the Sheik had found out this secret. "Your mother told me everything. You're very talented," the Sheik exclaimed. Mohamadi was relieved that the Sheik liked his blanket and he wasn't going to get in trouble. The Sheik decided that from now on Mohamadi would do all the royal weaving and his mother and sister would do the weaving for the rest of the tribe.

- The response introduces characters (Mohamadi, his mother, the Sheik) and establishes a situation (Mohamadi is afraid of what will happen if the Sheik finds out he is the one who made the blanket).
- Events are organized in a logical order. There is a beginning ("One smoggy evening when he was herding the sheep"), middle ("he was approached by the Sheik . . ."), and ending ("from now on Mohamadi would do all the royal weaving").
- Dialogue is used to advance the plot ("So you are the boy who helped weave my blanket," "Your mother told me everything. You're very talented").
- Phrases help to signal shifts from one time to another ("One smoggy evening") and indicate the sequence of events ("At that moment").
- Words, phrases, and details are used to convey experiences and events ("smoggy," "approached," "talented," "exclaimed," "relieved").
- Some information from the passage is integrated into the response ("herding the sheep," "his mother and sister would do the weaving").
- The relatively few errors do not interfere with meaning ("afaid," "in his live," "Your" for "You're").

ELAGSE6W3

Response Score: 2 points

2. Consider the different jobs each family member is described as having in the story. Write an original story about the Sheik's reaction when he discovers the blanket he has received was made with Mohamadi's help.

Be sure to use details from the story when writing your own story. **Write your answer on the lines on your answer document.**

Mohamadi's Mom presented the blanket to the Sheik. He was very happy with what he saw. Then Mohamadi stepped forward and told the Sheik that he helped. The Sheik was surprised and not mad. He still happy with what he saw because the blanket was one of the prettiest ever made. He told Mohamadi that he should not waste his talents caring for animals. His family was proud of him. From now on Mohamadi will work the loom with his Mom and his little sister will care for the sheep.

- A vague situation (Mohamadi's mom presenting the blanket to the Sheik) and several characters are introduced (Mohamadi, Mohamadi's Mom, the Sheik, little sister), but the characters do not have a very active role.
- Events are organized in a sequence. There is an opening ("Mohamadi's Mom presented the blanket to the Sheik"), middle ("He was very happy . . . Mohamadi stepped forward"), and ending ("Mohamadi will work the loom with his Mom").
- There is an attempt to use some narrative techniques, such as pacing (some tension is built by Mohamadi waiting to take credit for his work).
- Signal words inconsistently help to indicate the sequence of events ("Then," "From now on").
- The student mentions elements from the passage but without any details ("loom," "sister," "sheep").
- There are a few spelling, capitalization, punctuation, and grammatical errors, but they do not seriously interfere with meaning ("stepped," "He still happy," "prettiest," "his Mom," and missing commas).

ELAGSE6W3

Response Score: 1 point



2. Consider the different jobs each family member is described as having in the story. Write an original story about the Sheik's reaction when he discovers the blanket he has received was made with Mohamadi's help.

Be sure to use details from the story when writing your own story. **Type your answer in the space provided.**

the sheik is happy a boy could weave with such skill. he decided to let mohamadi help his mom all the time. mohamadi is very good at what he does and will weave many more things. weaving is really fun. working with sheep isnt.

- The story introduces at least two undeveloped characters ("the sheik," "mohamadi," and a vague reference to a mom).
- The response is too brief to demonstrate a sequence of events. The story is over almost as soon as it starts. While the reader is aware of the situation that has been created, there is no real sense of plot, tension, or any action at all.
- There is no attempt to use narrative techniques to develop experiences.
- The words used are inappropriate and overly simple ("happy," "decided," "fun").
- The student references information from the passage ("weaving," "sheep") but does not use any specific details.
- The response does not use any capitalization and contains a punctuation error, but the errors do not greatly impede the meaning.

NO TEST MATERIAL
ON THIS PAGE

Read the passages and answer items 3 and 4.

Stretching: The Right Way

Stretching before exercising is a good way to keep the body healthy. Everyone, even “couch potatoes,” can benefit from stretching. Stretching is particularly important for runners, though, since running puts so much strain on the muscles. Runners cannot afford injuries, and stretching helps to prevent those injuries.

Not only can stretching help prevent some painful injuries, it can also decrease the amount of pain felt if a strain does occur. When people are new to running, their muscles may not be used to working as fast and hard as running demands. As a result, they may be sore after running, especially if they did not stretch. Stretching both strengthens and lengthens the muscles. Muscles are like rubber bands. If you slowly stretch the rubber band until it can go no further and then hold it for a few seconds, the rubber band has increased in length and can be moved much more easily. If you quickly stretch a rubber band hard and then relax it, the rubber band will not become looser. Worse, it could snap. The same is true for muscles. Slow and long stretching held for a short time makes the muscles more flexible. They move more easily and more powerfully.

Stretching also helps runners improve their performance. It helps them run faster and helps keep them from tiring too quickly. Stretching warms up the muscles and allows runners to move more easily. Ease of movement allows runners to take longer strides, which translates into running farther in a given period of time. This is a great benefit to runners!

Stretching: The Wrong Way to Go

At one time, scholars said that Earth was flat. They based that conclusion on the idea that a flat Earth just made good sense. We now know that good sense was mistaken. These days, fitness experts frequently talk about the supposed benefits of stretching. They say stretching prevents injuries and soreness. They say it makes good sense to stretch before taking part in physical activities. For years they have said that this is especially important for runners. Well, that good sense is wrong. Let's look at the facts.

A research group studied two groups of men and women aged nineteen to twenty-five. One group stretched before weight lifting, and the other group did not. The researchers found that stretching reduced muscle power in the biceps. Another study found the same result for leg muscles. The study noted that muscle power is very important in athletic performance. The researchers warned trainers and coaches that pre-game stretching can have a harmful effect on performance.

These studies show that stretching can have a negative impact on strength, but what about the claim that stretching reduces injuries? For that we have to look at a study done with hundreds of military candidates. No one would disagree that basic military training is very hard and that the stress is likely to cause injuries. About half of the candidates who were studied stretched before and after each training session. The stretching program was made up of eighteen different exercises that addressed about every moving part of the body.

The other half of the candidates did not stretch at all. Because of the harshness of the training, there were injuries to members of both groups. However, the rate of injury was the same for both groups.

Although more research is needed, these studies call into question the claim that stretching is beneficial. They show that stretching reduces both upper- and lower-body strength, lowers overall performance, and does not prevent injury. The studies suggest that stretching creates a disadvantage. This seems to be another one of those times when what makes sense to a large number of people just isn't true. Remember the flat-Earth lesson.

ITEM 3: CONSTRUCTED-RESPONSE

ELAGSE6RI9



3. How do BOTH authors differ in their presentation on the topic of stretching?

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

Scoring Guide

Item 3 Information

<p>Standard: ELAGSE6RI9 Compare and contrast one author’s presentation of events with that of another.</p>	<p>Item Depth of Knowledge: 3 Strategic Thinking Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</p>
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ITEM-SPECIFIC SCORING RUBRIC

Score	Description
2	<ul style="list-style-type: none"> • Gives sufficient evidence of the ability to determine two authors’ main arguments when presented with texts on opposing sides of an issue and to analyze the ways in which those arguments conflict with one another • Includes specific, developed examples that make reference to the texts • Thoroughly explains the central conflict between the authors’ main arguments and the supporting information with specific details based on the texts <p><u>Exemplar Response:</u> <i>Provides the main idea of both passages (e.g., “Stretching: The Right Way” argues that stretching prevents injuries and improves performance and “Stretching: The Wrong Way to Go” argues that stretching does not have the positive effects once associated with it). The response demonstrates through specific references to the passage how each author develops the arguments (e.g., through examples, statistics, comparisons).</i></p>
1	<ul style="list-style-type: none"> • Gives limited evidence of the ability to determine two authors’ main arguments when presented with texts on opposing sides of an issue and to analyze the ways in which those arguments conflict with one another • Includes vague/limited examples that make reference to the texts • Explains the central conflict between the authors’ main arguments and the supporting information with vague/limited details based on the texts
0	<ul style="list-style-type: none"> • Gives no evidence of the ability to determine/summarize the authors’ message/claim/point/central idea or to explain the support for a central idea

STUDENT RESPONSES

ELAGSE6RI9

Response Score: 2 points

3. How do BOTH authors differ in their presentation on the topic of stretching?

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

In the article *Stretching: The Right Way*, the author stated that "Stretching before exercising is a good way to keep the body healthy." The author supported his opinion by using the rubber-band model. They stated that if you stretched the rubber-band slowly it will stretch and become looser.

In the article *Stretching: The Right Way to Go*, the author showed that stretching before exercising doesn't benefit. In fact, the article showed that stretching could lead to a higher risk of injury. The article had evidence that stretching was not beneficial. They had researchers research the myth by using people from the military. They made half of the people stretch and half of them not stretch, but in the end, the injury rate for both groups were the same.

- The student provides sufficient evidence of the ability to determine and support two authors' opinions on the value of stretching prior to athletic activity.
- The student correctly identifies the first passage's position ("a good way to keep the body healthy") and the support the author uses ("the rubber-band model"). The student misidentifies the title of the second passage but does provide the correct author position ("stretching before exercising doesn't benefit") and support ("injury rate for both groups were the same"). The incorrect title reference can be ignored for what is otherwise a complete response.

ELAGSE6RI9

Response Score: 1 point



3. How do BOTH authors differ in their presentation on the topic of stretching?

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

The authors of these passages support their opinions on stretching by stating facts. In “Stretching: The Right Way,” it states that if you don’t stretch, you could accomodate serious injuries. In “Stretching: The Wrong Way to Go,” it says that stretching weakens your muscle. I believe that stretching is the right way to go. I’m going to try out for cheer, so to me it’s really important. Who will you choose?

- The student provides limited evidence of the ability to determine and support two authors’ opinions on the value of stretching prior to athletic activity.
- The student does identify each author’s opinion on stretching (“Stretching: The Right Way”: “if you don’t stretch, you could accomodate serious injuries”; “Stretching: The Wrong Way to Go”: “stretching weakens your muscle”).
- The student has not fully addressed the prompt as intended. Rather than describing how each author supports his or her opinion as asked, the student gives an opinion based on the student’s own life (“going to try out for cheer”).

ELAGSE6RI9

Response Score: 0 points

3. How do BOTH authors differ in their presentation on the topic of stretching?

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

One group streist before weight leifing.
and the outhur group did not. the restherth
going to find reduce product.

- The student gives no evidence of the ability to determine and support two authors' opinions on the value of stretching prior to athletic activity.
- The student merely alludes to research cited in one of the passages ("One group streist before weight leifing, and the outhur group did not") but does not make any conclusions regarding the benefit of stretching. The student ignores the first passage in the response.

ITEM 4: EXTENDED WRITING-RESPONSE

WRITING TASK

In the world of athletics, there is much debate about whether stretching before an activity is beneficial.

Consider the claims on BOTH sides of the debate. Then write an **argumentative essay** in your own words arguing whether stretching has a positive or negative effect on athletes.

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

Writer's Checklist

Be sure to:

- Introduce your claim.
- Support your claim with logical reasons and relevant evidence from the passages.
- Organize the reasons and evidence logically.
- 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 words, phrases, or clauses to connect ideas and to clarify the relationships among claims, reasons, and evidence.
- Establish and maintain a formal style.
- Use clear language and vocabulary.
- Provide a conclusion that supports the argument presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

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

4. Writing Task (Write your essay here.)

Be sure to:

- Introduce your claim.
- Support your claim with logical reasons and relevant evidence from the passages.
- Organize the reasons and evidence logically.
- 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 words, phrases, or clauses to connect ideas and to clarify the relationships among claims, reasons, and evidence.
- Establish and maintain a formal style.
- Use clear language and vocabulary.
- Provide a conclusion that supports the argument presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Scoring Guide

Item 4 Information

<p>Standards: ELA5GSE6W1. Write arguments to support claims with clear reasons and relevant evidence. ELA5GSE6L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ELA5GSE6L2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	<p>Item Depth of Knowledge: 4 Extended Thinking Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.</p>
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SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Argumentative Genre

Writing Trait	Points	Criteria
<p>Idea Development, Organization, and Coherence <i>This trait examines the writer’s ability to effectively establish a claim, to support the claim with evidence from the text(s) read, and to elaborate on the claim with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence in order to create cohesion for an argument essay.</i></p>	4	<p><i>The student’s response is a well-developed argument that effectively relates and supports claims with clear reasons and relevant text-based evidence.</i></p> <ul style="list-style-type: none"> • Effectively introduces claim(s) • Organizes supporting reasons and evidence clearly • Supports claim(s) with clear reasons and relevant evidence using specific, well-chosen facts, details, or other information from credible sources and demonstrating a good understanding of the topic or texts • Uses words, phrases, or clauses effectively to connect ideas and clarify relationships among claim(s) and reasons • Establishes and maintains formal style that is appropriate for the task, purpose, and audience • Provides a strong concluding statement or section that logically follows from the argument presented
	3	<p><i>The student’s response is a complete argument that relates and supports claims with some text-based evidence.</i></p> <ul style="list-style-type: none"> • Introduces claim(s) • Organizes supporting reasons and evidence • Supports claim(s) with reasons and evidence using some facts, details, or other information from generally credible sources • Uses words, phrases, or clauses to connect ideas and link claim(s) and reasons • Uses formal style fairly consistently for the task, purpose, and audience • Provides a concluding statement or section that follows from the argument presented
	2	<p><i>The student’s response is an incomplete or oversimplified argument that partially supports claims with loosely related text-based evidence.</i></p> <ul style="list-style-type: none"> • Attempts to introduce claim(s) • Attempts to organize supporting reasons and evidence • Attempts to support claim(s) with facts, reasons, and other evidence sometimes, but logic and relevancy are often unclear • Uses few words, phrases, or clauses to connect ideas and link claim(s) and reasons; connections are not always clear • Uses formal style inconsistently or uses informal style that does not fit task, purpose, or audience • Provides a weak concluding statement or section that may not follow the argument presented

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Argumentative Genre (continued)

Writing Trait	Points	Criteria
	1	<p><i>The student's response is a weak attempt to write an argument and does not support claims with adequate text-based evidence.</i></p> <ul style="list-style-type: none"> • May not introduce claim(s) • May be too brief to demonstrate an organizational structure, or no structure is evident • May not support claim(s) • Uses minimal or no words, phrases, or clauses to connect ideas • Uses very informal style that is not appropriate for task, purpose, or audience • 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 Argumentative 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"> • Effectively varies sentence patterns for meaning, reader/listener interest, and style • Shows command of language and 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"> • Varies some sentence patterns for meaning, reader/listener interest, and style • Shows some knowledge of language and 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 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

ELAGSE6W1, ELAGSE6L1, ELAGSE6L2

Response Scores:

**Idea Development, Organization, and Coherence: 4****Language Usage and Conventions: 3**

4. In the world of athletics, there is much debate about whether stretching before an activity is beneficial.

Consider the claims on BOTH sides of the debate. Then write an **argumentative essay** in your own words arguing whether stretching has a positive or negative effect on athletes.

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

For many years now people have believed that stretching prevents injuries and decrease the amount of pain felt if a strain occurs. This makes logic sense to most people, but the facts say a whole other story. In a research group, it has been concluded that stretching has a negative effect on athletes. According to passage, *Stretching: The Wrong Way to Go*, it explains how stretching reduces the performance level of athletes and may cause some disadvantages.

To begin with, as I mentioned previously, it is believed that stretching prevent injuries, decrease the amount of pain and strengthens muscles. In reference to, *Stretching: The Right Way*, it explains that by stretching for slow and long periods of time, makes the muscles more flexible. When your muscles are flexible, then you are less likely to be injured. Although this may be true, according to, *Stretching: The Wrong Way to Go*, it explains in the 3rd and 4th paragraphs that both groups that stretched and didn't, were both injured. This proves that it doesn't really matter if you stretch or not, you may still be injured.

Moving forward, according to *Stretching: The Wrong Way to Go*, it states that two groups of men and women aged nineteen to twenty-five were studied. One group stretched before lifting weights, and the other group did not. The researchers found that stretching reduced muscle power in the biceps and in the legs. This is not good for athletes because if they are doing a sport that involves carrying heavy weights, they won't be able to do it. Therefore this may have a harmful effect to their overall performance.

In addition, in the passage of *Stretching: The Right way*, it is constantly referring back to how stretching benefits runners. In all of that passage it doesn't talk about any other sport.

This concludes that stretching is most beneficial to runners or anyother sport that involves running. Although this is true, what about all the other sports such as wrestling. In wrestling, both opponets try to tackle one another in a way. In some cases, your opponet may have to lift you up and slam you into the ground in order to win. For starters, you can't do that if you stretched. As I mentioned before, if you stretch, this may reduce your muscle power. Therefore, you won't be able to lift the other opponet.

To enumerate, stretching harms the overall performance in athlets. It also doesn't nessimarily targets other sports that doesn't include running. last but not least, it wouldn't matter if you stretched or not because you still may be injured.

DOC: 4

- An effective introduction engages the reader and introduces the claim by stating an alternate position (“people have believed that streching prevents injuries and decrease the amount of pain”) and refuting this view (“the facts say a whole other story”).
- Reasons and supporting evidence are clearly organized. The body of the essay consists of three arguments (“you may still be injured,”“this may have a harmful effect to their overall performance,”“stretching is most benefical to runners or anyother sport that involves running”).
- Claims are developed and supported using layered elaboration and a variety of techniques, such as concession/rebuttal (“Although this may be true,”“This proves that it doesn't really matter if you stretch or not”). The student uses examples from the provided text (“two groups of men and women aged nineteen to twenty-five were studied”) as well as the student’s own knowledge (“In wrestling, both opponets try to tackle one another in a way”).
- Linking words and phrases help to connect ideas and clarify relationships (“To begin with,”“although,” “Moving forward,”“Therefore,”“In addition”).
- Formal style is maintained.
- A strong conclusion summarizes the student’s main points (“stretching harms the overall performance in athlets,”“doesn't nessimarily targets other sports,”“you still may be injured”).

LUC: 3

- Sentence patterns are varied effectively for reader interest and style. A variety of complex and simple sentences are used.
- The response contains errors in usage and conventions, including grammar, end punctuation, and spelling, that do not impede meaning.

ELAGSE6W1, ELAGSE6L1, ELAGSE6L2

Response Scores:

Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 3

4. In the world of athletics, there is much debate about whether stretching before an activity is beneficial.

Consider the claims on BOTH sides of the debate. Then write an **argumentative essay** in your own words arguing whether stretching has a positive or negative effect on athletes.

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

I think that stretching is good for your body. In the passages it explains why stretching is good and bad. In the passage "Stretching: The Right Way," the author was trying to convince readers that stretching is good for you. The passage "Stretching: The Wrong Way to Go," was trying to prove that stretching is bad for your body.

I believe that stretching is good for you. The author of the first passage said "Muscles are like rubber bands. If you slowly stretch the rubber band and hold it for a few

seconds, the rubber band has increased in length and can be moved much more easily." This made me believe, because my sister is a competitive dancer and one day she was busy and didn't have time to stretch. She pulled her hamstring, and she couldn't dance for a month. I thought it was because she was tense because she was nervous when she did an extended spinning fan kick she hurt her leg. Reading this made me believe her.

Reading the second passage, it didn't convince me that stretching is bad for you. The author says that more research is needed to prove that stretching is bad. I know from personal experience that you need to stretch. I used to be a

dancer until I forgot to stretch and I hurt my knee, now I can't dance, or run without my knee giving out. This passage didn't effect me.

I think that you need to stretch before working out, running, dancing, biking, or training. Because if you don't you could become injured.

DOC: 3

- A claim is introduced ("stretching is good for your body").
- The response organizes supporting reasons and evidence. After the introduction of the claim, the student spends a paragraph developing the argument that stretching is good for you. In the following paragraph, the student discusses how the other passage was not convincing in its argument that stretching is bad.
- Claims are supported using a self-as-expert approach ("This made me believe," "This passage didn't effect me") and personal anecdotes ("my sister is a competitive dancer and one day she was busy," "now I can't dance, or run"). The student does draw information from both passages ("Muscles are like rubber bands," "more research is needed to prove that stretching is bad"), although the reference to the second text is brief and general.
- There is an attempt to use a formal style that is consistent with task, purpose, and audience.
- The essay concludes with a restatement of the student's position.

LUC: 3

- Sentence patterns are effectively varied for reader interest and style. Simple, compound, and complex sentences are used.
- Errors in usage and convention, including internal punctuation and spelling, do not interfere with meaning.

ELAGSE6W1, ELAGSE6L1, ELAGSE6L2

Response Scores:

Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 2

4. In the world of athletics, there is much debate about whether stretching before an activity is beneficial.

Consider the claims on BOTH sides of the debate. Then write an **argumentative essay** in your own words arguing whether stretching has a positive or negative effect on athletes.

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

Many people think that stretching is bad for you. But I think it is a good idea to stretch before you exercise because it reduces the amount of pain or stress your body gets when running. One reason I believe this is true is because I stretch every morning after waking up and then when I run at school I don't have as much pain as I would have if I didn't stretch. In the passage *Stretching: The Right Way* it says that stretching before exercising or running increases the flexibility of your muscles which strengthens your body and reduces strain. It also states that your muscles are like rubber bands and when you stretch them until they can't reach any further it increases the length and flexibility of your muscles. Another reason I believe this is that it reduces injuries caused by running. It states in the passage that stretching reduces the amount of pain felt in a strain does occur. The passage also states

that it reduces the amount of serious injuries caused by running. If you stretch before running you can reduce the amount of serious injuries you have such as broken bones caused by a sprain or injuries to your knees or legs. The final reason I believe this is that it increases speed and keeps you from tiring quickly. In Stretching: The Right Way it says that increasing your speed allows you to take longer strides which translates to running farther in a given period of time. I can also increase how well you do in certain types of hobbies such as track and field sports. I hope that you will decide to start stretching before exercising because it is a great way to increase your running skills, and it also a great benefit for runners.

DOC: 2

- The response attempts to introduce a claim (“I think it is a good idea to stretch before you exercise”).
- There is an attempt to organize supporting reasons and evidence. The body of the response consists of a list of reasons in support of the position.
- There is an attempt to support the claims with evidence. The student attempts to use techniques such as self as expert (“I stretch every morning after waking up”), but the arguments do not connect with the surrounding statements. Evidence from the passage “Stretching: The Right Way” is presented (“increases the flexibility of your muscles,” “muscles are like rubber bands,” “allows you to take longer strides”), but these excerpts are not integrated with the student’s own writing.
- There is an attempt to use linking words and phrases; however, they often do not establish clear connections (“Another reason,” “The passage also states,” “The final reason”).
- The essay concludes with a brief call to action (“I hope that you will decide to start stretching before exercising”).

LUC: 2

- The response varies some sentence patterns for reader interest and style. Simple, compound, and complex sentences are present, though some sentences feel repetitive.
- Minor errors in spelling and conventions have no significant effect on meaning (lack of commas and paragraphing, “belive,” “muscles,” “reduces,” “benefit”).

ELAGSE6W1, ELAGSE6L1, ELAGSE6L2

Response Scores:



Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 1

4. In the world of athletics, there is much debate about whether stretching before an activity is beneficial.

Consider the claims on BOTH sides of the debate. Then write an **argumentative essay** in your own words arguing whether stretching has a positive or negative effect on athletes.

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

Do stretching have a positive or negative effect on athletes? Their are two passages' that have different opinions. The passage "The Right Way" say that stretching is a positive way before doing a physical activities. A other reason is that if you don't stretching those muscles you can have a injuries because your muscles are like rubber band, and if you slowly stretch the rubber band until you can't go no more then hold it for a few seconds. There you go you have did your stretching. The other passages "The Wrong Way to Go" Said that stretching is a negative effect because if you stretch it don't do no better then if you do stretch. On the research it say that stretching creates a disadvantage. This seems like to be another one of those time when a large number of people just isn't true. Now that we no that passages' have different opinions here the chase both passages' have something in common. They both say stretching is important for runners. So, people who about to run need to stretch before running. There one last reason about "The Wrong Way to Go" they think that the earth is flat how can the earth be flat it's round. Did they ever here it from school because I hear it before. I did: That's was my essay I hope you learn that stretching is good for you and one more thing the earth is not flat.

DOC: 1

- The response has a confusing beginning where the student does not introduce a claim, instead stating that the two passages have different opinions. A claim is finally stated at the end of the response (“stretching is good for you”).
- There is no evident organizational structure. The response awkwardly rambles from idea to idea in an attempt to summarize the passages. The student goes off on a tangent at the end of the response that has nothing to do with the passages or the task (“how can the earth be flat it’s round”).
- There is an attempt to use evidence to support claims; however, the evidence fails to add value and creates confusion (“There you go you have did your stretching,” “This seems like to be another one of those time when a large number of people just isn’t true”).
- The essay concludes with a bit of persuasion (“I hope you learn that stretching is good for you”) and humor (“one more thing the earth is not flat”).

LUC: 1

- The response includes many run-ons and awkward sentences (“There one last reason about . . . how can the earth be flat it’s round”).
- Errors are frequent and interfere with meaning (“a physical activities,” “A other,” “if you don’t stretching,” “you have did your stretching,” “don’t do no better,” “That’s was my essay”).

Grade 6

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

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

REBW DIRECTIONS

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

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

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

These are the titles of the passages you will read:

1. Mahatma Gandhi’s Decision to Take Action
2. Jane Addams—Making a Difference

Mahatma Gandhi's Decision to Take Action

Mahatma Gandhi didn't have to walk endless miles or go without eating for days. He didn't need to risk going to prison to help others. But he did. He strongly believed that all people should be treated fairly, and he was willing to sacrifice to help them.

When Gandhi was born in India, the country had a strong caste system. People fortunate enough to be born into a rich family remained rich. Likewise, people born poor remained poor. They had very little chance to improve their lives. Further, poor people were not treated the same as the wealthy.

Gandhi came from a wealthy upper-class family. His father was the chief minister of the town where they lived. Gandhi could have been satisfied being part of a wealthy caste. However, when Gandhi was a young lawyer in South Africa, he saw how unfairly the poor in that country were treated. Gandhi felt strongly that this was wrong and decided to stand up for them. He opened a special law office to help end this mistreatment. When that didn't work, he helped organize peaceful protest marches. These marches helped get many laws changed that improved the lives of the poor.

This experience affected Gandhi greatly. It became his passion to see that all people were treated fairly. He decided to change the caste system in India. He also wanted to stop the mistreatment of Indians by the British government (Great Britain controlled India at that time). Just as he had in South Africa, Gandhi organized nonviolent protests throughout India. He called on officials to change how people were treated. His efforts angered the government, and Gandhi was arrested several times. However, he refused to stop working on behalf of the poor. His strong commitment helped win greater rights for the lower castes and for women. He also helped convince the government to give aid to the poor. His efforts eventually led to the creation of the nation of India.

Gandhi's passion to see people treated fairly helped improve the lives of people in both South Africa and India. By pursuing his passion, he made a great difference in their lives.

Jane Addams—Making a Difference

During the late 1800s, Hull House in Chicago wasn't just a house. It was an entire complex. In one building, older children met for afterschool clubs. In another, families collected food for evening meals. Across a playground, some children swam in an indoor pool while others played sports in a gymnasium. There was also a library, an art gallery, a theater, a music room, and an office where adults could connect with new jobs. It was a haven, dedicated to helping people in the inner city find a better life, and it all came to be because of the vision of one woman: Jane Addams.

Jane Addams was the daughter of a successful businessman. As a young woman, Addams struggled with various health issues, including a spinal defect that made it difficult for her to be active. However, Addams did not let these problems slow her down. She earned a college degree and began traveling, searching for how she could make a difference with her life.

While in London, Addams visited a settlement house. It was established in a poor area in order to help residents there. Suddenly, her goal became clear. Addams and a friend went to Chicago and leased an abandoned building. They cleaned it up, called it Hull House, and in 1889 began providing services to immigrants who lived nearby. Addams could have found a comfortable job, but she chose the difficult life of helping those less fortunate.

Addams nursed the sick, cared for children while their mothers worked, and provided education for all ages. She gave speeches to the wealthy in order to raise money and gather volunteers. She also wrote eleven books about social issues and helped get child labor laws passed.

Over the years, Hull House expanded across the entire block. It provided hope and help to thousands of immigrants as they struggled to make new lives in a large city.

In 1931, Addams was honored with the Nobel Peace Prize. Her work for those who could not help themselves not only changed their lives, but also brought these issues to the attention of the world. The life of Jane Addams truly made a difference.

ITEM 1: SELECTED-RESPONSE

1. Which detail from “Mahatma Gandhi’s Decision to Take Action” supports the idea that Gandhi did not have to make the sacrifices he did?
- A. When Gandhi was born in India, the country had a strong caste system.
 - B. Gandhi came from a wealthy upper-class family.
 - C. He opened a special law office to help end this mistreatment.
 - D. It became his passion to see that all people were treated fairly.

ITEM 2: SELECTED-RESPONSE

2. Which sentence from “Jane Addams—Making a Difference” supports the idea that Addams made an unselfish decision to live a life of service when she decided what career path she would follow?
- A. As a young woman, Addams struggled with various health issues, including a spinal defect that made it difficult for her to be active.
 - B. She earned a college degree and began traveling, searching for how she could make a difference with her life.
 - C. Addams could have found a comfortable job, but she chose the difficult life of helping those less fortunate.
 - D. She gave speeches to the wealthy in order to raise money and gather volunteers.

ITEM 3: SELECTED-RESPONSE

3. Which central idea can be supported by details from BOTH passages?
- A. People often need the help of others in order to reach their goals.
 - B. People should be treated fairly even though they may be different.
 - C. It is important that people have the freedom to express their personal opinions.
 - D. It may be necessary for people to give up comfort in order to support the things they believe in.

Scoring Guide

Items 1–3 Information

Item	Standard	DOK	Key
1	ELAGSE6RI1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	2	B
2	ELAGSE6RI1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	2	C
3	ELAGSE6RI2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2	D

ITEM 4: CONSTRUCTED-RESPONSE

ELAGSE6RI3



4. How do the authors of “Mahatma Gandhi’s Decision to Take Action” and “Jane Addams— Making a Difference” show that Gandhi and Addams both faced turning points in their lives?

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

Scoring Guide

Item 4 Information

<p>Standard: ELAGSE6RI3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>Item Depth of Knowledge: 3 Strategic Thinking Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</p>
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ITEM-SPECIFIC SCORING RUBRIC

Score	Description
2	<p><i>The response gives sufficient evidence of the ability to analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</i></p> <ul style="list-style-type: none"> • Provides an adequate explanation of how the authors show that Gandhi and Addams both faced turning points in their lives. • Includes relevant examples/details from both passages for support. <p><u>Exemplar Response:</u> <i>Provides an accurate, text-based explanation of how the authors show that Gandhi and Addams both faced turning points in their lives (e.g., Both authors chose to write about people who devoted their lives to helping others, and both authors show how these individuals arrived at that point. The author of “Mahatma Gandhi’s Decision to Take Action” gives relevant background information about Gandhi’s wealthy background and then describes in detail his experiences in South Africa, which were the turning point that led him down the path of caring and nonviolence that he is known for. The author of “Jane Addams—Making a Difference” also provides some relevant background information about Addams’s young adult life and the obstacles she overcame and then cites her trip to London—and specifically her visit to a settlement house—as the event that prompted her to accomplish all that she did at Hull house in Chicago.) and provides relevant examples/details from BOTH passages for support (e.g., The first passage states that “Gandhi could have been satisfied being part of a wealthy caste. However, when Gandhi was a young lawyer in South Africa, he saw how unfairly the poor in that country were treated . . . and decided to stand up for them,” which shows how Gandhi began devoting his life to caring for others. The second passage states, “While in London, Addams visited a settlement house. It was established in a poor area in order to help residents there. Suddenly, her goal became clear.” This clearly shows that Addams’s London experience helped shape her life’s work at Hull house.)</i></p>
1	<p><i>The response gives limited evidence of the ability to analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</i></p> <ul style="list-style-type: none"> • Provides a weak explanation of how the author(s) show that Gandhi and/or Addams faced turning points in their lives. • 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) show that Gandhi and/or Addams faced turning points in their lives, without including any relevant examples/details from either passage for support. <p>OR</p> <ul style="list-style-type: none"> • Includes relevant examples/details from the passage(s) that imply an explanation of how the author(s) show that Gandhi and/or Addams faced turning points in their lives, without explicitly explaining how the authors show that they faced turning points.

0	<p><i>The response gives no evidence of the ability to analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</i></p> <ul style="list-style-type: none">• Provides no explanation of how the authors show that Gandhi/Addams faced turning points in their lives.• Includes no relevant examples/details from the passages that imply an explanation of how the authors show that Gandhi/Addams faced turning points in their lives.
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STUDENT RESPONSES

ELAGSE6RI3

Response Score: 2 points



4. How do the authors of “Mahatma Gandhi’s Decision to Take Action” and “Jane Addams— Making a Difference” show that Gandhi and Addams both faced turning points in their lives?

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

The authors of these two passages- “Mahatma Gandhi’s Decision to Take Action” and “Jane Addams-Making a Difference” tell about how tow historical figures who made an impact in their country. Gandhi was born in India, in a strong caste system when the British ruled India. He saw that and he knew it needed to be helped. “However, when Gandhi was a young lawyer in South Africa, he saw how unfairly the poor in that country were treated. Gandhi felt strongly that this was wrong and decided to stand up for them.” That was the turning point in Gandhi’s life, when he decided to protest to help the poor. Jane Addams was also dedicated to helping the less fortunate. She struggle with spinal issues, but that didn’t stop her. She traveled to London and saw there was a settlement house established in a poor area. “Suddenly her goal became clear... Addams could have found a comfortable job, but she chose the difficult life of helping the less fortunate.” This was the turning point in Addams’ life, when she took the hard road helping the less fortunate. These were two important characters in historical society, two that helped the less fortunate, and help with a better life today.

- The student provides an adequate explanation of how the authors show that Gandhi and Addams both faced turning points in their lives (Gandhi “saw how unfairly the poor in that country were treated. Gandhi felt strongly that this was wrong and decided to stand up for them; Addams “traveled to London and saw there was a settlement house established in a poor area . . . her goal became clear”).
- Relevant details and examples are provided from both passages for support (Gandhi—“born in India, in a strong cast system . . . He saw that and he knew it needed to be helped,”“he decided to protest to help the poor;” Addams—“She traveled to London and saw there was a settlement house,”“she chose the difficult life of helping the less fortunate”).

ELAGSE6RI3

Response Score: 2 points



4. How do the authors of “Mahatma Gandhi’s Decision to Take Action” and “Jane Addams— Making a Difference” show that Gandhi and Addams both faced turning points in their lives?

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

The authors of both passages show the turning point in their lives by explaining the moment Gandhi and Addams realized their purpose. Gandhi’s turning point was when he was a young lawyer and saw how unfairly the poor were being treated. He did not like that. He opened up a special law office to try and stop the mistreatment and went on to plan peaceful protests throughout India. He was arrested several times for doing so. Jane Addams had her turning point in London where she visited a settlement house in a poor area. Her goal became clear. She went to Chicago and leased an abandoned building and called it the “Hull House” in 1889 and started providing services to the less fortunate.

- The student provides an adequate explanation of how the authors show that Gandhi and Addams both faced turning points in their lives (Gandhi “saw how unfairly the poor were being treated. He did not like that”; Addams “had her turning point in London where she visited a settlement house in a poor area. Her goal became clear”).
- Relevant details and examples are provided from both passages for support (Gandhi—“He opened up a special law office to try and stop the mistreatment and went on to plan peaceful protests throughout India. He was arrested several times for doing so”; Addams—“She went to Chicago and leased an abandoned building and called it the ‘Hull House’ in 1889 and started providing services to the less fortunate”).

ELAGSE6RI3

Response Score: 2 points



4. How do the authors of “Mahatma Gandhi’s Decision to Take Action” and “Jane Addams— Making a Difference” show that Gandhi and Addams both faced turning points in their lives?

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

The authors show how Gandhi and Addams faced a turning point in their lives when they decided they wanted to help people. Gandhi could have had a rich life but he had seen the unfair treatment of poor people in his home of India and in South Africa where he was a lawyer. The mistreatment of the poor in South Africa inspired him to make changes. He opened up a special law office and led peaceful protests. Jane Addams was moved by a visit to London where she saw a settlement house that helped the poor. Her goal was now clear. She returned to Chicago and opened one of her own, called Hull House, to help poor residents.

- The student provides an adequate explanation of how the authors show that Gandhi and Addams both faced turning points in their lives (Gandhi “could have had a rich life but . . . The mistreatment of the poor in South Africa inspired him to make changes”: Addams “was moved by a visit to London where she saw a settlement house that helped the poor”).
- Relevant details and examples are provided from both passages for support (Gandhi—“He opened up a special law office and led peaceful protests”; Addams—“Her goal was now clear. She returned to Chicago and opened one of her own, called Hull House, to help poor residents”).

ELAGSE6RI3

Response Score: 1 point



4. How do the authors of “Mahatma Gandhi’s Decision to Take Action” and “Jane Addams— Making a Difference” show that Gandhi and Addams both faced turning points in their lives?

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

The authors show it by the idea that Gandhi and Addams had to help people. Gandhi saw how unfair the poor people were being treated and wanted to change that. He tried to change the law. Addams went to London, her goal became clear and she had an idea to help the poor. That is how the authors showed the turning point in their lives.

- The student provides a weak explanation of how the authors show that Gandhi and Addams faced turning points (“Gandhi saw how unfair the poor people were being treated and wanted to change that”; “her goal became clear and she had an idea to help the poor”).
- The response includes vague details from the passages for support (Gandhi—“saw how unfair the poor people were being treated” and “He tried to change the law” need more specificity; Addams—“Addams went to London, her goal became clear” is close but needs to be more specific and identify what the goal was or what she saw in London to make the goal clear).

ELAGSE6RI3

Response Score: 1 point



4. How do the authors of “Mahatma Gandhi’s Decision to Take Action” and “Jane Addams— Making a Difference” show that Gandhi and Addams both faced turning points in their lives?

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

The author discusses how Gandhi could have had an easy, rich life, but how he was bothered by the treatment of the poor when he was a lawyer in South Africa. He felt so strongly that it was wrong that he decided to fight. It became his passion to see that everyone was treated fairly He opened up a special law office and led protests to help change things.

- The response provides an explanation only of how Gandhi faced a turning point in his life (“he was bothered by the treatment of the poor . . . he decided to fight . . . It became his passion”). There is no mention of Addams.
- The response provides details from the passage for support (“how Gandhi could have had an easy, rich life,” “It became his passion to see that everyone was treated fairly He opened up a special law office and led protests to help change things”).

ELAGSE6RI3

Response Score: 1 point



4. How do the authors of “Mahatma Gandhi’s Decision to Take Action” and “Jane Addams— Making a Difference” show that Gandhi and Addams both faced turning points in their lives?

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

In both stories the author talks about how they had moments where they gave up nice things to help others. Gandhi was bothered by the treatment of the poor everywhere he lived. He had enough of it when he was working as a lawyer and decided that he was going to lead a campaign to make things more fair for the poor in his country. Jane Addams saw something on a trip and was inspired to bring it to America to help the poor, especially poor children. It became her life mission.

- The response provides a credible explanation based on the passages of how the authors show that Gandhi and Addams faced turning points in their lives (“Gandhi was bothered by the treatment of the poor everywhere he lived” and “Jane Addams saw something on a trip and was inspired to bring it to America . . . It became her life mission”).
- Though some details and examples are weakly alluded to (“It became her life mission”), there is no supporting example or detail from either passage included in this response.

ELAGSE6RI3

Response Score: 1 point



4. How do the authors of “Mahatma Gandhi’s Decision to Take Action” and “Jane Addams— Making a Difference” show that Gandhi and Addams both faced turning points in their lives?

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

The passage says “Gandhi organized nonviolent protests throughout India” and “he called on officials to change how people were treated” The other passage says that “Addams and a friend went to Chicago and leased an abandoned building. They cleaned it up, called it Hull House and began providing services to immigrants who live nearby.”

- The response provides no explicit explanation of either Gandhi’s or Addams’s turning points.
- Relevant examples from the passages imply how the authors show that Gandhi and Addams faced turning points in their lives by showing the actions they took when they devoted their lives to others (“ ‘Gandhi organized nonviolent protests throughout India;’ ” “ ‘he called on officials to change how people were treated’ ”; “ ‘Addams and a friend went to Chicago and leased an abandoned building. They cleaned it up, called it Hull House and began providing services to immigrants who live nearby’ ”).

ELAGSE6RI3

Response Score: 0 points



4. How do the authors of “Mahatma Gandhi’s Decision to Take Action” and “Jane Addams— Making a Difference” show that Gandhi and Addams both faced turning points in their lives?

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

The author says that Gandhi had a turning point when they sent him to jail and Jane Addams won a nobel prize and that forced her to make a goal to do all she could to make Chicago a better place. They both wanted to leave the world a little better than they found it.

- The response provides no valid explanation of how Gandhi and Addams faced turning points in their lives. Both situations described occurred after their turning points.
- No relevant details imply an explanation that Gandhi and Addams faced turning points in their lives. The details from the text that are present are results of the turning points in their lives.

ELAGSE6RI3

Response Score: 0 points



4. How do the authors of “Mahatma Gandhi’s Decision to Take Action” and “Jane Addams— Making a Difference” show that Gandhi and Addams both faced turning points in their lives?

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

They both wanted to achive this goal of changing that all people should have the same treatment as the others do and both had to make changes to their lives to make this goal.

- The response provides no valid explanation of how Gandhi or Addams faced turning points in their lives. A goal of Gandhi is attributed to both Gandhi and Jane Addams without an explanation of the turning point when he devoted himself to that goal.
- No relevant details/examples from the passages imply an explanation of how the authors show that Gandhi/Addams faced turning points in their lives.

ELAGSE6RI3

Response Score: 0 points



4. How do the authors of “Mahatma Gandhi’s Decision to Take Action” and “Jane Addams— Making a Difference” show that Gandhi and Addams both faced turning points in their lives?

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

When they were sick and didn’t have anything to look ahead to they went different places with different people. It changed them.

- The response provides a vague connection to the text referencing Jane Addams’s illness but does not sufficiently address how either faced turning points in their lives.
- The response includes no relevant examples from the passages that imply an explanation of how the authors show that Gandhi and/or Addams faced turning points.

ITEM 5: EXTENDED WRITING-RESPONSE

WRITING TASK

There are some people in this world who stand out because they care deeply and are passionate about their work. Now that you have read about Mahatma Gandhi and Jane Addams, think about them and others you may know about who have made sacrifices for their beliefs or passions.

Think about the ideas in the passages, and then write an **informational/explanatory essay** in your own words about how pursuing individual passions can have a positive impact on others.

Be sure to use information from BOTH passages in your **informational/explanatory essay**.

Writer's Checklist

Be sure to:

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

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

5. Writing Task (Write your essay here.)

Be sure to:

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

Scoring Guide

Item 5 Information

<p>Standards: ELAGSE6W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ELAGSE6L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ELAGSE6L2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	<p>Item Depth of Knowledge: 4 Extended Thinking Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.</p>
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SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Informational/Explanatory Genre

Writing Trait	Points	Criteria
<p>Idea Development, Organization, and Coherence <i>This trait examines the writer’s ability to effectively establish a controlling idea and to support the idea with evidence from the text(s) read and to elaborate on the idea with examples, illustrations, facts, and other details in order. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence (from text that they have read) in order to create cohesion for an informative/explanatory essay.</i></p>	4	<p><i>The student’s response is a well-developed informative/explanatory text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none"> Effectively introduces a topic Effectively develops the topic with multiple, relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic Effectively organizes ideas, concepts, and information using various strategies such as definition, classification, comparison/contrast, and cause/effect Effectively uses transitions to connect and clarify the relationships among ideas Uses precise language and domain-specific vocabulary to inform and explain about the topic Establishes and maintains a formal style Provides a strong concluding statement or section that follows from 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 clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none"> Introduces a topic Generally organizes ideas, concepts, and information Develops the topic with a few facts, definitions, concrete details, quotations, or other information and examples Uses some transitions to connect and clarify relationships among ideas, but relationships may not always be clear Uses some precise language and domain-specific vocabulary to inform and explain about the topic Maintains a formal style, for the most part 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 Ineffectively organizes ideas, concepts, and information Uses few transitions to connect and clarify relationships among ideas Uses limited language and vocabulary that does not inform or explain the topic Uses a formal style inconsistently or uses an informal style Provides a weak concluding statement or section
	1	<p><i>The student’s response is a weak attempt to write an informative/explanatory text that examines a topic.</i></p> <ul style="list-style-type: none"> May not introduce a topic or topic is unclear May not develop a topic May be too brief to group any related ideas together May not use any linking words to connect ideas Uses vague, ambiguous, or repetitive language Uses a very informal style Provides a minimal or no concluding statement or section

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Informational/Explanatory Genre (continued)

Writing Trait	Points	Criteria
	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"> • Effectively varies sentence patterns for meaning, reader/listener interest, and style • Shows command of language and 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"> • Varies some sentence patterns for meaning, reader/listener interest, and style • Shows some knowledge of language and 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 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

ELAGSE6W2, ELAGSE6L1, ELAGSE6L2

Response Scores:

Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 3

5. There are some people in this world who stand out because they care deeply and are passionate about their work. Now that you have read about Mahatma Gandhi and Jane Addams, think about them and others you may know about who have made sacrifices for their beliefs or passions.

Think about the ideas in the passages, and then write an **informational/explanatory essay** in your own words about how pursuing individual passions can have a positive impact on others.

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

Helping others, who aren't as blessed as you, can bring a change to many lives. Two inspiring people, Mahatma Gandhi and Jane Addams, rearranged their lives to benefit others, which had a positive impact. By pursuing your passion you can inspire others like you to work on theirs and can help a cause dear to your heart. Remember even small changes can make big impacts!

Imagine working to make a difference in the world and having other peers with the same goal, aid you in your journey. When working on a passion you have, people around the world may get inspired to work on theirs

too. Also, they could guide you through yours. In "Mahatma Gandhi's Decision to take Action" a man named Mahatma Gandhi witnesses South Africans, who are poor, being treated unjustly. After this, Gandhi first opened a law office to help the poor, but it did not succeed, he started organizing marches. Others wanting to change the poor treatment of Africans must've joined in the marches to help the cause. Not only did Gandhi fix the treatment of unwealthy Africans, but he most likely inspired others to join in on the cause or pursue their passions.

Passions were never meant to be stored away, but were intended to be worked on. Going and pushing on to complete your goal, can help a cause dear to you and make the world a better place. If you truly want to do something, you'll work harder on it and get it done. By doing something you enjoy you may effect a few lives along the way, like Jane Addams did. Within

the passage "Jane Addams-Making a Difference," Jane explores for a way to help others. She visits a settlement house and gets inspired to start one, herself. By doing so, Jane creates a haven for people with less conveniences than most. The facility grows vastly large, that she is awarded the Nobel Peace Prize, in 1931. Maybe one day you or I could help many others like Jane did. Believe in yourself, to achieve great things, and you will accomplish your dreams. Just as Gandhi proceeded a goal of his, to see South Africans, who were poor, to be "treated fairly", in "Mahatma Gandhis Decision to Take Action." As well as, how in "Jane Addams-Making a Difference" Jane works hard to help see immigrants easy access to better services. If you pursue your passion you will inspire others, and help a great cause. Drastic and small changes both can make the world a brighter, happier place!

DOC: 4

- The response effectively introduces the topic by discussing the positive impacts that pursuing passions can have on your community and identifying the two historical figures whose work will be used as an example while developing the topic (“Helping others . . . can bring a change to many lives,” “By pursuing your passion you can inspire others like you to work on theirs . . .”).
- The response effectively organizes ideas and concepts. Each body paragraph begins by talking generally about how you can inspire others/help a cause and then uses Gandhi (first body paragraph) and Addams (second body paragraph) as examples of historical figures who accomplished this.
- The response effectively develops a topic with multiple relevant facts, concrete details, and examples related to the topic (“Gandhi witnesses South Africans, who are poor, being treated unjustly,” “. . . opened a law office . . . started organizing marches,” “Others . . . must’ve joined in the marches . . .,” “he most likely inspired others to join in on the cause,” “pushing on to complete your goal, can help a cause dear to you,” “you’ll work harder on it and get it done,” “you may effect a few lives along the way, like Jane Addams did,” “. . . creates a haven for people with less convenientes than most”).
- The response effectively transitions between ideas and clarifies relationships. The first body paragraph ends with a discussion of passions, and the second begins by exploring a different facet of the pursuit of passions, which helps the response to transition seamlessly from a discussion that uses Gandhi as an example to a discussion that used Jane Addams as an example.
- A formal style is established and maintained.
- The conclusion logically follows information and reiterates supporting ideas (“If you purse your passion you will inspire others, and help a great cause”).

LUC: 3

- The response effectively varies sentence patterns for meaning, reader interest, and style. The student mostly alternates between simple and complex sentences and occasionally uses a compound sentence for additional variety. Sentence structure enhances readability and creates style.
- Errors are minor and do not affect meaning.

ELAGSE6W2, ELAGSE6L1, ELAGSE6L2

Response Scores:



Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 3

5. There are some people in this world who stand out because they care deeply and are passionate about their work. Now that you have read about Mahatma Gandhi and Jane Addams, think about them and others you may know about who have made sacrifices for their beliefs or passions.

Think about the ideas in the passages, and then write an **informational/explanatory essay** in your own words about how pursuing individual passions can have a positive impact on others.

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

Pursuing individual passions can have a positive impact on others. Mahatama Ghandi for example, he changed so many lives for pusuing his individual passions. Another example, Jane Addams, by pusuing her individual passions she created better lives for children in America. Gandhi and Addams had one thing that drove them straight to the top, passion. Are you passionate about something?

Mahatama Ghandi changed so many lives by following through with his passion for freedom. He was from a very rich and more valued family in India. He could have lived in a mansion with great amounts of money. instead he created peaceful protest marches that created laws that helped better the lives of those living in poverty. He sacraficed all that he could have had to give to others.

Jane Addams helped children all over America live better lives. Through pursuing her passion, she passed child labor laws. She also opened the Hull House and with this she cared for sick children, provided an education for kids. She gave speeches to rich people to gain volunteers and money for the Hull House. She also won a Nobel Peace prize for her actions in 1931.

Addams and Gandhi both had their passions to get them where they are, remembered as heroes in history. Both of them had chose to work hard on themselves for other people's well being. They did these things through non-violent acts and caused more of an impact than some violent acts did. What they did for everyone they helped came purely of the love and passion they had. They were truly heroes.

By following through with your passions can create a positive impact in many lives. Ghandi gave up his wealth to help the poor. Addams devoted her life to helping children and other people. They both gave up the two things so many people want, wealth and a worry-free life, all to help other people. What will your passion take impact on?

DOC: 4

- The response effectively introduces the topic by stating that individual passions can have a positive effect on others and identifying the two historical figures whose work will be explored to support the topic (“Pursuing individual passions can have a positive impact on others;” “Gandhi and Addams had one thing that drove them straight to the top, passion”).
- The response effectively organizes concepts and ideas. The organizational structure of the response presents a body paragraph about how Gandhi’s passions had a positive impact on others followed by a discussion of how Addams’s pursuit of passions had a positive impact on others.
- The response effectively develops the topic with multiple relevant facts, examples, and details (“He was from a very rich and more valued family;” “instead he created peaceful protest marches . . . helped better the lives of those living in poverty;” “helped children all over;” “passed child labor laws;” “cared for sick children, provided an education”).
- The response uses precise language to effectively explain the topic (“peaceful protest marches;” “came purely of the love and passion they had;” “wealth and a worry-free life”).
- The conclusion is strong and summarizes the main idea of the response and the accomplishments of Gandhi and Addams (“By following through with your passions can create a positive impact in many lives. Ghandi gave up his wealth . . . Addams devoted her life to helping . . .”).

LUC: 3

- The response effectively varies sentence patterns for meaning, reader interest, and style. The response uses many simple sentences; however, complex sentences are interspersed to add variety and improve readability.
- Errors are minor and do not affect meaning.

ELAGSE6W2, ELAGSE6L1, ELAGSE6L2

Response Scores:



Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 2

5. There are some people in this world who stand out because they care deeply and are passionate about their work. Now that you have read about Mahatma Gandhi and Jane Addams, think about them and others you may know about who have made sacrifices for their beliefs or passions.

Think about the ideas in the passages, and then write an **informational/explanatory essay** in your own words about how pursuing individual passions can have a positive impact on others.

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

Where would the world be without Ghandi, Aaddams or King? What would life be like? Nobody knows. These people changed the world for the better. They defied the odds, They were arrested, hated, and killed, yet they still went on. There are presidents and kings who wouldnt give thier all into what they believe in, yet, ordinary people have saved and transformed hundreds of lifes for the better, all by following what they believed in. These ordinary people are the real heros.

Lets take Mahatma Gandhi for an example. He could have stayed living a cozy, safe, life as a wealthy lawyer, but no. He hated the unfair life given to the poor people of india. He wanted to change it. He risked going to prison. He walked endless miles and went without eating for days, all on his own accord. His choice to do this saved hundreds of innocent people from living in poverty and being mistreated, [This information was found in paragraph 1 of “mahtma gandhis decision to take action”] All of his efforts saved lifes. His impact changed the world he was living in, and by doing this he accidently become one of the worlds greatest heros just by following his beliefs.

Another well-known hero is Jane Addams. She struggled with various health issues including a spinal defect. Jane could have spent her life in bed wasting away, but no. she wanted to do something so she got a collage education and travelled. Searching for her way to change the world. She soom found a settlement house in London. She started her own settlement house called “The Hulls House.” Which later became home to thousands of immigrants. Her settlement house gave lodging and hope to thousands of immigrants, [This information was found in paraghs 2-3 of “Jane Adddems- making a difference.”] She

changed hundreds of lives. Not only did she open up “The Hull House”, but she wrote 2 books and helped to pass child labor laws. This was a women in the 1800 hundreds. Who had been sick for most of her life. Who gave everything she had into one settlement house and gave hope to hundreds and thousands of immigrants.

These types of people prove to us that by following passions and beliefs we can change the world. We can give hope to the sick like Jane Addams or we can help those who cant take a stand for themselves like Ghandi. We can save countless lives. If we just give it a try. There are countless others who knew they would be murded or sent to prison, (one famous example is martin luther king jr) but still they tried. These people prove to us that if we fight for what we believe in, the future is ours and that the world doesnt have to be such a dark place. Yet somehow the world is still a dark place, things segregation, poverty and hunger still exist. Have these people given there lives for nothing? Have all the pain and suffering people have gone through for a better future been a waste of time? No. Not if we still keep fighting.

if we continue Ghandis and Addams legacy, people will have a future worth living. Will you fight for a better world? will you keep fighting for your core values? The choice is yours.

DOC: 4

- The response effectively introduces the topic by identifying the historical figures that are discussed in the response and stating how their work is relevant to the topic (“These people changed the world for the better . . . all by following what they believed in”).
- The response effectively organizes concepts and ideas as it discusses two people who changed the world by pursuing their passions individually before offering up broader thoughts on their legacies and making the world a better place.
- The response effectively develops the topic with multiple relevant facts and concrete details, most of which are from the passages (“He hated the unfair life,”“He risked going to prison,”“walked endless miles and went without eating for days,”“saved hundreds of innocent people,”“changed the world,”“accidently become one of the worlds greatest heros,”“Searching for her way to change the world,”“started her own settlement house . . . gave lodging and hope,”“helped to pass child labor laws”).
- The response effectively transitions between ideas. Relationships are clear.
- A formal style is maintained. Questions to the reader are appropriate to the task and used for engagement.
- The conclusion logically follows by encouraging reader to similarly pursue beliefs (“if we continue Ghandis and Addams legacy . . .”).

LUC: 2

- Errors are noticeable but do not significantly affect meaning or fluency (“wouldnt,”“thier,”“soom,”“Addems,” “lifes” for “lives,”“collage” for “college,”“a women” for “a woman,” some proper nouns not capitalized, “he accidently become,”“things segregation”).
- The response attempts to vary sentence patterns for reader interest and style; however, there are some sentence fragments (“Who had been sick for most of her life,”“Who gave everything . . . ,”“If we just give it a try”).

ELAGSE6W2, ELAGSE6L1, ELAGSE6L2

Response Scores:



Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 3

5. There are some people in this world who stand out because they care deeply and are passionate about their work. Now that you have read about Mahatma Gandhi and Jane Addams, think about them and others you may know about who have made sacrifices for their beliefs or passions.

Think about the ideas in the passages, and then write an **informational/explanatory essay** in your own words about how pursuing individual passions can have a positive impact on others.

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

There are some people in this world who stand out because they care deeply and are passionate about their work. The 2 people that come to mind is Jane Addams and Mahatma Gandhi. These 2 people come to mind because they both had individual passions and both had a positive impact on the world. I think there is not a lot of people that don't have a rolemodel and if you could look up at them then they we could have more people having a positive impact in the world.

Jane Addams was a very nice person that made diffrence by creating the Hull House. The Hull House is a houseproving service for immagrants near by like taking care of the sick and taking care of children when there parents go to work. On the other hand the Hull House is a meeting place for older kids after school clubs. Some other things the Hull House has is an indoor pool, art gallery, playground, and a theater! (I would not mind living there :).

Mahatma Gandhi had a huge impact to... he was born in a rich family in India and when he grew up he was a lawyer. Years past and he was shocked to see how the rich treated the poor and decided it was his desteny to help the poor. Mahatma Gandhi held peaceful protest marches and helped change some laws for the poor. He even got arrested several times by the goverment but he refused to stop helping the poor.

These 2 people had a very big change in how things work. They persued there dreams and lived there lives. If they never did that how do you think it would be like now??

DOC: 3

- The response introduces the topic by identifying that some people have a positive impact on the world because they are passionate and then providing the historical figures mentioned in the passages as examples (“There are some people in this world who stand out because they care deeply and are passionate about their work”).
- The response generally organizes ideas, information, and concepts. The topic is introduced; the work of Jane Addams is discussed, followed by the work of Mahatma Gandhi.
- The response develops the topics with a few facts and examples from the passages (“made difference by creating the Hull House,” “taking care of the sick and taking care of children when their parents go to work,” “Hull House has an indoor pool, art gallery, playground, and a theater,” “he was a lawyer,” “decided it was his destiny to help the poor,” “He even got arrested several times . . . he refused to stop helping the poor”).
- Some transitions are used to connect and clarify relationships among ideas (“On the other hand,” “Years past”).
- The response maintains formal style, though there are occasional lapses where the student strays from an objective tone and interjects personal opinion (“I would not mind living there”).
- A concluding statement follows the introduction.

LUC: 3

- The response effectively varies sentence patterns for meaning, reader interest, and style. Simple, complex, and compound sentences are used to improve readability.
- There are a few errors in spelling, usage, and conventions present, but they are minor and have no impact on the meaning.

ELAGSE6W2, ELAGSE6L1, ELAGSE6L2

Response Scores:



Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 3

5. There are some people in this world who stand out because they care deeply and are passionate about their work. Now that you have read about Mahatma Gandhi and Jane Addams, think about them and others you may know about who have made sacrifices for their beliefs or passions.

Think about the ideas in the passages, and then write an **informational/explanatory essay** in your own words about how pursuing individual passions can have a positive impact on others.

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

There are many people like Mahatma Gandhi and Jane Addams out in the world, even though we may not see them. People like this, who believe in the rights of others, are the people children and adults look up to. These people are heroes, even though they don't wear a cape. They each have a passion, and believe in it so strongly that they will do anything in their power to help with their belief. Anyone can be like Gandhi, or Martin Luther King Jr. Both of these men believed in something. For Gandhi, it was for everyone to be treated fairly, rich or poor, and for MLK Jr, he wanted everyone to be treated fairly, no matter what your race. Both of these men had something in common, and that was the belief that everyone should be treated equal. Jane Addams believed the same thing, as did Helen Keller. Even though Helen Keller was blind and deaf, she wanted to be treated as if she was neither of these. People like this can change the world. Not only for the people around them, but for themselves, too. They can help the less fortunate get clothes and food, and they can also get people with disabilities the help they need. 200 years ago, the world was a very different place, because we didn't have Gandhi, or Addams then. But we do now, and they have helped pass laws that help people get equality. Pursuing and individual passion can have a positive impact on others. Jane Addams pursued helping the immigrants, and she did, by building the Hull House and helping the immigrants start a new life in the city. Gandhi's individual passion was for all people to be treated equally, no matter their position in the economy. Both of these people had individual passions, and they worked to achieve their goals. Anyone is capable of doing what they did, as long as those people are comfortable giving up a cushy lifestyle and doing anything in their power to achieve what they believe in.

DOC: 3

- The response introduces the topic by addressing the personality type exemplified by Gandhi and Addams (“There are many people like Mahatma Gandhi and Jane Addams,” “People like this, who believe in the rights of others,” “Anyone can be like Gandhi, or Martin Luther King Jr.”).
- The response then focuses on Gandhi and Addams, as well as MLK and Helen Keller, all of whom are cited as examples of people who passionately wanted “everyone to be treated fairly.” The examples MLK and Keller are linked to Gandhi and Addams through their similar worldviews. The similarity of views is supported with some relevant outside information.
- In the body of the response, supporting details generally draw from the passages, developing the topic with some facts, details, and examples. Overall development is general, sometimes verging on listy (“... believed in something,” “For Gandhi ... treated fairly, rich or poor ...,” “MLK Jr ... treated fairly, no matter what your race,” “Jane Addams believed the same thing ...,” “Even though Helen Keller was blind and deaf, she wanted to be treated as if she was neither of these,” “... can change the world,” “... help the less fortunate get clothes ...,” “... they have helped pass laws that help people get equity”).
- The response includes sporadic but adequate transitions to link ideas (“Even though,” “Not only,” “But we do now”).
- Some domain-specific vocabulary (“individual passion,” “positive impact,” “cushy lifestyle”) is employed to inform and explain about the topic; however, the use of precise language/domain-specific vocabulary falls short of effective.
- A formal style is maintained throughout most of the response.
- The conclusion, which reiterates the idea of Gandhi’s and Addams’s passion for equality, logically follows the rest of the response but is adequate rather than effective.

LUC: 3

- The response effectively varies sentence patterns for meaning, reader interest, and style. Simple, complex, and compound sentences are used to create style and improve readability.
- There are a few spelling errors present, but they are minor and have no impact on the meaning. Some of these errors may be typos rather than true spelling errors (“disabilites,” “equilty,” “indivual”).

ELAGSE6W2, ELAGSE6L1, ELAGSE6L2

Response Scores:

Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 3

5. There are some people in this world who stand out because they care deeply and are passionate about their work. Now that you have read about Mahatma Gandhi and Jane Addams, think about them and others you may know about who have made sacrifices for their beliefs or passions.

Think about the ideas in the passages, and then write an **informational/explanatory essay** in your own words about how pursuing individual passions can have a positive impact on others.

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

Everyone has a passion. Whether it's sports, dance, fashion, or even art. We sacrifice for our passions to improve ourselves or other people. Some people might have a passion for medical science because want to help cure other people's illnesses. Many of our own passions have a huge impact on other people's lives. Allow me to explain.

A passion that can largely impact someone else's life is standing up for what is right. A lot of people stand for what they believe in, like Mahatma Gandhi, who stood for the poor people in India. People will fight for what is right. Because Gandhi fought for the rights of the poor and others who suffered.

he has greatly impacted the lives of others.

What other ways can you impact others?

Helping a community, which doesn't necessarily need to be your own, is a great way of helping others. Things like planting trees and flowers, picking up litter, or even petitioning for a simple park are only a few of the ways you can help your community.

Jane Addams was a woman diagnosed with various health issues but they did not stop her. She was able to build an entire building complex for a struggling inner city community in Chicago. All it takes is an idea and a plan and you can help others.

So in conclusion by pursuing your passion you can impact others. By putting your mind to it you can do anything. Whether it's standing up for the problems of others like Gandhi or helping a community like Jane Addams you can always find a way to help. You should always start for what is right and what can be done to help even if you stand alone. So get out there and go pursue your

passion because one day you might impact
 some one more than you know.

DOC: 3

- The response introduces the topic by identifying some individual passions and how the pursuit of these passions may benefit others (“Everyone has a passion. Whether it’s sports, dance, fashion, or even art;” “Some people might have a passion for medical science because want to help cure other peoples illnesses”).
- The response generally organizes ideas and information in its body paragraphs with the first paragraph focusing on how one can impact someone else’s life by “standing up for what is right” and discussing the historical example of Gandhi. The second body paragraph focuses on how one might help the community and gives the example of Jane Addams.
- The response develops the topic with a few facts, details, and other information and examples. The response includes some text-based details, though these are somewhat general at times (“Mahatma Gandhi, who stood for the Poor People in India;” “Gandhi fought for the rights of the poor and others who suffered;” “Addams was a woman diagnosed with Various health issues but they did not stop her. She was able to build an entire building complex for a struggling inner city community in Chicago”). The student provides some other examples, though these become somewhat listy (“Thing like Planting trees and flowers, picking up litter, or even Patitionin for a simple park”).
- The response uses few transitions to connect and clarify relationships among ideas. The first body paragraph ends with a question (“What other ways can you impact others?”) as a transition to the next paragraph focusing on ways one might help the community.
- The response makes use of some specific vocabulary (“medical science;” “entire building complex for a struggling inner city community in Chicago”).
- The response maintains a formal style. The response addresses the reader to a great extent, though this seems appropriate for the task and enhances engagement.
- The response provides a concluding section that summarizes the ideas of the body paragraphs (“standing up for the problems of others like Gandhi or helping a community like Jane Addams”), ending with a call to action for the reader (“So get out there and go pursue your passion because one day you might impact some one more than you know”).

LUC: 3

- The response effectively varies sentence patterns for meaning, reader interest, and style. Simple, compound, and complex sentences are used to create style and improve readability.
- The response has errors in usage in conventions, but these have no effect on meaning.

ELAGSE6W2, ELAGSE6L1, ELAGSE6L2

Response Scores:



Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 3

5. There are some people in this world who stand out because they care deeply and are passionate about their work. Now that you have read about Mahatma Gandhi and Jane Addams, think about them and others you may know about who have made sacrifices for their beliefs or passions.

Think about the ideas in the passages, and then write an **informational/explanatory essay** in your own words about how pursuing individual passions can have a positive impact on others.

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

Pursuing passions, that may help others, brings an impact on the world all around us. In the two paragraphs “Mahatma Gandhi’s Decision to Take Action” and “Jane Addams-Making a Difference” they show two people not willing to give up on their beliefs, even though they themselves had difficult situations. To me, not giving up on beliefs that are sure to help others shows bravery, kindness, selflessness, and caring. The world, to me, needs more people like these two people. Once good people get their thoughts going on how to help the world, they can make a big positive impact. You often have to make sacrifices to do what you believe in, and Mahatma Gandhi and Jane Addams made huge sacrifices just to help other people like them. Mahatma Gandhi walked endless miles, went without eating for days, and risked going to prison. Jane Addams gave speeches to wealthy people to raise money, wrote eleven books about social issues and took care of everyone’s needs at the Hull House. These people are true heroes, who have been admired for their work and willingness, who made sacrifices that probably nobody else would dare to do. Both of their beliefs had positive impacts on the world around them.

DOC: 2

- The response attempts to introduce a topic (“Pursuing passions, that may help others, brings an impact on the world all around us”), including general ideas of how Gandhi and Addams relate (“. . . they show two people not willing to give up on their beliefs, even though they themselves had difficult situations”).
- The response attempts to develop a topic with too few details. Passage details are listed out with minimal development (“Mahatma Gandhi walked endless miles, went without eating for days, and risked going to prison. Jane Addams gave speeches to wealthy people to raise money, wrote eleven books about social issues . . .”). Original thought is vague and general (“. . . not giving up on beliefs . . . shows bravery . . .,” “. . . needs more people like these two people,” “. . . they can make a big positive impact”).
- The response ineffectively organizes ideas and information. The response lists some general ideas about helping others, then lists some fairly general details about the work of Gandhi and Addams, but overall there is not a strong organizational structure.
- The response uses few transitions to connect and clarify relationships among ideas (“even though,” “To me”).
- A formal style is maintained.
- The response provides a concluding section that reiterates the importance of the work of Gandhi and Addams (“These people are true heroes, who have been admired for their work and willingness, who made sacrifices that probably nobody else would dare to do. Both of their beliefs had positive impacts . . .”).

LUC: 3

- The response effectively varies sentence patterns for meaning, reader interest, and style. Mostly simple and complex sentences are used to create style and improve readability.
- A few errors in usage and conventions are present. However, they are relatively minor and have no effect on meaning or fluency.

ELAGSE6W2, ELAGSE6L1, ELAGSE6L2

Response Scores:



Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 3

5. There are some people in this world who stand out because they care deeply and are passionate about their work. Now that you have read about Mahatma Gandhi and Jane Addams, think about them and others you may know about who have made sacrifices for their beliefs or passions.

Think about the ideas in the passages, and then write an **informational/explanatory essay** in your own words about how pursuing individual passions can have a positive impact on others.

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

Have you ever felt like you need to do something with your life, but just can't think about something to do? Well, think about Mahatma Gandhi and Jane Addams. They saw things in their society that needed to be fixed. Gandhi was born to a wealthy family in India, and went to prison a lot of times because he stood up for what he believed in! Lots of people would have chosen to stay in the life of luxury, but Gandhi chose to do the right thing. "And what about Addams?" you might ask. Well, when she was little, she was the daughter of a very successful businessman. She couldn't do much active things in her childhood due to her spinal problem, but when she was older, she traveled and earned a college degree. While her visit to London, Addams went to a settlement house in one of the poorer areas. It was there that she discovered what she wanted to do with her life. In 1889, she opened what is called the Hull House in Chicago. There, she nursed the sick, cared for children, and did much more. Gandhi and Addams were both great people; they devoted their lives to improving the lives of others.

DOC: 2

- The response provides a vague introduction to the topic (“Have you ever felt like you need to do something with your life, but just can’t think about something to do?”). By summarizing the passages, the response manages to address the prompt.
- The response attempts to develop the topic, but details are often vague and undeveloped (“Gandhi . . . went to prison a lot of times because he stood up for what he believed in,” “. . . Gandhi chose to do the right thing,” “. . . she discovered what she wanted to do with her life,” “There, she nursed the sick, cared for children, and did much more”).
- The response ineffectively organizes ideas. The response provides a vague introduction followed by a brief summary of each passage with little overall structure.
- The response uses little precise language to inform and explain the topic (“wealthy family,” “her spinal problem,” “a settlement house,” “Hull House in Chicago”).
- The response attempts to use transitions to connect and clarify relationships among ideas (“Well, think about . . .,” “‘And what about Addams?’ you might ask,” “but when”).
- A formal style is generally maintained throughout the response.
- The response provides a concluding statement, though it is a bit abrupt (“Gandhi and Addams were both great people; they devoted their lives to improving the lives of others”).

LUC: 3

- The response effectively varies sentence patterns for meaning, reader interest, and style. Simple, compound, and complex sentences are used to improve readability.
- The response has a few minor errors in usage and conventions that do not affect meaning or fluency.

ELAGSE6W2, ELAGSE6L1, ELAGSE6L2

Response Scores:



Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 2

5. There are some people in this world who stand out because they care deeply and are passionate about their work. Now that you have read about Mahatma Gandhi and Jane Addams, think about them and others you may know about who have made sacrifices for their beliefs or passions.

Think about the ideas in the passages, and then write an **informational/explanatory essay** in your own words about how pursuing individual passions can have a positive impact on others.

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

Pursing individual passions can have a positive impact on others for example in “Jane Addams-Making a Difference” she gave up her goals to make poor people happy by building the Hull House. Later on she won the Nobel Peace Prize because she was a helpful person and very dependable. In “Mahatma Gandhi’s Decision to Take Action” He wanted to stop the mistreatment of Indians by the British Government The Indians were not being treated fair and Gandhi wanted to change that . Both of the passges Gandhi and Addams wanted to make a change Gandhi wanted Indians to not be controlled by Great Britan and be treated fairly. Addams wanted to help the poor by building the Hull House out of an abandond building. Pursing indiviual passions can have a positive impact on others.

DOC: 2

- The response provides a brief, abrupt introduction to the topic (“Pursing individual passions can have a positive impact on others”).
- The response attempts to develop the topic but with few text-based details. Many of the included details are vague (“... make poor people happy by building the Hull House,” “she won the Nobel Peace Prize because she was a helpful person,” “He wanted to stop the mistreatment of Indians by the Britash Government The Indians were not being treated fair,” “Addams wanted to help the poor by building the Hull House out of an abandond building”).
- The response ineffectively organizes ideas. The response gives a brief summary of each passage, though it begins this within the introductory sentence.
- The response uses limited language and vocabulary that does not fully explain the topic. Much of the word choice is overly vague (“she was a helpful person and very dependable,” “The Indians were not being treated fair”).
- The response uses few transitions to connect and clarify relationships among ideas (“Later on”).
- The response provides a weak concluding statement. The response ends with a brief restatement of the work of Gandhi and Addams followed by a brief concluding statement (“Pursing indiviual passions can have a positive impact on others”).

LUC: 2

- Sentences are complete with some variety. The first sentence is a run-on. There are simple and complex sentences present.
- The response includes errors in usage and conventions such as misspellings (“Pursing,” “Britash Government,” “passges,” “Britan,” “indiviual”), though some of these are likely typos. There are also run-on sentences (“... by the Britash Government The Indians . . . ,” “wanted to make a change Gandhi wanted Indians . . .”). These errors have no significant effect on meaning.

ELAGSE6W2, ELAGSE6L1, ELAGSE6L2

Response Scores:



Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 1

5. There are some people in this world who stand out because they care deeply and are passionate about their work. Now that you have read about Mahatma Gandhi and Jane Addams, think about them and others you may know about who have made sacrifices for their beliefs or passions.

Think about the ideas in the passages, and then write an **informational/explanatory essay** in your own words about how pursuing individual passions can have a positive impact on others.

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

Other people has a bad or good time standing up for each americans and other people. That's is why we are together cause of Maritan Luther King Jr made mostly everone together with blacks and whites and he never gave up and Mahatma Gandhi and Jane Addams. Mahatma Gandhi stand up for africans americans. Jane Addams Belived that all people should be treaded fairly, and he was willing to sacrifice to help them.

DOC: 1

- The response provides an unclear introduction (“Other people has a bad or good time standing up for each americans and other people”).
- The response does not develop a topic. The details and ideas provided are very vague, unclear, or incorrect (“Maritan Luther King Jr made mostly everone together with blacks and whites,” “Mahatma Gandhi stand up for africans americans,” “should be treaded fairly”).
- The response is too brief to group any related ideas together. The ideas presented show little attempt at organization.
- No use of linking words or transitions to connect ideas is attempted.
- The response uses vague, ambiguous, or repetitive language (“That’s is why we are together,” “made mostly everone together”).
- No attempt is made to use a formal style.
- The response ends abruptly with no concluding statement or section.

LUC: 1

- Run-ons and other structure errors are present (“everone together with blacks and whites and he never gave up and Mahatma Gandhi and Jane Addams”).
- Frequent errors in usage and conventions interfere with meaning, including misspellings, word choice, and other grammatical errors (“Other people has,” “each americans,” “That’s is why,” “together cause,” “Gandhi stand up for,” “Jane Addams Belived that . . . treaded fairly”).

ELAGSE6W2, ELAGSE6L1, ELAGSE6L2

Response Scores:



Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 1

5. There are some people in this world who stand out because they care deeply and are passionate about their work. Now that you have read about Mahatma Gandhi and Jane Addams, think about them and others you may know about who have made sacrifices for their beliefs or passions.

Think about the ideas in the passages, and then write an **informational/explanatory essay** in your own words about how pursuing individual passions can have a positive impact on others.

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

I think some people like to help others because it makes them feel good and that they know that they can be helpful. So that is why they stand out compared to some people. Gandhi sacrificed himself for India. Jane made a place for immigrants. Also a childcare.

DOC: 1

- The response provides an unclear introduction to the topic (“I think some people like to help others”).
- The response provides minimal development of the topic. The response provides very few details from the text which are also vague (“Gandhi sacrificed himself for India,” “Jane made a place for immigrants. Also a childcare”).
- The response is too brief to group related ideas together. The few ideas provided are simply stated with no organizational structure.
- No use of linking words or transitions to connect ideas is attempted.
- The response uses vague and ambiguous language (“it makes them feel good and that they know that they can be helpful”).
- The response provides no concluding statement or section.

LUC: 1

- Sentence fragments are present (“Also a childcare”).
- The response has frequent errors in usage and conventions that interfere with meaning (“feel good,” “compared”) and is too brief to demonstrate command of English language conventions.

ELAGSE6W2, ELAGSE6L1, ELAGSE6L2

Response Scores:



Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 1

5. There are some people in this world who stand out because they care deeply and are passionate about their work. Now that you have read about Mahatma Gandhi and Jane Addams, think about them and others you may know about who have made sacrifices for their beliefs or passions.

Think about the ideas in the passages, and then write an **informational/explanatory essay** in your own words about how pursuing individual passions can have a positive impact on others.

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

Pursing your passion can have a good effect or a bad effect . Addams and gandhi have good passions. They wanted to help people because the british treated the indians cruel. addams on the other opened a house in chacigo for the imgrants.

DOC: 1

- The response provides a brief introduction to the topic (“Pursing your passion can have a good effect or a bad effect”).
- The response provides only a minimal attempt to develop the topic with few text-based details (“. . . because the british treated the indians cruel,”“addams on the other opened a house in chacigo for the imgrants”).
- The response is too brief to group related ideas together. The response provides only few details which are simply stated with little attempt to organize ideas.
- No use of transitions and linking words to connect ideas is present.
- The response uses vague and ambiguous language (“have a good effect or a bad effect,”“have good passions”).
- The response uses an informal style.
- The response ends abruptly with no concluding statement or section.

LUC: 1

- The response makes little attempt to vary sentence patterns but instead uses simplistic, choppy sentences.
- Frequent errors in usage and conventions interfere with meaning, including misspellings and capitalization errors (“Pursing your passion,”“british treated the indians cruel,”“addams on the other opened a house in chacigo for the imgrants”).

Grade 6

MATHEMATICS

Sample Constructed-Response Items

ITEM 1: CONSTRUCTED-RESPONSE

MGSE6.EE.9a

1. The table shows the proportional relationship between the number of computers a company sold, x , and the profit that the company made, y .

Profit on Sales

Number of Computers Sold	Profit (dollars)
3	450
7	1,050
11	1,650
15	2,250

The profit, y , can be written in terms of x , the number of computers sold.

$y =$ _____

What expression completes the equation? Explain how you found your answer. **Write your answer in the space provided on your answer document.**

Scoring Guide

Item 1 Information

<p>Standard: MGSE6.EE.9a</p> <p>Use variables to represent two quantities in a real-world problem that change in relationship to one another.</p> <p>a. Write an equation to express one quantity, the dependent variable, in terms of the other quantity, the independent variable.</p>	<p>Item Depth of Knowledge: 2</p> <p>Basic Application of Skill/Concept</p> <p>Student uses information, conceptual knowledge, and procedures.</p>
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ITEM-SPECIFIC SCORING RUBRIC

Score	Rationale
2	<p>Response demonstrates a complete understanding of the standard.</p> <p>Give 2 points for student identifying that y is 150 times greater than x and providing a correct explanation.</p> <p><u>Exemplar Response:</u> $150x$ (1 point) AND I divided 450 by 3, 1,050 by 7, and so on to get the coefficient of x. (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 analyzing the relationship between dependent and independent variables using tables and relating these to the equation.</p>

STUDENT RESPONSES

MGSE6.EE.9a

Response Score: 2

- The table shows the proportional relationship between the number of computers a company sold, x , and the profit that the company made, y .

Profit on Sales

Number of Computers Sold	Profit (dollars)
3	450
7	1,050
11	1,650
15	2,250

The profit, y , can be written in terms of x , the number of computers sold.

$y =$ _____

What expression completes the equation? Explain how you found your answer. **Write your answer in the space provided on your answer document.**

$y = 150x$
I took 450 and divided by 3.

MATHEMATICS

The response demonstrates a complete understanding of the standard being tested. The student provides the correct expression ($150x$) and correctly explains how the coefficient of x was calculated. The student shows the relationship between the dependent and independent variables and is able to use the table to calculate the rate of profit per computer sold and complete the equation.

MGSE6.EE.9a

Response Score: 1



1. The table shows the proportional relationship between the number of computers a company sold, x , and the profit that the company made, y .

Profit on Sales

Number of Computers Sold	Profit (dollars)
3	450
7	1,050
11	1,650
15	2,250

The profit, y , can be written in terms of x , the number of computers sold.

$$y = \underline{\hspace{2cm}}$$

What expression completes the equation? Explain how you found your answer. **Type your answer in the space provided.**

150x, it is a linear equation ▼
▲

The response demonstrates a partial understanding of the standard being tested. The student provides the correct expression (150x) and identifies the equation as linear. However, the explanation is incomplete.

MGSE6.EE.9a

Response Score: 1

- The table shows the proportional relationship between the number of computers a company sold, x , and the profit that the company made, y .

Profit on Sales

Number of Computers Sold	Profit (dollars)
3	450
7	1,050
11	1,650
15	2,250

The profit, y , can be written in terms of x , the number of computers sold.

$y =$ _____

What expression completes the equation? Explain how you found your answer. **Write your answer in the space provided on your answer document.**

$y = 150x$

I determined the rate of change by dividing 450 by 3 and got 150

The response demonstrates partial understanding of the standard being tested. The student correctly explains the method for finding rate of change. However, the equation " $y = 150$ " is incomplete (missing the x) and therefore does not show complete understanding.

MGSE6.EE.9a

Response Score: 0



- The table shows the proportional relationship between the number of computers a company sold, x , and the profit that the company made, y .

Profit on Sales

Number of Computers Sold	Profit (dollars)
3	450
7	1,050
11	1,650
15	2,250

The profit, y , can be written in terms of x , the number of computers sold.

$y =$ _____

What expression completes the equation? Explain how you found your answer. **Type your answer in the space provided.**

150

▼
 □
 ▲

The response demonstrates little to no understanding of the standard being tested. The student provides the value of the coefficient of x but no explanation of how this value was found. The expression does not correctly complete the equation.

ITEM 2: EXTENDED CONSTRUCTED-RESPONSE

MGSE6.EE.2c

MGSE6.EE.3

2. Four friends decorate the school gym with balloons for a dance.

- Rodney uses 3 packages of balloons.
- Camille uses 18 balloons.
- Gigi uses 5 packages of balloons.
- Seth uses 1 package plus 6 more balloons.

The expression $3x + 18 + 5x + x + 6$ can be used to represent the total number of balloons the friends use to decorate the gym.

Part A What does the variable x represent in the expression? **Write your answer in the space provided on your answer document.**

Part B It is possible to rewrite the expression so that it has only two terms: ____ + ____ . What two terms are needed to rewrite the expression? Explain how you found your answers. **Write your answers in the space provided on your answer document.**

Part C If one package contains 20 balloons, how many balloons did the friends use to decorate the gym in all? **Write your answer in the space provided on your answer document.**

Part A	
Part B	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Part C	

Scoring Guide

Item 2 Information

<p>Standard: MGSE6.EE.2c Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).</p> <p>Standard: MGSE6.EE.3 Apply the properties of operations to generate equivalent expressions.</p>	<p>Item Depth of Knowledge: 3 Strategic Thinking Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</p>
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ITEM-SPECIFIC SCORING RUBRIC

Score	Rationale
4	<p>Response demonstrates a complete understanding of the standards.</p> <p>Give 4 points for correctly explaining in Part A that x represents the number of balloons in each package, correctly identifying the terms $9x$ and 24 in Part B and correctly explaining that adding $3x$, $5x$, and $1x$ gives $9x$ and adding 18 and 6 gives 24, and then correctly identifying the total number of balloons in Part C.</p> <p><u>Exemplar Response:</u> Part A: The variable x represents the number of balloons in one package OR Other valid explanation (1 point) Part B: $9x$ and 24 (1 point) AND I added the like terms of $3x$, $5x$, and $1x$, and then I added the like terms of 18 and 6. OR Other valid description (1 point) Part C: 204 (1 point)</p>
3	<p>Response demonstrates nearly complete understanding of the standards.</p> <p>Student earns 3 points for answering 3 key elements.*</p>
2	<p>Response demonstrates partial understanding of the standards.</p> <p>Student earns 2 points for answering 2 key elements.*</p>
1	<p>Response demonstrates minimal understanding of the standards.</p> <p>Student earns 1 point for answering 1 key element.*</p>
0	<p>Response demonstrates limited to no understanding of the standards.</p> <p>Student earns 0 points because the student does not show understanding of evaluating expressions in real-world problems that involve the order of operations.</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

MGSE6.EE.2c

MGSE6.EE.3

Response Score: 4

2. Four friends decorate the school gym with balloons for a dance.

- Rodney uses 3 packages of balloons.
- Camille uses 18 balloons.
- Gigi uses 5 packages of balloons.
- Seth uses 1 package plus 6 more balloons.

The expression $3x + 18 + 5x + x + 6$ can be used to represent the total number of balloons the friends use to decorate the gym.

Part A What does the variable x represent in the expression? **Write your answer in the space provided on your answer document.**

Part B It is possible to rewrite the expression so that it has only two terms: ____ + ____ . What two terms are needed to rewrite the expression? Explain how you found your answers. **Write your answers in the space provided on your answer document.**

Part C If one package contains 20 balloons, how many balloons did the friends use to decorate the gym in all? **Write your answer in the space provided on your answer document.**

Part A number of balloons in a package.

Part B Combine like terms
to get $9x + 24$

Part C they used 204 balloons

The response demonstrates a complete understanding of the standards being tested. In Part A, the student correctly identifies that x represents the number of balloons in a package. In Part B, the student correctly states the rewritten expression " $9x + 24$ " and gives a valid explanation. In Part C, the student correctly identifies the total number of balloons as 204.

MGSE6.EE.2c

MGSE6.EE.3

Response Score: 3

2. Four friends decorate the school gym with balloons for a dance.

- Rodney uses 3 packages of balloons.
- Camille uses 18 balloons.
- Gigi uses 5 packages of balloons.
- Seth uses 1 package plus 6 more balloons.

The expression $3x + 18 + 5x + x + 6$ can be used to represent the total number of balloons the friends use to decorate the gym.

Part A What does the variable x represent in the expression? **Write your answer in the space provided on your answer document.**

Part B It is possible to rewrite the expression so that it has only two terms: ____ + ____ . What two terms are needed to rewrite the expression? Explain how you found your answers. **Write your answers in the space provided on your answer document.**

Part C If one package contains 20 balloons, how many balloons did the friends use to decorate the gym in all? **Write your answer in the space provided on your answer document.**

Part A the amount of Balloons in one Package

Part B

$9x + 21$ are the two terms that can be used because you can add all the numbers with x 's Plus the one x , then add the other numbers with is $18 + 6 = 21$

Part C the Friends in total used 204 balloons to decorate the gym

The response demonstrates a nearly complete understanding of the standards being tested. The student correctly explains in Part A that x represents the amount of balloons in one package. In Part B, the student correctly explains the method: "you can add all the numbers with x 's Plus the one x , then add the other numbers." In Part C, the student correctly identifies the total number of balloons as 204. However, the expression in Part B is incorrect because of the addition error in " $18 + 6 = 21$."

MGSE6.EE.2c
MGSE6.EE.3

Response Score: 3



2. Four friends decorate the school gym with balloons for a dance.

- Rodney uses 3 packages of balloons.
- Camille uses 18 balloons.
- Gigi uses 5 packages of balloons.
- Seth uses 1 package plus 6 more balloons.

The expression $3x + 18 + 5x + x + 6$ can be used to represent the total number of balloons the friends use to decorate the gym.

Part A What does the variable x represent in the expression? **Type your answer in the space provided.**

The variable x represents the number of balloons.

Part B It is possible to rewrite the expression so that it has only two terms: ____ + ____ . What two terms are needed to rewrite the expression? Explain how you found your answers. **Type your answers in the space provided.**

$9x$ and 24 because you add the packages of balloons together and the balloons together.

Part C If one package contains 20 balloons, how many balloons did the friends use to decorate the gym in all? **Type your answer in the space provided.**

The friends used 204 balloons to decorate the gym.

The response demonstrates a nearly complete understanding of the standards being tested. In Part B, the student correctly identifies the terms $9x$ and 24 and correctly explains that “you add the packages of balloons together and the balloons together.” In Part C, the student correctly identifies the total number of balloons as 204. The explanation in Part A is incorrect because it does not address “in each package,” so the response does not show complete understanding.

MGSE6.EE.2c
MGSE6.EE.3

Response Score: 2



2. Four friends decorate the school gym with balloons for a dance.

- Rodney uses 3 packages of balloons.
- Camille uses 18 balloons.
- Gigi uses 5 packages of balloons.
- Seth uses 1 package plus 6 more balloons.

The expression $3x + 18 + 5x + x + 6$ can be used to represent the total number of balloons the friends use to decorate the gym.

Part A What does the variable x represent in the expression? **Type your answer in the space provided.**

x means they don't know how many was in the bag.

Part B It is possible to rewrite the expression so that it has only two terms: ____ + ____ . What two terms are needed to rewrite the expression? Explain how you found your answers. **Type your answers in the space provided.**

The only 2 expressions would be $8x$ and 24 I found it out because i added the ones that went together up and got that.

Part C If one package contains 20 balloons, how many balloons did the friends use to decorate the gym in all? **Type your answer in the space provided.**

The friends used 204 ballons in all.

The response demonstrates a partial understanding of the standards being tested. In Part A, the student correctly explains that x means "they don't know how many was in the bag." In Part C, the student correctly identifies the total number of balloons as 204. Part B shows an error in the expression " $8x$ " and does not explain the method correctly.

MGSE6.EE.2c

MGSE6.EE.3

Response Score: 2

2. Four friends decorate the school gym with balloons for a dance.

- Rodney uses 3 packages of balloons.
- Camille uses 18 balloons.
- Gigi uses 5 packages of balloons.
- Seth uses 1 package plus 6 more balloons.

The expression $3x + 18 + 5x + x + 6$ can be used to represent the total number of balloons the friends use to decorate the gym.

Part A What does the variable x represent in the expression? **Write your answer in the space provided on your answer document.**

Part B It is possible to rewrite the expression so that it has only two terms: ____ + ____ . What two terms are needed to rewrite the expression? Explain how you found your answers. **Write your answers in the space provided on your answer document.**

Part C If one package contains 20 balloons, how many balloons did the friends use to decorate the gym in all? **Write your answer in the space provided on your answer document.**

Part A The one package Seth used

Part B

Yes you can it would be
 9 plus 24 because if you
 add the x numbers that will
 give you nine and if you add
 the numbers without x it
 would be 24.

Part C If you multiply 20 times nine it will give you 180
 and add 24 it will give you 204.

The response demonstrates a partial understanding of the standards being tested. In Part B, the student correctly explains that “you add the x numbers” and “you add the numbers without x;” but does not correctly list the rewritten terms. In Part C, the student correctly identifies the total number of balloons as 204. The student response in Part A is incorrect.

MGSE6.EE.2c
MGSE6.EE.3

Response Score: 1



2. Four friends decorate the school gym with balloons for a dance.

- Rodney uses 3 packages of balloons.
- Camille uses 18 balloons.
- Gigi uses 5 packages of balloons.
- Seth uses 1 package plus 6 more balloons.

The expression $3x + 18 + 5x + x + 6$ can be used to represent the total number of balloons the friends use to decorate the gym.

Part A What does the variable x represent in the expression? **Type your answer in the space provided.**

ballons in a package.

Part B It is possible to rewrite the expression so that it has only two terms: $___ + ___$. What two terms are needed to rewrite the expression? Explain how you found your answers. **Type your answers in the space provided.**

because it could be $21x + 11x$.

Part C If one package contains 20 balloons, how many balloons did the friends use to decorate the gym in all? **Type your answer in the space provided.**

1686.

The response demonstrates a minimal understanding of the standards being tested. In Part A, the student correctly explains that x represents “ballons in a package.” The student responses in Parts B and C are incorrect, and no explanation is given in Part B.

MGSE6.EE.2c
MGSE6.EE.3

Response Score: 0



2. Four friends decorate the school gym with balloons for a dance.

- Rodney uses 3 packages of balloons.
- Camille uses 18 balloons.
- Gigi uses 5 packages of balloons.
- Seth uses 1 package plus 6 more balloons.

The expression $3x + 18 + 5x + x + 6$ can be used to represent the total number of balloons the friends use to decorate the gym.

Part A What does the variable x represent in the expression? **Type your answer in the space provided.**

X represents the packages in the expression.

Part B It is possible to rewrite the expression so that it has only two terms: $___ + ___$. What two terms are needed to rewrite the expression? Explain how you found your answers. **Type your answers in the space provided.**

The two terms needed to rewrite the expressions is $24 + 8$. I added all of the numbers without an x , and all the numbers with an x .

Part C If one package contains 20 balloons, how many balloons did the friends use to decorate the gym in all? **Type your answer in the space provided.**

The friends used 180 balloons.

The response demonstrates limited to no understanding of the standards being tested. In Part A, the student incorrectly identifies the x as the number of packages instead of the number of balloons in a package. In Part B, the student explanation “added all of the numbers without an x , and all the numbers with an x ,” is not accepted since the expression “ $24 + 8$ ” indicates that the x was not included. In Part C, the student incorrectly calculates the number of balloons used.

END OF SAMPLER
QUESTIONS

