



Grade 7
English Language Arts and Mathematics
Item and Scoring Sampler
2018

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NO TEST MATERIAL
ON THIS PAGE

INTRODUCTION

The Georgia Milestones Grade 7 English Language Arts (ELA) End of Grade (EOG) assessment and the Grade 7 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 7 ELA EOG assessment and the operational Georgia Milestones Grade 7 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 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 Mathematics EOG assessment are worth up to two points. Partial credit may be awarded if part of the response is correct.

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

ITEM ALIGNMENT

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

DEPTH OF KNOWLEDGE

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

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

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

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

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


INTRODUCTION

ITEM AND SCORING SAMPLER FORMAT

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

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

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

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

Example Constructed-Response Item Information Table

| Standard: | Item Depth of Knowledge: |
|-----------|--------------------------|
| | |

Example Selected-Response Item Information Table

| Item | Standard | DOK | Key |
|------|----------|-----|-----|
| 1 | | | |
| 2 | | | |
| 3 | | | |

Grade 7

ENGLISH LANGUAGE ARTS

Sample Constructed-Response Items

Read the article and answer item 1.

The Importance of Tribal Masks



**One Example of an
African Tribal Mask**

Many people view African tribal masks as decorative art. Unfortunately, few people understand just how special these masks are. For African tribes, the masks serve a very important cultural purpose. They represent a large component of the beliefs of the tribe. African tribal masks should be celebrated for their cultural importance to the tribes, not just for their beauty.

The Tribal Artist

The artist is the key element in a mask's creation. African tribal artists design masks based on their personal style and their tribe's traditions. The artists are considered critical members of their communities. They are valued for their ability to express the tribe's beliefs, not just for their talent as artists. The artist's role is crucial in maintaining tribal customs.

The Wood

The masks are usually made of wood. Because trees are considered an important part of the natural world, wood makes a perfect material for these treasured items. Before a tree is cut down to create a mask, the tribe performs a ceremony asking the tree for permission to cut it down. This ceremony is one of the many tribal customs reinforced through making masks.

Adorning the Mask

The tools used to carve the mask are also special, and they are passed down from generation to generation. Using the tools of ancestors is believed to strengthen the ties to the past. Remembering ancestors is another important part of tribal culture.

Carvings on the mask represent an ancestor or animal. Each carving symbolizes something different, but each one has a special meaning for the tribe.

The masks are decorated with dye that comes from plants, soil, and insects. Shells, teeth, feathers, and animal skin and hair are also used as decorations. The mask's decorations evoke pride in certain tribal customs and traditions.

Using the Masks

Tribe members wear masks during initiations (such as when children enter adulthood), festivals, harvest ceremonies, and other customary events. Each mask has a specific purpose and helps the tribes celebrate their culture in all its forms.

Often tribe members wear full costumes and perform elaborate dances. During these dances, the masks are believed to come to life. The person wearing the mask transforms into whatever the mask is representing, whether that's an animal or an ancestor. Younger generations learn about the history of the tribe through these dances. In turn, the younger generations learn to uphold the tribal customs.

It is important to remember that making tribal masks is a specialized process. Each mask's special meaning should never be forgotten. Though the masks are beautiful to look at, they are much more than just art. To truly appreciate tribal masks, one needs to understand their importance to the cultures and traditions of African tribes.

ITEM 1: CONSTRUCTED-RESPONSE

ELAGSE7RI5



1. Explain how the author's organizational structure contributes to the development of the ideas in the article.

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

Scoring Guide

Item 1 Information

| | |
|--|---|
| <p>Standard: ELAGSE7RI5</p> <p>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> | <p>Item Depth of Knowledge: 3</p> <p>Strategic Thinking</p> <p>Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</p> |
|--|---|

ITEM-SPECIFIC SCORING RUBRIC

| Score | Description |
|-------|---|
| 2 | <p><i>The response gives sufficient evidence of the ability to analyze the structure an author uses to organize a text, including how major sections contribute to the whole and to the development of ideas.</i></p> <ul style="list-style-type: none"> Provides an adequate explanation of how the author’s organizational structure contributes to the development of the ideas in the article Includes specific, relevant examples/details from the article for support <p><u>Exemplar Response:</u> <i>Provides an adequate explanation of how the author’s organizational structure contributes to the development of the ideas in the article (e.g., The article is divided into sections that each focus on different aspects of tribal masks and show steps for creating a mask, which reinforces the significance of this cultural tradition; “The Tribal Artist” uses description to convey the significance of the artist; “The Wood” uses cause/effect to explain the significance of the materials used to make masks; “Adorning the Mask” and “Using the Masks” use sequence to show the steps for creating and using masks in order to show their significance to certain African cultures) and includes relevant textual evidence for support (e.g., “African tribal artists design masks based on their personal style and their tribe’s traditions”; “Because trees are considered an important part of the natural world, wood makes a perfect material for these treasured items”; masks are carved, decorated with dye, and then used at celebrations where “the person wearing the mask transforms into whatever the mask” represents).</i></p> |
| 1 | <p><i>The response gives limited evidence of the ability to analyze the structure an author uses to organize a text, including how major sections contribute to the whole and to the development of ideas.</i></p> <ul style="list-style-type: none"> Provides a weak explanation of how the author’s organizational structure contributes to the development of the ideas in the article Includes vague/limited examples/details from the article for support <p>OR</p> <ul style="list-style-type: none"> Provides a credible explanation based on the article of how the author’s organizational structure contributes to the development of the ideas in the article without including examples/details from the passage for support <p>OR</p> <ul style="list-style-type: none"> Includes relevant examples/details from the article that imply an explanation of how the author’s organizational structure contributes to the development of the ideas in the article |
| 0 | <p><i>The response gives no evidence of the ability to analyze the structure an author uses to organize a text, including how major sections contribute to the whole and to the development of ideas.</i></p> <ul style="list-style-type: none"> Provides no explanation of how the author’s organizational structure contributes to the development of the ideas in the article Includes no relevant examples/details from the article that imply an explanation of how the author’s organizational structure contributes to the development of the ideas in the article |

STUDENT RESPONSES

ELAGSE7RI5

Response Score: 2 points



1. Explain how the author’s organizational structure contributes to the development of the ideas in the article.

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

The introduction of “The Importance of Tribal Masks” introduces the idea of African tribal masks being “decorative art.” The author then spends the rest of the article carefully explaining why these masks are so much more. First the author explains that the artist is a very important person in the community. “The artist’s role is crucial in maintaining tribal customs.” The next sections of the article focus on the complex steps (getting the wood, carving, adorning it) involved in creating the masks. The lengthy final section reveals to the reader how the masks are used by the tribes. “Each mask has a specific purpose and helps the tribes celebrate their culture in all its forms.” The masks are clearly used for much more than decoration given their role in dances and learning history. The author utilizes the organization of the article to show all of the intricate steps needed to make and use tribal masks in order to demonstrate how important they are to the culture as much more than just art.

- The response gives sufficient evidence of the ability to explain how the author’s organizational structure contributes to the development of ideas (“introduces the idea of African tribal masks being ‘decorative art,’” “The author utilizes the organization of the article to show all of the intricate steps needed to make and use tribal masks”).
- Specific details about the organization of the passage are provided to support the explanation (“The next sections of the article focus on the complex steps (getting the wood, carving, adorning it) involved in creating the masks”).

ELAGSE7RI5

Response Score: 1 point

1. Explain how the author's organizational structure contributes to the development of the ideas in the article.

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

The author's organization of the passage supports the main idea by showing how significant the process of actually creating the masks is to the culture. The author divides the passage into sections that show all of the different steps. The author talks about the wood and the author talks about adorning the mask and how they are using the mask. Each step is an amazing part of the journey and it all starts with a ceremony to see if the wood that becomes the mask can be chopped down.

- The response gives limited evidence of the ability to explain how the author's organizational structure contributes to the development of ideas ("how significant the process of actually creating the masks is to the culture." "The author divides the passage into sections that show all of the different steps"). However, there is no attempt to explain how organizing the passage into steps supports the idea that creating the masks is important to the culture.
- Limited details that make reference to the text are provided for support ("talks about the wood and the author talks about adorning the mask," "it all starts with a ceremony").

ELAGSE7RI5

Response Score: 0 points

1. Explain how the author's organizational structure contributes to the development of the ideas in the article.

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

The organization is about the artist and the wood. The people cut down trees. After the masks are made you still have to decorate them. You can decorate them in a variety of ways. Finally, masks are used during important occasions. They use the masks to teach traditions.

- The response gives no evidence of the ability to identify how the author's organizational structure contributes to the development of ideas. The only reference to organization is confusing ("The organization is about the artist and the wood").
- The response includes random details from the article ("people cut down trees," "have to decorate them," "used during important occasions") but fails to explain how they relate to the development of ideas.

Read the poem and answer item 2.

Being Connected

Grandpa tells me
the telephone is a tool;
it should only be used
to make appointments
5 and share big news
or to relay emergencies.

He says
the first telephone he had
was heavy and black,
10 with a long, curly cord
and a clicking dial
that turned like a wheel.
There was even a friendly operator
who connected the wires.

15 I tell Grandpa
things have changed—
it's a cell phone world now,
lit with luminous screens
that are bright,
20 loaded with memory
not just for numbers
but for games,
cameras,
the Internet—
25 nothing is the same.

There are touch screens
instead of slowpoke dials
and tall, 24-hour towers,
instead of operators
30 who connect the wires.

Grandpa tells me
that's fine and good, but
what does that connection get you
but a constant buzzing,
35 never-ending mindless chatter
on the bus,
at the mall,
during a meal?
What about the quiet
40 when the operator goes home
and the wire is silent?
That is when folks could just sit
on a porch swing and connect
face-to-face.

ITEM 2: EXTENDED CONSTRUCTED-RESPONSE

ELAGSE7W3



2. In “Being Connected,” the speaker has a different opinion about telephones than the grandpa does. Consider the tone and the emotions expressed by the grandpa. Write an original story in which the grandpa and speaker spend time together. The story should include the same characters and be told from the point of view of the grandpa.

Use details, dialogue, and description to develop the characters, setting, and plot. **Type your answer in the space provided.**

Scoring Guide

Item 2 Information

| | |
|---|--|
| <p>Standard: ELAGSE7W3</p> <p>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</p> <p>Extended Thinking</p> <p>Student conducts an investigation, needs time to think and process multiple conditions of the problem or task</p> |
|---|--|

FOUR-POINT HOLISTIC RUBRIC

| Score | Description |
|-------|---|
| 4 | <p><i>The student's response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> Effectively establishes a situation and point of view and introduces a narrator and/or characters Organizes an event sequence that unfolds naturally and logically 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 to convey the sequence of events and signal shifts in one time frame or setting to another Uses precise words, phrases, and sensory language consistently and effectively to convey experiences or events and capture the action 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 in one time frame or setting to another Uses words, phrases, and details to capture the action and 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 some narrative technique, such as dialogue, description, and pacing, to develop experiences, events, and/or characters Uses occasional signal words inconsistently and ineffectively to indicate sequence of events and signal shifts in one time frame or setting to another Uses some words or phrases inconsistently and ineffectively to convey experiences and events and capture the action 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 character • May be too brief to demonstrate a complete sequence of events or signal shifts in one time frame or setting to another • Shows little or no attempt to use dialogue, description, and pacing to develop experiences, events, and/or characters • Uses words that are inappropriate, overly simple, or unclear • Provides few, if any, words that convey experiences, or events, or signal shifts in one time frame or setting to another • 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

ELAGSE7W3

Response Score: 4 points



2. In “Being Connected,” the speaker has a different opinion about telephones than the grandpa does. Consider the tone and the emotions expressed by the grandpa. Write an original story in which the grandpa and speaker spend time together. The story should include the same characters and be told from the point of view of the grandpa.

Use details, dialogue, and description to develop the characters, setting, and plot. **Type your answer in the space provided.**

Today’s the day I’ve been looking forward to all week. With a loud slam, I hear a car door shut. My grandson is finally here! I rush to greet him.

“Paul, how are you today? I’ve got a great day planned for us!”

But he doesn’t answer, his face glowing from the light of his new phone. “Watcha doing there Paul, playing a game?” I ask. My grandson mutters something, but I can’t understand it over the noise of the phone. “Why don’t you put that crazy thing away and come inside for some lunch. Your grandma made her famous macaroni and cheese. I’ve already snuck a few bites!”

Suddenly I hear “NNOOOOOOOO!” cried from behind me. “What happened Paul, did you lose,” I ask. “No, grandpa. Even worse. The battery died. And I didn’t bring my charger.”

“Well that’s too bad,” I tell him as we sit down at the table to eat. “You know when I was your age, we didn’t have games on our telephones.”

“I sure wish I brought my charger,” he says as he glances at his dead phone. We sit silently for a while, slowly eating the pasta, and drinking the cold, sweet tea. “Why don’t you help your grandma with the dishes, then when you’re done I’ll show you a game I liked to play when I was your age.” Paul nods his head, and slowly gets up to help clean. By the time I’ve got the game set up, Paul has joined me again.

“This was my favorite game as a kid, Paul. It’s called checkers. Do you know how to play?” I ask him. “I played it on my phone a few times with a friend.” “Well this is how it’s meant to be played, outside on the porch on a warm summer day,” I say. In the end, a dead phone was the best way for us to get connected.

- The response effectively establishes a situation, point of view, and characters. The student develops a situation with the speaker and grandpa spending time together. The grandpa's point of view is established and characters are introduced.
- Events are organized in a sequence that unfolds naturally and logically. The story begins with the grandson arriving and smoothly transitions to the lunch, which is followed by the characters going out to the porch.
- The response effectively uses multiple narrative techniques to develop experiences and characters. The student uses dialogue and description throughout the story. The response uses precise words and phrases to convey a vivid picture of events ("his face glowing from the light of his new phone").
- Precise sensory language effectively conveys the experiences and events ("glowing from the light of his new phone," "slowly eating the pasta, and drinking the cold, sweet tea").
- The response effectively integrates ideas from the source material. The student mentions games being played on the phone and contrasts this with the grandpa preferring games played on the porch. The grandpa in the student response refers to the phone's noise.
- There are no errors in language usage or conventions that interfere with the meaning.

ELAGSE7W3

Response Score: 3 points

2. In "Being Connected," the speaker has a different opinion about telephones than the grandpa does. Consider the tone and the emotions expressed by the grandpa. Write an original story in which the grandpa and speaker spend time together. The story should include the same characters and be told from the point of view of the grandpa.

Use details, dialogue, and description to develop the characters, setting, and plot. **Write your answer on the lines on your answer document.**

It's early Sunday morning when the grandpa picked up his grandson. They hadn't seen each other in a long time, and this fishing trip was going to be for them to reconnect. When he got to his grandson's house, the boy was already outside playing video games on his phone. The boy got into the car without saying anything. "Good morning, John" I say to him. We get there, and get into the boat I rented. When we got out to the center of the lake I say to John, "Do you know how to get the fishing pole set up." He doesn't. As I turn around to get the stuff out of the box, I hear someone talking. But it's not John. I turn around and John has his phone out. "See Grandpa, it's a Youtube video about fishing. It's showing me how to set up the pole." "Oh, I guess that's helpful." I say. So we fish for awhile. "That sure is a big fish John," I say. "I wonder what it is." And again, John pulls out his phone. "Look grandpa, here it is right here. A bluegill." He says, showing me a picture of a fish on the internet. "You're right

John, that's what it is." Then he goes back to youtube to look up how to take it off a hook. He watches the video and then unhooks the fish as if he's done it before. "See grandpa, you always hated my phone. But it's very helpful. You said phones were supposed to be tools for emergencies and appointments, but it can be a tool for anything!" I hate to admit it, but today my grandson taught me something today.

- The response establishes the speaker and grandpa spending time together on a fishing trip and introduces the characters of the grandson and grandpa.
- The response organizes events in a logical manner, though many transitions between events are not smooth (the transition from greeting John to arriving at the lake). The point of view shifts between third person and first person after the situation is established, which is somewhat disruptive to the narrative ("They hadn't seen each other in a long time," "I say to him"). However, this does not detract from the other areas, which show strong elements of narrative writing.
- The response uses narrative techniques to develop the events and characters. The student uses dialogue to show character interactions ("See Grandpa, it's a Youtube video about fishing. It's showing me how to set up the pole," "Oh, I guess that's helpful"). Much of the response is driven by a simple back-and-forth conversation with some description of events added in ("He watches the video and then unhooks the fish as if he's done it before").
- Words and phrases are used to indicate a sequence of events and signal shifts in time ("When we got out to the center of the lake," "As I turn around," "Then").
- The response includes an appropriate conclusion ("my grandson taught me something today").
- The response integrates some ideas from the source material, such as the grandpa's view that a phone is to be used as a tool and the grandson using it for games and the Internet.
- The response has several minor errors in usage/conventions with no significant effect on meaning ("Its," "hadnt," "awhile").

ELAGSE7W3

Response Score: 2 points



2. In “Being Connected,” the speaker has a different opinion about telephones than the grandpa does. Consider the tone and the emotions expressed by the grandpa. Write an original story in which the grandpa and speaker spend time together. The story should include the same characters and be told from the point of view of the grandpa.

Use details, dialogue, and description to develop the characters, setting, and plot. **Type your answer in the space provided.**

After consuming a huge turkey sandwich and fries for lunch, grandpa could hardly keep his eyes open.

“I’ll make coffee for you grandpa,” said Carla. “Take a 10 minute nap, then I’ll bring your coffee into the library so you can finish your work.” “Thanks dear, I appreciate the help.” Grandpa looked at the clock that says 1:20. He laid his head on his desk and fell asleep.

When grandpa woke up, he looked at the clock, but this time it says 5:25. “Carla, where are you? You were supposed to bring me coffee and wake me up so I could do my work.” Carla said, “Sorry grandpa, but Tanya called and I forgot about your coffee and waking you.”

“I told you, that’s all that those stupid gadgets are good for, distracting others.”

- The response introduces two characters and a vague situation in which the speaker and grandpa spend time together (Carla is going to wake her grandpa up after a ten-minute nap).
- Events are organized in a logical order, but there are some gaps and ambiguity. There is no explanation as to why the grandpa oversleeps or why he is so upset when he wakes up.
- The narrative includes an opening (Carla agrees to wake grandpa up after ten minutes), a middle (grandpa wakes up late), and an ending (grandpa chastises Carla for getting distracted).
- The student uses some dialogue to advance the plot (“‘I’ll make coffee for you grandpa,’ said Carla. ‘Take a 10 minute nap, then I’ll bring your coffee into the library so you can finish your work’”).
- Occasional signal words are used to indicate a sequence of events (“When grandpa woke up”).
- The conclusion is abrupt and ambiguous. It is just the grandpa voicing his frustration at Carla for being distracted by her phone.
- There are several spelling errors (“sandwich,” “finish,” “appreciate”), but these errors do not interfere with meaning.

ELAGSE7W3

Response Score: 1 point



2. In “Being Connected,” the speaker has a different opinion about telephones than the grandpa does. Consider the tone and the emotions expressed by the grandpa. Write an original story in which the grandpa and speaker spend time together. The story should include the same characters and be told from the point of view of the grandpa.

Use details, dialogue, and description to develop the characters, setting, and plot. **Type your answer in the space provided.**

Grandpa said, I will tell you three reasons why life was more pleasant back in the day. First off, there weren't no such thing as texting, so people visit they're naybors face to face. Also, people could hear there preacher preach cause no phones were ringing while he was talking. And, no one had no type of mobile phone that we was addicted to. These are all good reasons that life was better in old days.

- The response provides some dialogue from Grandpa that reflects the character's views regarding cell phones, but the response does not place the dialogue in the context of a story. The response does not provide a situation or sequence of events.
- The response provides a minimal introduction of a character but no real situation. The character of the grandpa is introduced, but the rest of the response is just the character's opinion.
- The response does not provide any events or shift from one time frame to another.
- There is no real attempt to use any narrative techniques to enhance the response. Despite the majority of the response being dialogue from the grandpa, the dialogue is not placed in the context of a narrative.
- Many of the words used are overly simple and inappropriate (“visit they're naybors face to face,” “people could hear the preacher preach,” “no one had no type of mobile phone that we was addicted to”).
- The conclusion is minimal and ineffective for the task (“These are all good reasons that life was better in old days”).
- Frequent errors in conventions interfere with meaning (“there weren't no such thing,” “so people visit they're naybors,” “no one had no type,” “that we was addicted to”).

Read the passages and answer items 3 and 4.

Accidental Genius

Inventing a new product is considered to be a true accomplishment. Without creative minds to develop newer and better products, society would have little advancement. Most things are invented with a specific purpose in mind. Someone sees a need for a new idea and then he or she works until one is perfected. Sometimes, though, famous inventions come about completely by accident.

One such invention is the common “sticky note.” Students are familiar with sticky notes—those bright squares of paper that teachers often use to write notes. Spencer Silver was trying to design a strong adhesive that could be used to build planes. However, what he ended up with was a very weak adhesive that could easily be stuck to and removed from objects without leaving any damage. He tried to convince people that the invention still had merit, but after five years, people still saw it as a failure. Then one of Silver’s co-workers used the adhesive to post small strips of paper in his choir book to mark his place. Suddenly, the “sticky note” was born.

A popular snack was also created by accident: the often irresistible potato chip. George Crum, a chef, was making a plate of fried potatoes for a customer. No matter how many times Crum tried, the customer kept sending the plate back, complaining that the potatoes were not thin enough or fried enough. As an act of contempt, Crum sliced the potatoes incredibly thin and fried them much longer than he should have. The customer loved them. Soon, potato chips were in demand all over the country.

It’s hard to imagine a world without microwave ovens. The convenient cookers are in essentially every kitchen at home and in restaurants. Percy Spencer was working on research to make better radar equipment for the United States during World War II. While standing near one of his radar sets, the candy bar in his pocket started to melt. Spencer wondered about the heat coming from the radar. He found that he could cook food using this new idea. He was the first person to microwave popcorn, among other treats.

For everyone who has made a mistake, these accidental inventions should be a positive example of what can come from errors. When things don’t go as planned, sometimes all it takes is a new way of looking at things.

How Bizarre

How do you know if an invention is really good, or if it is just a little too silly to work? Judging by some of the bizarre contraptions created throughout history, that's a question that inventors are sometimes unable to answer even for themselves.

In 1929, someone thought that women might feel better about swimming if their bathing suits were made out of wood. The theory behind the idea was that wood naturally floats and would make it easier for women who were not strong swimmers. The swimsuits were made out of spruce, which is a wood that is easy to bend. Despite years of trying to get the idea to take off, the wooden bathing suit never quite made it into the mainstream.

Another incredibly strange invention was called the snowstorm mask. While little is known about its original inventor, there are photographs of it from 1939. In Montreal, Canada, a clothing store was selling large plastic cones. People attached the large cones to their heads, allowing the long plastic mask to cover their entire faces. Essentially, people looked as though they were wearing giant, clear bird beaks on their faces! The idea of protecting one's face from the cold and wet snow sounds like a reasonable idea. However, the creator of the snowstorm mask took the concept in an odd direction.

If you have ever seen a bald man, you certainly must wonder why he would need a hairbrush. In the 1950s, a man named Ted Spence designed a gadget that he called the Hairline Brush. He made sure that the brush fit around a bald man's head. The sides had bristles that could brush the man's sideburns. The top had a soft pad that would massage the man's scalp. This did not quite catch on the way that the inventor wanted.

These are strange inventions that did not become as popular as their creators had once hoped. However, the inventors followed their instincts and used their curiosity to make something new. Although unusual, these inventions are definitely a part of history.

ITEM 3: CONSTRUCTED-RESPONSE

ELAGSE7RI9



3. How is the presentation of information about inventions in “Accidental Genius” different from the presentation of information about inventions in “How Bizarre?”

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

Scoring Guide

Item 3 Information

| | |
|--|---|
| <p>Standard: ELAGSE7RI9</p> <p>Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.</p> | <p>Item Depth of Knowledge: 3</p> <p>Strategic Thinking</p> <p>Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</p> |
|--|---|

ITEM-SPECIFIC SCORING RUBRIC

| Score | Description |
|-------|---|
| 2 | <p><i>The response gives sufficient evidence of the ability to analyze how two authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</i></p> <ul style="list-style-type: none"> Provides an adequate analysis of how the presentation of information about inventions in “Accidental Genius” is different from the presentation of information about inventions in “How Bizarre” Includes specific, relevant examples/details from the passages for support <p><u>Exemplar Response:</u> <i>Provides an adequate analysis of how the presentation of information about inventions in “Accidental Genius” is different from the presentation of information about inventions in “How Bizarre” (e.g., Both authors write about inventions that have made history, but in “Accidental Genius,” the author’s presentation emphasizes the idea that sometimes mistakes have led to valuable discoveries. In “How Bizarre,” the author’s presentation emphasizes that some ideas are just too strange to ever work as practical inventions) and includes relevant textual evidence for support (e.g., “Accidental Genius”—“famous inventions come about completely by accident,” weak adhesive led to the sticky note, potato chips were created when a restaurant customer complained that his potatoes were not thin enough, the microwave was invented when a scientist found his candy bar melted after standing too close to a radar set; “How Bizarre”—“Despite years of trying to get the idea to take off, the wooden bathing suit never quite made it into the mainstream,” “However, the creator of the snowstorm mask took the concept in an odd direction,” “If you have ever seen a bald man, you certainly must wonder why he would need a hairbrush”).</i></p> |
| 1 | <p><i>The response gives limited evidence of the ability to analyze how two authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</i></p> <ul style="list-style-type: none"> Provides a weak analysis of how the presentation of information about inventions in “Accidental Genius” is different from the presentation of information about inventions in “How Bizarre” Includes vague/limited examples/details from the passage(s) for support <p>OR</p> <ul style="list-style-type: none"> Provides a credible analysis based on the passages of how the presentation of information about inventions in “Accidental Genius” is different from the presentation of information about inventions in “How Bizarre” without including examples/details from either passage for support <p>OR</p> <ul style="list-style-type: none"> Includes relevant examples/details from the passages that imply an analysis of how the presentation of information about inventions in “Accidental Genius” is different from the presentation of information about inventions in “How Bizarre” |

| | |
|---|---|
| 0 | <p><i>The response gives no evidence of the ability to analyze how two authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</i></p> <ul style="list-style-type: none"> • Provides no description of how the presentation of information about inventions in “Accidental Genius” is different from the presentation of information about inventions in “How Bizarre” • Includes no relevant examples/details from the passages that imply an analysis of how the presentation of information about inventions in “Accidental Genius” is different from the presentation of information about inventions in “How Bizarre” |
|---|---|

STUDENT RESPONSES

ELAGSE7RI9

Response Score: 2 points



3. How is the presentation of information about inventions in “Accidental Genius” different from the presentation of information about inventions in “How Bizarre?”

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

In the passage “Accidental Genius,” the presentation of information is mainly about how many of the famous inventions we have today came from accidents. The author gives specific examples of great inventions that happened by accident. For example, the potato chip didn’t exist until a restaurant customer complained that his potatoes weren’t thin enough. The chef sliced the potatoes really thin and fried them and people ended up loving potato chips after that. The “How Bizarre” passage’s presentation of information tells how sometimes inventions just don’t work out. The author asks the question “How do you know if an invention is really good, or if it’s just too silly to work?” Then the author gives different examples of bad inventions throughout history. For example, the wooden bathing suit was meant to help women float, but the idea never worked out.

- The response provides sufficient evidence of the ability to analyze the differences in the presentation of ideas between two passages (“many of the famous inventions we have today came from accidents,” “sometimes inventions just don’t work out”).
- The response includes specific details from both passages to support the analysis (“the potato chip didn’t exist until a restaurant customer complained that his potatoes weren’t thin enough,” “the wooden bathing suit was meant to help women float, but the idea never worked out”).

ELAGSE7RI9

Response Score: 1 point



3. How is the presentation of information about inventions in “Accidental Genius” different from the presentation of information about inventions in “How Bizarre?”

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

Based on the information from both passages I can infer that the authors think the inventions were unexpected and an accident. In the passage “Accidental Genius” the author talks about a few things that were created by accident for example, the sticky note, or the potato chip. In the passage “How Bizarre” it talks about how some of the inventions were silly ideas for example, the wooden bathing suit.

- The response provides limited evidence of the ability to analyze the differences in presentation between the two passages (“the authors think the inventions were unexpected and an accident”).
- The response mentions examples from the passages without fully connecting them back to the authors’ presentations (“the sticky note, or the potato chip,” “the wooden bathing suit”).

ELAGSE7RI9

Response Score: 0 points



3. How is the presentation of information about inventions in “Accidental Genius” different from the presentation of information about inventions in “How Bizarre?”

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

The authors thought the invention were kina srange an cool at the same time af if some cought on and some didnt

- The student does not distinguish between the presentation of the two authors and provides a vague response without support.

NO TEST MATERIAL
ON THIS PAGE

ITEM 4: EXTENDED WRITING-RESPONSE

WRITING TASK

Some inventions that are purposefully designed are failures, while other inventions become successful by accident.

Write an **informational/explanatory essay** in your own words explaining why this can happen. What can an inventor do to ensure success?

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.

4. Writing Task (Write your essay here.)

Be sure to:

- Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.
- Use information from the two passages so that your essay includes important details.
- Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
- Identify the passages by title or number when using details or facts directly from the passages.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Use 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 4 Information

| | |
|--|---|
| <p>Standards:</p> <p>ELAGSE7W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>ELAGSE7L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>ELAGSE7L2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> | <p>Item Depth of Knowledge: 4</p> <p>Extended Thinking</p> <p>Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.</p> |
|--|---|

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Informational/Explanatory Genre

| Writing Trait | Points | Criteria |
|---|--------|--|
| 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> | 4 | <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> <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 appropriate transitions to create cohesion and clarify the relationships among ideas and concepts Uses precise language and domain-specific vocabulary to inform about or explain the topic Establishes and maintains a formal style Provides a strong concluding statement or section that follows from the information or explanation presented |
| | 3 | <i>The student's response is a complete informative/explanatory text that examines a topic and presents information based on a text as a stimulus.</i> <ul style="list-style-type: none"> Introduces a topic Develops the topic with a few facts, definitions, concrete details, quotations, or other information and examples Generally organizes ideas, concepts, and information 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 explain the topic Maintains a formal style, for the most part Provides a concluding statement or section |
| | 2 | <i>The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic.</i> <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 |

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Informational/Explanatory Genre (continued)

| | | |
|--|----------|---|
| | 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 |
| | 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 |
|--|--------|---|
| Language Usage and Conventions <i>This trait examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i> | 3 | <i>The student's response demonstrates full command of language usage and conventions.</i> <ul style="list-style-type: none"> Effectively varies sentence patterns for meaning, reader/listener interest, and style Shows command of language and its conventions when writing Any errors in usage and conventions do not interfere with meaning* |
| | 2 | <i>The student's response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none"> 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 | <i>The student's response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none"> Has fragments, run-ons, and/or other sentence structure errors Shows little knowledge of language and conventions when writing Has frequent errors in usage and conventions that interfere with meaning* |
| | 0 | <i>The student will receive a condition code for various reasons:</i> <ul style="list-style-type: none"> Blank Copied Too Limited to Score/Illegible/Incomprehensible Non-English/Foreign Language Off Topic/Off Task/Offensive |

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

STUDENT RESPONSES

ELAGSE7W2, ELAGSE7L1, ELAGSE7L2

Response Scores:



Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 3

4. Some inventions that are purposefully designed are failures, while other inventions become successful by accident.

Write an **informational/explanatory essay** in your own words explaining why this can happen. What can an inventor do to ensure success?

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

If you look around your world today, you can see many inventions that have been successful, but what you dont know is that some inventions may have been crafted by mistake. In History, inventors may have been designed for failure, while other have been designed for success. I think that for some inventors that have failed, maybe it wasnt right for you to accomplish that goal. If that door closes, another door opens. But what if you still have the key to the previous door in your pocket?

As shown in the writing “How Bizarre” there have been many failed inventions. Take the wooden bathing suit for women as an example. That invention never made it to the outside use of the world. People never thought it would quite work. Other failed inventions like the brush for bald men, and one called the snow storm mask, all invented by failures. Just because they messed up once or twice, doesnt mean they would never be successful one day.

Furthermore, in the writing “Accidental Genius” the title obviously explains itself. It explains how people became geniuses on accident. One invention accidentally created that caught my attention was the potatoe chip. A chef was trying his hardest to please an unhappy customer who complained about the potatoe fries they were recieving. Finally the chef did all the things the customer wanted right except for the cooking time spand. By that story it explains to me how even if you mess up a little bit, that mess up, can be your blow up in market and business.

Out there for some failed inventors to endure your success you must work hard and work out every kink and twist. Dont give up just because something didnt go right. My mom taught me that when im knocked down, I just get up and try again. For failed inventors, dont give up after one invention fails. Try again and show people that you can achieve one day. That one day would be the day you thought you would never reach.

In a nut shell, some inventors may fail, some may excel. All inventors shouldnt give up though. If you want to be somebody, if you want to go some where, you've got to wake up and pay attention.

Never give up on something you love because if you choose that as your life goal, you must persue it. After all "when things dont go as planned, sometimes it take a new way of looking at things."

DOC: 4

- The topic is effectively introduced in the first sentence ("some inventions may have been crafted by mistake"). The next sentence serves as the theme of the student's response ("In History, inventors may have been designed for failure, while other have been designed for success"), although it appears that the student intended to say "destined" rather than "designed."
- Ideas are effectively organized. The first two paragraphs focus on one of the passages and use specific examples. The first of these covers the passage "How Bizarre" and mentions three failed inventions with some elaboration on the first invention. The paragraph concludes with a statement that shows what the student's moral is for this essay. The following paragraph highlights the example of the invention of the potato chip as told in "Accidental Genius." The third and fourth body paragraphs connect these inventions to the importance of perseverance, a theme that is continued in the conclusion.
- The topic is effectively developed with multiple, relevant facts related to the topic from both passages ("Take the wooden bathing suit . . . never made it to the outside use of the world," "One invention accidentally created . . . was the potatoe chip") and with personal experience from failure ("Dont give up just because something didnt go right").
- Transitions are effectively used to create cohesion and to clarify the relationships between ideas and concepts ("Take . . . as an example," "Furthermore," "Finally," "In a nut shell").
- A formal style is established and maintained.
- The response concludes with a call to action, once again trying to inspire ("All inventors shouldnt give up").

LUC: 3

- Sentence structures/beginnings/lengths vary, and the writer engages the reader throughout.
- There are a few minor errors, but they do not interfere with meaning.

ELAGSE7W2, ELAGSE7L1, ELAGSE7L2

Response Scores:



Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 3

4. Some inventions that are purposefully designed are failures, while other inventions become successful by accident.

Write an **informational/explanatory essay** in your own words explaining why this can happen. What can an inventor do to ensure success?

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

An inventor can do many things to ensure their success. Although it may seem difficult when you first begin to think of an idea, you must think of something that could be useful to everyone. Now if you choose something that is not relevant to all or almost all people, your product will most likely fail.

In the story “Accidental Genius”, it states that “Spencer Silver was trying to design a strong adhesive that could be used to build planes. However, what he ended up with was a very weak adhesive that could easily be stuck to and removed from objects without leaving any damage.” At first everyone thought he was a failure and he tried so hard to convince everyone that his product could still be used. In the passage “Accidental Genius”, it says “Then one of Silver’s co-workers used the adhesive to post small strips of paper into his choir book to mark his place.” This shows you to never give up no matter what. Spencer Silver had to wait five years, before anyone actually thought his product was useful.

If a product seems useful to you and then once people are able to buy it, you might not sell as much as you hoped. Although the product was needed by people, the design of it may have been unconventional. In “How Bizarre”, an unknown inventor, in Montreal, Canada, tried making a snowstorm mask. You would think this was an amazing idea, especially for a consumer in Canada, but the way it was designed very strangely. In “How Bizarre”, it states that “In Montreal, Canada, a clothing store was selling large plastic cones. People attached the large cones to their head, allowing the long plastic mask to cover their entire faces. Essentially, people looked as though they were wearing giant, clear bird beaks on their faces! The idea of protecting one’s face from the cold and wet snow seems like a reasonable idea. However, the creator of the snowstorm mask took the concept in an odd direction.” Although this was an amazing idea, the way the inventor made it, would be the reason the product was not successful.

When attempting to ensure your success as an inventor, you need to make sure the product is very conventional all around. If the product is unconventional in any way, it may not be as successful as you hope. Also you need to never give up, even if it takes you a decade for your product to be useful to someone.

DOC: 3

- The topic is introduced by presenting a core idea as to why some inventions fail ("you must think of something that could be useful to everyone").
- Ideas are generally organized. The first paragraph introduces the topic, and there is a paragraph in the body for each passage.
- The topic is developed with information from the passages. The reliance on the passages for information is so great that most of the information is a retelling or direct copy of passage text. In the paragraph on "Accidental Genius," there is really only one original thought ("This shows you to never give up no matter what").
- Some transitions are used to connect ideas ("At first," "This shows," "Although").
- Some appropriate descriptive language is used to explain the topic ("relevant," "very conventional all around").
- The conclusion restates two predominant themes from the essay ("If the product is unconventional in any way, it may not be as successful," "you need to never give up").

LUC: 3

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

ELAGSE7W2, ELAGSE7L1, ELAGSE7L2

Response Scores:



Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 2

4. Some inventions that are purposefully designed are failures, while other inventions become successful by accident.

Write an **informational/explanatory essay** in your own words explaining why this can happen. What can an inventor do to ensure success?

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

Have you ever wondered why inventions that are purposefully designed are failures, and why other inventions become successful by accident?

First, inventions that are purposefully designed and turn out a fail. Such as the wooden swimming suit. Stated in paragraph 2 of, How Bizarre, this bizarre invention was made in 1929. Supposubly it was made of spruce wood so it could bend well. As stated in paragraph 2 of How Bizarre “Despite the years of trying to get the idea to take off, the wooden bathing suit never quit made it into the main stream.” Another bizarre invention stated in paragraph 4 of How Bizarre, a bald mans brush! Now, this doesnt sound reasonable but it was in the 1950’s. A man named Ted Spence desinged a bald mans brush called the Hairline Brush! A few facts about the invention are it was made to fit around a mans head, it had bristles on the side that could brush the sideburns, and a soft pad on the top that could massage his head. Now that, is Bizarre!

Now, There are some inventions that are successful by accident. In the text Accidental Genius, paragraph 2, the “sticky note”. The sticky note was suppost to be a strong adhesive that could be used to build planeswhich turned out to be a weak adhesive that could stick to almost anything and come right of without any damage being done. This master peice creation was invented by a man with the name of Spencer Silver. Cowincedintally, one of his co-workers was using the adhesive to post small paper strips to a book and that is how the stick note was born. One more luckey inventor, George Crum. A chef, trying to make fried potatoes for a customor. “No matter how hard he tried the customer kepted sending the plate back.” This was because they were two thick. Crum cut them very thin and fried them so long, that the potato chip was invented.

In conclusion, inventions can be make in many different ways. They can be purposefully and a failure. Or successfully on accident.

DOC: 2

- There is an attempt to introduce the topic by restating the prompt as a rhetorical question.
- The response attempts to develop a topic with too few relevant details. Much of the response is a summary of the passages, with the student unable to contribute much original development or thought to the response. Information is retold with a high reliance on wording from the passages with slight paraphrases.
- The organization of the response is ineffective. The progression of ideas is very much like the progression of ideas in the passages. While ideas do generally connect and flow, there is not enough original work to demonstrate greater competence.
- A few transitions are present to connect ideas and clarify relationships ("First," "Now").
- The conclusion is just the prompt restated a different way ("They can be purposefully and a failure. Or successfully on accident").

LUC: 2

- Overall, little of the writing is actually the student's own words, so it is difficult to conclude much regarding sentence variety and word choice.
- The response has a variety of errors in usage and conventions, with spelling being the biggest issue ("desinged," "Supposubly," "suppost," "peice," "Cowincedintally," "lucky," "customor," "keeped"). The errors do not have a significant impact on meaning.

ELAGSE7W2, ELAGSE7L1, ELAGSE7L2

Response Scores:

Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 1

4. Some inventions that are purposefully designed are failures, while other inventions become successful by accident.

Write an **informational/explanatory essay** in your own words explaining why this can happen. What can an inventor do to ensure success?

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

The reason why people who do things on purpose and fail is that they are trying too hard to make something happen. All you need to do is go with what ever you stated and don't give up when you think you have it.

When people do things that is not on purpose then they have more success because they are not trying so hard to get this one thing. They are doing random things and going with the flow.

The thing is that thay all are man made and we shold be thank full. See I'll even tell tou there names "George Crum, a chef, was making a plate of fried potatoes" and made potato chips

That is the differents in the purpose and not purpose. Now say thanks for all the stuff and have a good day.

DOC: 1

- The topic is unclear, and there appears to be no organizational structure. The student initially discusses failure and why people fail before eventually moving on to discuss the invention of potato chips. It is unclear whether the student is referencing inventors failing or just failure in general.
- There is one attempt to provide passage-based development ("See I'll even tell tou there names 'George Crum, a chef, was making a plate of fried potatoes' and made potato chips"), but the focus on the inventors is not maintained nor is it well-integrated with the rest of the writing.
- The response uses vague and ambiguous language ("go with waht ever you stated," "Thay are doing random things and going with the fllow," "That is the differents in the purpose and not purpose," "thanks for all the stuff").
- The short conclusion does little to clear up any confusion ("That is the differents in the purpose and not purpose") but does end with an attempt to engage the reader ("say thanks for all the stuff and have a good day").

LUC: 1

- Sentence construction is compromised by the student not using any commas, except in the portion copied directly from the passage.
- Errors in grammar and spelling of basic words ("reson," "onpurpose," "thay," "something," "waht," "thins," "susses," "tring," "fllow," "shold," "tou") are frequent and interfere with meaning.

Grade 7

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 7 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 argumentative essay.

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

As you read the passages, think about details you may use in an argumentative essay about dance competitions.

These are the titles of the passages you will read:

1. Competition Builds Better Dancers
2. Dance Competitions: The Dark Side of Dance

Competition Builds Better Dancers

These days, it is difficult to turn on the television and not find some kind of competition show. Chefs, artists, singers, dancers, and others regularly compete for prizes and fame. Some have criticized the role of competition in the arts, especially dance. However, competition has an important role to play in helping dancers achieve their long-term goals.

Dance competitions have grown in popularity. There are hundreds of dance competition promoters in the United States alone. Dancers compete solo or in groups, as well as in age divisions. Dancers usually represent their studio, performing routines in such styles as contemporary, ballet, hip-hop, and tap. Judges are often professional dancers themselves. They score each competitor based on ability, difficulty, costume, and routine.

Dancers give several reasons for competing. One of the most common is the valuable feedback they get from the judges. Judges write or record notes as they watch and score the routines. Studios may use these notes to help their dancers after the competition.

Dancers can compare their skills with the other competitors. This helps them to know if they are performing at the same level as other dancers in their style or age group. They can also learn new skills from watching other dancers perform.

Preparing for competition has its benefits. Dancers learn the value of hard work, time management, and teamwork, especially if they are competing in a group dance. They must learn how to deal with stress, and they gain experience in performing in front of others. Competitions also give dancers a taste of what it is like to be a professional. After all, professional dancers compete for work every time they go to an audition.

Of course, dance competitions can have their drawbacks too. Dancers must be ready and willing to compete in order to benefit from competition. However, for any dancer who wants to set high goals, competition is a necessity.

Dance Competitions: The Dark Side of Dance

Dance is an art form that many students enjoy. Dance can be a way to lower stress, gain flexibility, and have fun if done the right way.

Dance competitions often ruin dance for some students. Dancers sometimes say that pressure, increased stress, and lowered self-esteem make competing difficult. Although dance competitions are popular across the country, not all dance studios participate in them. For these studios, there are more drawbacks to competing than benefits.

Competition judges, for example, come from many dance backgrounds. This means that there are many ways to judge dancers. A dancer could perform the same dance in the same way at two different competitions and receive very different scores.

Some competitions give awards to all participants. This can lead to a false sense of achievement. Many dance teachers feel that true self-esteem comes through hard work and practice and not through winning awards.

Some studios and teachers emphasize competition so strongly that their students feel they can never do well enough. Other competitors and teachers may exhibit poor sportsmanship at events. Dancers sometimes walk away from a competition with lowered self-esteem and high levels of stress.

Dancers can still have the benefits of dance without having to compete. Performing on stage with a dance group can teach cooperation and timing. They can take classes to learn new dance moves and meet other dancers. They can even teach others how to dance.

Many professional dancers never entered a competition before they began their careers. Hard work, determination, and love of the art are far more important to a dancer's future than competing with other dancers.

ITEM 1: SELECTED-RESPONSE

1. Which sentence from “Competition Builds Better Dancers” BEST shows that dance competitions help dancers prepare for a career in dance?
- A. Judges write or record notes as they watch and score the routines.
 - B. Preparing for competition has its benefits.
 - C. After all, professional dancers compete for work every time they go to an audition.
 - D. Of course, dance competitions can have their drawbacks too.

ITEM 2: SELECTED-RESPONSE

2. Which sentence from “Dance Competitions: The Dark Side of Dance” BEST expresses how the results of dance competitions may be deceiving?
- A. Dance competitions often ruin dance for some students.
 - B. For these studios, there are more drawbacks to competing than benefits.
 - C. This can lead to a false sense of achievement.
 - D. Other competitors and teachers may exhibit poor sportsmanship at events.

ITEM 3: SELECTED-RESPONSE

3. Which of these BEST expresses the central idea of each individual passage?
- A. Dance competitions are an important part of developing dance skills.
Dance competitions can harm a dancer’s development.
 - B. Dance competitions are a fun way to show off a dancer’s skills.
Dance competitions allow students to compare themselves to other dancers.
 - C. Dance competitions can cause dance students to lose confidence in their abilities.
Dance competition judges often score dance performances in different ways.
 - D. Dance competitions force dancers to become more focused on their routines.
Dance competitions encourage dance teachers to push their students to enter.

Scoring Guide

Items 1–3 Information

| Item | Standard | DOK | Key |
|------|--|-----|-----|
| 1 | ELAGSE7RI1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | 2 | C |
| 2 | ELAGSE7RI1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | 2 | C |
| 3 | ELAGSE7RI2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. | 2 | A |

ITEM 4: CONSTRUCTED-RESPONSE

ELAGSE7RI6



4. How does the author’s point of view in “Competition Builds Better Dancers” differ from the author’s point of view in “Dance Competitions: The Dark Side of Dance”?

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

Scoring Guide

Item 4 Information

| | |
|--|---|
| <p>Standard: ELAGSE7RI6</p> <p>Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> | <p>Item Depth of Knowledge: 3</p> <p>Strategic Thinking</p> <p>Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</p> |
|--|---|

ITEM-SPECIFIC SCORING RUBRIC

| Score | Description |
|-------|---|
| 2 | <p><i>The response gives sufficient evidence of the ability to determine an author’s point of view in a text and analyze how the author distinguishes his or her position from that of others.</i></p> <ul style="list-style-type: none"> Provides an adequate explanation of how the author’s point of view in “Competition Builds Better Dancers” differs from the author’s point of view in “Dance Competitions: The Dark Side of Dance” Includes relevant examples/details from both passages for support <p><u>Exemplar Response:</u> <i>Provides an accurate, text-based explanation of how the author’s point of view in “Competition Builds Better Dancers” differs from the author’s point of view in “Dance Competitions: The Dark Side of Dance” (e.g., The author of passage 1 seems more open-minded, acknowledging different points of view, and he/she discusses long-term career benefits of dance competitions. The author of passage 2 seems more closed-minded, discussing only the drawbacks of competitions without acknowledging other points of view. Also, this author focuses on specific competition-related issues rather than long-term career effects of dance competitions.) and provides relevant examples/details from BOTH passages for support (e.g., The first passage states, “Dance competitions can have their drawbacks too,” which shows the author is open minded. The first passage also says, “Dancers learn the value of hard work, time management, and teamwork,” which shows a long-term benefit. The second passage states, “Dance competitions often ruin dance for some students,” showing that the author sees only his/her own viewpoint. He/she also says, “A dancer could perform the same dance in the same way at two different competitions and receive very different scores,” which shows a focus on specific, competition-related issues).</i></p> |
| 1 | <p><i>The response gives limited evidence of the ability to determine an author’s point of view in a text and analyze how the author distinguishes his or her position from that of others.</i></p> <ul style="list-style-type: none"> Provides a weak explanation of how the author’s point of view in “Competition Builds Better Dancers” differs from the author’s point of view in “Dance Competitions: The Dark Side of Dance” 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 passages of how the author’s point of view in “Competition Builds Better Dancers” differs from the author’s point of view in “Dance Competitions: The Dark Side of Dance,” 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 passages that imply an explanation of how the author’s point of view in “Competition Builds Better Dancers” differs from the author’s point of view in “Dance Competitions: The Dark Side of Dance,” without explicitly explaining how the authors’ points of view differ |

| | |
|---|---|
| 0 | <p><i>The response gives no evidence of the ability to determine an author's point of view in a text and analyze how the author distinguishes his or her position from that of others.</i></p> <ul style="list-style-type: none"> • Provides no explanation of how the author's point of view in "Competition Builds Better Dancers" differs from the author's point of view in "Dance Competitions: The Dark Side of Dance" • Includes no relevant examples/details from the passages that imply an explanation of how the author's point of view in "Competition Builds Better Dancers" differs from the author's point of view in "Dance Competitions: The Dark Side of Dance" |
|---|---|

STUDENT RESPONSES

ELAGSE7RI6

Response Score: 2 points



4. How does the author's point of view in "Competition Builds Better Dancers" differ from the author's point of view in "Dance Competitions: The Dark Side of Dance"?

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

The authors point of view in "Competition Builds Better Dancers" is that it is critical for dancers to compete and the passage elaborates on all the benefits of dance competitions. It explains how dancers benefit from the feedback they receive from the judges and it also talks about how now competitions give dancers a taste of what its like to be a professional dancer. The author of "Dance Competitions: The Dark Side of Dance" is the complete opposite point of view. This author feels like dance competitions have too many drawbacks and prevent the enjoyment of dance. The author talks about how competition ruins dance for some people and that dancers still benefit from dance when they don't compete. So the first author thinks competitions are good and the second thinks they are bad.

- The response provides an adequate explanation of how the author's point of view in "Competition Builds Better Dancers" differs from the author's point of view in "Dance Competitions: The Dark Side of Dance" ("it is critical for dancers to compete and the passage elaborates on all the benefits of dance competitions," "the complete opposite point of view. This author feels like dance competitions have too many drawbacks and prevent the enjoyment of dance").
- The response includes relevant examples from "Competition Builds Better Dancers" ("dancers benefit from the feedback they receive from the judges," "competitions give dancers a taste of what its like to be a professional dancer") and "Dance Competitions: The Dark Side of Dance" ("dancers still benefit from dance when they don't compete").

ELAGSE7RI6

Response Score: 2 points



4. How does the author's point of view in "Competition Builds Better Dancers" differ from the author's point of view in "Dance Competitions: The Dark Side of Dance"?

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

The author's point of view in "Competition Builds Better Dancers" differs from that of the other author because this author believes that competitions allow you to get better at dancing while the other author sees them as extra work that makes students lose interest. In the text it says, "One of the most common is the valuable feedback they get from judges" This shows the positives of competition. However, "pressure, increased stress, and lowered self-esteem" are mentioned as negatives by the other author.

- The response provides an adequate explanation of how the author's point of view in "Competition Builds Better Dancers" differs from the author's point of view in "Dance Competitions: The Dark Side of Dance" ("this author believes that competitions allow you to get better at dancing while the other author sees them as extra work that makes students lose interest").
- The response includes relevant examples from "Competition Builds Better Dancers" ("One of the most common is the valuable feedback they get from judges") and "Dance Competitions: The Dark Side of Dance" ("pressure, increased stress, and lowered self-esteem").

ELAGSE7RI6

Response Score: 2 points



4. How does the author's point of view in "Competition Builds Better Dancers" differ from the author's point of view in "Dance Competitions: The Dark Side of Dance"?

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

In the first article the author expresses that competition is better for the dancers if they want to learn more about dance because you can learn so much from the notes the judges take and watching what other dancers are doing. The second author doesn't see a benefit in competition. She worries that competitions aren't judged fairly because judges may not judge the dance the same way and that you can learn by learning new dances and meeting other dancers in class.

- The response provides an adequate explanation of how the author's point of view in "Competition Builds Better Dancers" differs from the author's point of view in "Dance Competitions: The Dark Side of Dance" ("In the first article the author expresses that competition is better for the dancers if they want to learn more," "The second author doesn't see a benefit in competition").
- The response includes relevant examples from "Competition Builds Better Dancers" ("you can learn so much from the notes the judges take and watching what other dancers are doing") and "Dance Competitions: The Dark Side of Dance" ("judges may not judge the dance the same way and that you can learn by learning new dances and meeting other dancers in class").

ELAGSE7RI6

Response Score: 1 point



4. How does the author's point of view in "Competition Builds Better Dancers" differ from the author's point of view in "Dance Competitions: The Dark Side of Dance"?

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

The stories differ from each other because "Competition Builds Better Dancers" talks about how dancers have to work very hard for a competition, but can learn a lot from them, like what the judges say. "Dance Competitions: The Dark Side of Dance" talks about how, "pressure, increased stress, and lowered self-esteem" from competition "ruin dance". You can still enjoy dance class if you don't compete.

- The response provides a weak explanation of how the author's point of view in "Competition Builds Better Dancers" differs from the author's point of view in "Dance Competitions: The Dark Side of Dance" (" 'Competition Builds Better Dancers' talks about how dancers have to work very hard for a competition, but can learn a lot from them," "You can still enjoy dance class if you don't compete").
- The response includes vague details from "Competition Builds Better Dancers" ("like what the judges say") and adequate details from "Dance Competitions: The Dark Side of Dance" (" 'pressure, increased stress, and lowered self-esteem' from competition 'ruin dance' ").

ELAGSE7RI6

Response Score: 1 point



4. How does the author's point of view in "Competition Builds Better Dancers" differ from the author's point of view in "Dance Competitions: The Dark Side of Dance"?

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

These two authors believe very different points of view. The first believes that dancers needs the feedback and life lessons that competition provides in order to be a better dancer and a better person. The other author believes that the nature of competition ruins the enjoyment of dance and that fewer people like to dance because they have been in a dance competition.

- The response provides a credible explanation based on the passages of how the author's point of view in "Competition Builds Better Dancers" differs from the author's point of view in "Dance Competitions: The Dark Side of Dance" ("dancers needs the feedback and life lessons that competition provides," "the nature of competition ruins the enjoyment of dance").
- Relevant details and examples are not present from either passage.

ELAGSE7RI6

Response Score: 1 point



4. How does the author's point of view in "Competition Builds Better Dancers" differ from the author's point of view in "Dance Competitions: The Dark Side of Dance"?

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

Competition Builds Better Dancers talks about how preparing for competition has benefits. Dancers learn about hard work, time management, and team work by preparing for a dance competition. Dancers can also learn from watching their competitors. Dance Competitions: The Dark Side of Dance thinks differently. This author talks about how dancers leave competitions "with lowered self-esteem and higher levels of stress" and that many professional dancers have never even entered a competition.

- The response does not explicitly explain how the authors' points of view differ.
- Relevant examples and details from the passages imply an explanation of how the author's point of view in "Competition Builds Better Dancers" differs from the author's point of view in "Dance Competitions: The Dark Side of Dance" ("preparing for competition has benefits. Dancers learn about hard work, time management, and team work by preparing for a dance competition. Dancers can also learn from watching their competitors," "dancers leave competitions 'with lowered self-esteem and higher levels of stress' and that many professional dancers have never even entered a competition").

ELAGSE7RI6

Response Score: 0 points



4. How does the author’s point of view in “Competition Builds Better Dancers” differ from the author’s point of view in “Dance Competitions: The Dark Side of Dance”?

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

The author’s point of view in Dance Competitions: The Dark Side of Dance is that competitions are bad because people get hurt. The author’s point of view in Competition Builds Better Dancers is that dance competition makes you better.

- The response provides no valid explanation of how the authors’ points of view differ. The differences in points of view presented can be inferred from the titles without attempting to read the passages themselves.
- The point that “people get hurt” is not a relevant example/detail.

ELAGSE7RI6

Response Score: 0 points



4. How does the author's point of view in "Competition Builds Better Dancers" differ from the author's point of view in "Dance Competitions: The Dark Side of Dance"?

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

The authors' points of view are different because "Competition Builds Better Dancers" is in third person limited because it's only focusing on one dancer. On the other hand, "Dance Competitions: The Dark Side of Dance" is referring back to a whole group of dancers. In other words, its about more than one person.

- The response provides no valid explanation of how the author's point of view in "Competition Builds Better Dancers" differs from the author's point of view in "Dance Competitions: The Dark Side of Dance." There is no attempt to analyze how the positions are distinguished from one another.
- No relevant examples from either passage are included.

ELAGSE7RI6

Response Score: 0 points



4. How does the author's point of view in "Competition Builds Better Dancers" differ from the author's point of view in "Dance Competitions: The Dark Side of Dance"?

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

They are both talking about dance competitions. The authors like dancing.

- The response provides no explanation of how the author's point of view in "Competition Builds Better Dancers" differs from the author's point of view in "Dance Competitions: The Dark Side of Dance."
- No relevant examples from either passage are included.

ITEM 5: EXTENDED WRITING-RESPONSE

WRITING TASK

There is a debate in the dance community as to whether competition is important in a dancer's life. How can competition affect a dancer, both positively and negatively? Do the drawbacks outweigh the benefits or vice versa?

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting either side of the debate in which you argue for or against dance competitions.

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.
- Acknowledge and address alternate or opposing claims.
- 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 your ideas and to clarify the relationships among claims, counterclaims, 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.

5. Writing Task (Write your essay here.)

Be sure to:

- Introduce your claim.
- Support your claim with logical reasons and relevant evidence from the passages.
- Acknowledge and address alternate or opposing claims.
- 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 your ideas and to clarify the relationships among claims, counterclaims, 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 5 Information

| | |
|--|---|
| <p>Standards:</p> <p>ELAGSE7W1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>ELAGSE7L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>ELAGSE7L2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> | <p>Item Depth of Knowledge: 4</p> <p>Extended Thinking</p> <p>Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.</p> |
|--|---|

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Argumentative Genre

| Writing Trait | Points | Criteria |
|--|--------|--|
| Idea Development, Organization, and Coherence <i>This trait examines the writer's ability to effectively establish a claim as well as to address counterclaims, 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) in his/her own words and arrange the ideas and supporting evidence in order to create cohesion for an argument essay.</i> | 4 | <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> <ul style="list-style-type: none"> Effectively introduces claim(s) Uses an organizational strategy to clearly present reasons and relevant evidence logically Supports claim(s) with clear reasons and relevant evidence using specific, well-chosen facts, details, or other information from credible sources and demonstrates a good understanding of the topic or texts Acknowledges and counters opposing claim(s), as appropriate Uses words, phrases, and/or clauses that effectively connect and show direct, strong relationships among claim(s), reasons, and evidence Establishes and maintains a formal style that is appropriate for task, purpose, and audience Provides a strong concluding statement or section that logically follows from the argument presented |
| | 3 | <i>The student's response is a complete argument that develops and supports claims with some text-based evidence.</i> <ul style="list-style-type: none"> Clearly introduces claim(s) Uses an organizational strategy to present reasons and evidence Uses facts, details, definitions, examples, and/or other information to develop claim(s) Attempts to acknowledge and/or counter opposing claim(s), as appropriate Uses words, phrases, or clauses that connect and show relationships among claims(s), reasons, and evidence Uses a formal style fairly consistently that is appropriate for task, purpose, and audience Provides a concluding statement or section that follows from the argument presented |
| | 2 | <i>The student's response is an incomplete or oversimplified argument that partially supports claims with loosely related text-based evidence.</i> <ul style="list-style-type: none"> Attempts to introduce claim(s) Attempts to use an organizational structure which may be formulaic Attempts to support claim(s) with facts, reasons, and other evidence sometimes, but logic and relevancy are often unclear Makes little, if any, attempt to acknowledge or counter opposing claim(s) Uses few words, phrases, or clauses to connect ideas; connections are not always clear Uses a formal style inconsistently or an 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/claims, or they must be inferred • May be too brief to demonstrate an organizational structure, or no structure is evident • Has minimal support for claim(s) • Makes no attempt to acknowledge or counter opposing claims(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 |
|--|----------|---|
| Language Usage and Conventions <i>This trait examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i> | 3 | <i>The student's response demonstrates full command of language usage and conventions.</i> <ul style="list-style-type: none"> 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 | <i>The student's response demonstrates partial command of language usage and conventions.</i> <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 | <i>The student's response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none"> Has fragments, run-ons, and/or other sentence structure errors Shows little knowledge of language and conventions when writing Has frequent errors in usage and conventions that interfere with meaning* |
| | 0 | <i>The student will receive a condition code for various reasons:</i> <ul style="list-style-type: none"> Blank Copied Too Limited to Score/Illegible/Incomprehensible Non-English/Foreign Language Off Topic/Off Task/Offensive |

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

STUDENT RESPONSES

ELAGSE7W1, ELAGSE7L1, ELAGSE7L2

Response Scores:

Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 3

5. There is a debate in the dance community as to whether competition is important in a dancer's life. How can competition affect a dancer, both positively and negatively? Do the drawbacks outweigh the benefits or vice versa?

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting either side of the debate in which you argue for or against dance competitions.

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

Have you ever surfed the channels on your television at home, trying to find something entertaining to watch? Or do you have certain television shows that air on certain nights? Recently, competition shows have grown in popularity, but specifically, dance shows. For example, Bring It is a very popular show right now. Despite their popularity among viewers, the value of dance competitions have been in debate. Many people believe that these competitions ruin dance for some students, and bring pressure, increased stress, and lowered self-esteem, but the benefits outweigh the drawback of these events in the majority of situations.

One major gain of this event is improving skills. Seeing as other dancers are there, competitors are able to compare their skills to others, and can see the difference in level and capability. They can see other groups in their age group perform their routines and learn from their mistakes. Competitors can also learn new skills from the other studios. The gaining of skills is definitely a plus to competitors.

Another benefit of competitions is feedback. Most people compete for this feedback. During routines, judges take notes on things the group could improve and things the group has perfected. After the competition, the dance studio can take the feedback from their routine and others and improve on weak areas.

A benefit that is usually not recognized is friendship and alliance. At competitions you can meet other students your age. With these friendships studios gain alliances, which could lead to help in the future. At most competitions other teachers and teams can be hostile towards each other, which can be tense and lead to disqualification.

The preparation of the competition brings benefits too. As stated in Competition Builds Better Dancers, "Dancers learn the value of hard work, time management, and teamwork, especially if they are competing in a group dance." These competitions can build against stage fright, and help dancers gain confidence in their performance. It also helps students experience professional dancing, and is a site of anxiety and stress release.

There are many reasons to conclude as to why dance competitions benefit students. A statement in an article with opposing beliefs, Dance Competitions: The Dark Side of Dance, states that "Hard work, determination, and love of the art are far more important to a dancer's future than competing with other dancers." This statement is partially true; those are all aspects that should affect a dancer's future, but there are many more benefits that come from these competitions that will also improve their future. Overall, the continuation of production and enrollment of

students into dance competitions will by far benefit the students, way more than any drawbacks.

DOC: 4

- The response effectively introduces the student's claim and potential counterclaims in the first paragraph ("Despite their popularity among viewers, the value of dance competitions have been in debate," "but the benefits outway the drawback of these events in the majority of situations").
- The response uses an organizational strategy to clearly present reasons and relevant evidence logically. The student introduces the topic and presents potential counterclaims to be argued against in the body. Each body paragraph is devoted to a benefit of competition. The conclusion also refutes the counterclaims.
- Claims are supported with clear reasons and specific evidence from the text (improving skills: "compare their skills to others, and can see the difference in level and capability," "learn new skills from the other studios"; feedback: "judges take notes on things the group could improve and things the group has perfected," "improve on weak areas"; preparation: "'dancers learn the value of hard work, time management, and teamwork, especially if they are competing in a group dance'").
- Opposing claims are acknowledged and refuted in both the first and last paragraph.
- The response uses words and phrases to effectively establish the relationships between ideas ("One major gain," "Competers can also," "Another benefit," "The preparation of the competition brings benefits too").
- The response is written in a formal style.
- The conclusion effectively shows how some of the main ideas support and demonstrate the claim and refutes the counterclaim ("Those are all aspects that should affect a dancers future, but there are many more benefits that come from these competitions that will also improve their future").

LUC: 3

- The response effectively varies sentence patterns and lengths for meaning, reader interest, and style. Simple, complex, and compound sentences are used to improve readability.
- There are a few minor spelling errors, but they do not interfere with meaning ("benefit," "proffessional").

ELAGSE7W1, ELAGSE7L1, ELAGSE7L2

Response Scores:



Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 3

5. There is a debate in the dance community as to whether competition is important in a dancer's life. How can competition affect a dancer, both positively and negatively? Do the drawbacks outweigh the benefits or vice versa?

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting either side of the debate in which you argue for or against dance competitions.

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

While many people feel that dance competitions are not good for a dancer's career, I feel that dance competitions are necessary for a successful dancing career. There are some negatives to competition but there are more positives. In this essay you will read about these positives

Everybody looks at the negatives of competition but never the positives. One of the many positives of dance competitions is that dancers learn skills that they can use all their lives. Some of these skills are hard-work, time management, and team-work. Another positive is it helps dancers get used to performing in front of crowds. Finally, dance competitions give dancers a chance to experience what a professional dancer does daily.

When you think about it there are more pros than cons to dance competitions. Even though the negatives can have an impact on a dancer's career so can the positives. When dancers lose it can lower their self-esteem but it can also push them to focus more. Dance competitions also can help a dancer with stage fright. Dance competitions are where careers start.

Dance competitions are essential to have a successful dance career. They give dancers a professional experience. Competitions also give dancers a chance to get feedback from judges so they can hear what they did wrong and fix it. Finally, dance competitions help young dancers on their way to a professional career.

In conclusion, dance competitions are what help young dancers have a successful career. They also give dancers experience and life skills. Even though there are negatives to competitions there are always positives. I believe that dance competitions are essential to a dancer's life.

DOC: 4

- The response effectively introduces the student's claim ("I feel that dance competitions are necessary for a successful dancing career").
- The response uses an organizational strategy to clearly present reasons and relevant evidence logically. The claim is stated in the introduction. The first body paragraph supports the claim. The second body paragraph introduces and refutes a counterclaim before the rest of the response continues to support the claim. The response stays focused on the task throughout.
- Claims are supported with clear reasons and relevant evidence from the text ("dancers learn skills that they can use all their lives. Some of these skills are hard work, time management, and team work," "get used to performing in front of crowds," "experience what a professional dancer does," "help a dancer with stage fright," "get feedback from judges").
- The response acknowledges and counters opposing claims as appropriate ("it can lower their self-esteem but it can also push them to focus more").
- The response uses words and phrases to connect and show the relationship between claims ("Another positive," "Finally," "Even though," "In conclusion").
- A formal style is established and effectively maintained.
- The conclusion effectively shows how the main ideas support and demonstrate the claim.

LUC: 3

- The response effectively varies sentence patterns for meaning, interest, and style. Complex and compound sentence structures are mostly used, and the structure is well chosen to convey meaning.
- The response has very few errors, which do not interfere with meaning.

ELAGSE7W1, ELAGSE7L1, ELAGSE7L2

Response Scores:

Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 2

5. There is a debate in the dance community as to whether competition is important in a dancer's life. How can competition affect a dancer, both positively and negatively? Do the drawbacks outweigh the benefits or vice versa?

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting either side of the debate in which you argue for or against dance competitions.

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

Being all for dance competitions is the way to go. When you are able to have dance competitions you learn, valuable feedback, learn to deal with stress better, and if wanting to set high term goals it's necessary. Dance competition helps build dancers stronger.

First, when it comes to dance competitions "one of the most common [reasons] is the valuable feedback." (Competition Builds Better Dancers). When judges give you valuable feedback it helps dancers get better at what they might be doing wrong or with something they could be better at. If they use the notes at the studio then that same dancer could work on maybe

that move that took off points. Then, when she goes back for the next competition she could do that move and not have points taken off because, of the feedback.

Then you have stress. Even though dance competitions are very fun stress still can affect the dancer. When dance competitions arrive "They must learn how to deal with stress," on their own that way they are able to handle it better each time. (Competition Builds Better Dancers.). Even though putting kids through stress sounds like a bad thing to do it's actually a benefit.

For the most part if you want a dancer "Who wants to set high goals, competition is a necessity." (Competition Builds Better Dancers). Allowing them to set short-term goals such as winning the competition it will help them learn and to set high-term goals such as winning competitions as a career.

Many say giving them "false achievement." isn't helping them succeed anything. (Dance Competitions: The Dark Side of Dance.). Yes,

you may believe that's true but, not giving them a chance to be good enough to get achievement is worse. What will they be able to say when asked "What have you achieved?" (anyone) if they haven't achieved anything.

Allowing dancers to have competitions is a very good thing. After all giving the dancers a chance to achieve something and work with real life situations such as stress allows a lot more benefits than you think.

DOC: 4

- The introduction effectively introduces the student's claim ("Being all for dance competitions is the way to go") and introduces the main facets of the argument that will be explored in body paragraphs ("feedback," "deal with stress better," "set high term goals").
- The response uses an organizational strategy to clearly present reasons and relevant evidence logically. The introduction establishes the student's claim and the framework of the argument presented in the body. The first three body paragraphs are devoted to the reasons why the student believes dance competitions are beneficial before a paragraph that introduces and refutes a counterclaim is presented.
- The response supports the claim with clear reasons and evidence from the passages ("When judges give you valuable feedback it helps dancers get better at what they might be doing wrong," "they must learn how to deal with stress; on their own that way they are able to handle it better each time," "short-term goals such as winning the competition will help them learn and to set high-term goals").
- Opposing claims are acknowledged and countered as appropriate ("giving them 'false achievement.' isn't helping . . . but, not giving them a chance to be good enough to get achievement is worse").
- The response uses words and phrases to show direct relationships among claims, reasons, and evidence ("First," "Then," "Even though," "For the most part").
- The response establishes and maintains a formal style.
- The response provides a strong conclusion that logically follows the argument presented ("Allowing dancers to have competitions is a very good thing").

LUC: 2

- The response shows some variation in sentence patterns, although there is a heavy reliance upon simple and compound sentences. Some sentences, especially complex sentences, show minor errors in construction, such as missing or misplaced commas around transitional or introductory phrases and clauses. Some complex sentences show more serious errors in construction, including extra and/or missing words and run-on sentences ("because, of the feedback," "Allowing them too set short-term goals such as winning the competition it will help them learn and to set high-term goals such as winning competitions as a career").
- The response has minor errors that do not significantly affect meaning. These errors include errors in spelling ("necesary," "career," "alot"), word usage ("if wanting" [if you want], "too" [to]), shifts in person ("When judges give you valuable feedback helps dancers"); shifts in number ("If they use the notes at the studio then that same dancer"), misplaced commas ("learn, valuable," "because, of the feedback"), and inappropriate punctuation in quotations ("learn how to deal with stress; on their own," "false achievement.' isn't helping them").

ELAGSE7W1, ELAGSE7L1, ELAGSE7L2

Response Scores:



Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 3

5. There is a debate in the dance community as to whether competition is important in a dancer's life. How can competition affect a dancer, both positively and negatively? Do the drawbacks outweigh the benefits or vice versa?

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting either side of the debate in which you argue for or against dance competitions.

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

Dance is a sport that people compete in all over the U.S. It is a form of art that lots of people enjoy to do. It can help relieve stress or it can help gain flexibility. Dancers compete in many different ways; they perform dance routines such as contemporary, ballet, tap, or hip-hop. It is something many people enjoy to watch, or do.

Dancers have several reasons for why they enjoy to compete in dance competitions. One reason is that they get valuable and useful feedback from judges. Many dance companies may use that feedback to help their dancers improve and be ready for the next competition. Preparing for the competition also has its benefits. It helps the dancer learn hard work, determination, how to manage time, and teamwork. Competing in competition affects a dancer very positively.

Dance competitions can affect a dancer negatively. It may be all the pressure or stress put on them, or it could be the lowering of the self-esteem that makes competing hard for them. Another reason could be the judges at the competition. A judge could have come from a different dance background than what the competitor is dancing. Although it may be negative sometimes, dancing on stage with a dance group could be positive.

I believe dance competitions definitely affect a dancer positively because for any dancer who sets high goals, dance competitions are a priority.

DOC: 3

- The response introduces and consistently maintains a clear claim (“dance competitions definitely affect a dancer positively”), though it doesn’t fully emerge until the body.
- The response uses a consistent organizational strategy to present reasons and evidence. The student introduces the topic in the introduction and begins developing the claim in the first body paragraph. The second body paragraph introduces and refutes counterclaims, while the conclusion restates the claim.
- The response uses facts and details from the first passage to develop the claim (“they get valuable and useful feedback from judges,” “It helps the dancer learn hard work, determination, how to manage time, and teamwork”).
- The response attempts to acknowledge and/or counter opposing claims as appropriate (“Dance competitions can affect a dancer negatively,” “pressure or stress,” “lowering of the self-esteem”).
- The response uses a formal style that is appropriate for the task.
- The response provides a concluding statement that restates the claim (“I believe dance competitions definitely affect a dancer positively because for any dancer who sets high goals, dance competitions are a priority”).

LUC: 3

- The response effectively varies sentence patterns for meaning, interest, and style. The response uses both simple and complex sentence structures to improve readability. A variety of complex sentence structures are attempted and executed successfully.
- The response has no errors that interfere with meaning.

ELAGSE7W1, ELAGSE7L1, ELAGSE7L2

Response Scores:

Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 3

5. There is a debate in the dance community as to whether competition is important in a dancer's life. How can competition affect a dancer, both positively and negatively? Do the drawbacks outweigh the benefits or vice versa?

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting either side of the debate in which you argue for or against dance competitions.

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

Competition can be an important part in a dancer's career and life, and the dance community should see that the benefits of dance competitions outweigh the drawbacks. While there are some minor drawbacks to dance competitions, there are many good things that come out of competitions.

In dance competitions you can gain skills from other dancers that you couldn't gain anywhere else. By watching others dance you can learn moves that you haven't picked up yet. You can gain skills for a dancing career such as performing in front of judges, or you can gain

a wards so people know you're a legitimate dancer.

During competitions you gain valuable feedback that could come in handy in the future of your dance career. If you wanted to get hired and you didn't have "valuable feedback" (C.B.B.D.) they might not know if you were a good dancer or not, but if you had good feedback they'd probably hire you.

In competitions you can "lower stress, gain flexibility and have fun." (Dark side) Dance competitions can be loads of fun. You can make friends, learn, and show what you know on the dance floor. While dance competitions can "ruin dance" (Dark Side) for some it can also bring joy, experience, and a good time. In conclusion, dance competitions are an important part of a dancers career.

DOC: 3

- The response clearly introduces the claim in the introduction ("the dance community should see that the benefits of dance competitions outweigh the drawbacks").
- The response uses an organizational strategy to present reasons and evidence. The claim is stated in the introductory paragraph. The body paragraphs present clearly related ideas and evidence in support of the claim. The last paragraph briefly touches on the counterclaim before shifting back to supporting the claim.
- The response uses facts and examples from the passages to develop the claim ("By watching others dance you can learn," "During competitions you gain valuable feedback," "In competitions you can 'lower stress, gain flexibility and have fun'"), though some of the student's explanation of the evidence is somewhat repetitive in nature.
- The response briefly acknowledges and dismisses opposing claims ("While dance competitions can 'ruin dace' Dark Side for some it can also bring joy").
- The response uses phrases to show the relationship between ideas and the claim ("Competition can be," "In dance competitions," "During competitions"), though there is not a lot of variation.
- The response maintains a formal style.
- The response provides a concluding statement that is supportive of the claim ("In conclusion, dance competitions are an important part of a dancers career").

LUC: 3

- The response effectively varies sentence patterns for meaning, interest, and style. It uses mostly complex sentence structures that enhance style and readability.
- The response contains no errors that interfere with meaning.

ELAGSE7W1, ELAGSE7L1, ELAGSE7L2

Response Scores:

Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 2

5. There is a debate in the dance community as to whether competition is important in a dancer's life. How can competition affect a dancer, both positively and negatively? Do the drawbacks outweigh the benefits or vice versa?

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting either side of the debate in which you argue for or against dance competitions.

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

Competition for Dancers! I think that's a good thing to have. What's the point of dancing and you're not showing off your natural dancing skills? I think it's all a waste of time. Competiting in competition is the best way to complete your lifestyle of dancing.

Dancing against others gives you more bravery in your system. When you are out in a competition, you have a audience looking at you. Dancing also gives you more self esteem. More courage in yourself. According to "Competition Builds Better Dancers" in paragraph "5" it says "Dancers learn the

value of hard work, time management, and teamwork, especially if they are competing in a group dance". The students build a lot of different things in their life while dancing.

On the other hand, there is always two parts of an argument but they are both opinions. According to "The Dark Side" in paragraph 5 it states "The dancers sometimes walk away with lowered self esteem and high levels of stress." The only time a dancer would feel like that if they lose the competition. You will never win every competition unless you are the best, and nobody is better than anybody. Lose some and you win some.

If there is no competition, then what's the point of dancing? All dancers are going to go through pain and stress. While those dancers are performing, they are all smiling. Young dancers such as ages 5-10 go through the same stress like the others, but they are all in it together. Competing in life?

That's a every day process. So why can't it be the same way in dancing. I watched "Dancing Dolls" and one younger girl was crying because she lost and the team cheered her up and gave her a hug to make her happy.

To sum it up. Dancing on those stages changes alot about others in different ways. But at the end of the day, Every dancer walks out with a smile on their face know matter what the stress is.

Dancing in competitions is a very big way to solve life and to go thru it.

DOC: 3

- The claim is clearly introduced ("Competition for Dancers! I think that's a good thing to have," "Competing in competition is the best way to complete your lifestyle of dancing").
- An organizational strategy is used to present reasons and evidence. The introduction establishes the claim and the first body paragraph supports the claim. The second body paragraph addresses and refutes a counterclaim, while the third attempts to expand on the topic with outside information. The conclusion reinforces the claim.
- The response uses facts, details, and examples to develop the claim (" 'Dancers learn the value of hard work, time management, and teamwork, especially if they are competing in a group dance,' " the anecdote about "Dancing Dolls").
- The response attempts to acknowledge and counter opposing claims (" 'walk away with lowered self esteem and high levels of stress,' " "You will never win every competition").
- The response includes words and phrases to connect ideas and show relationships ("On the other hand," "To sum it up").
- A formal style is used fairly consistently, though some of the personal elements used weaken the style in places.
- The concluding statement follows the argument presented ("Dancing in competitions is a very big way to solve life and to go thru it").

LUC: 2

- Some sentence patterns are varied for meaning, interest, and style, but the attempts at variation sometimes create fragments ("More courage in yourself," "Loose some and you win some").
- The response has minor errors in spelling, usage, and conventions that have no effect on meaning ("Competiting," "thru," "Dancers," "there is always two parts of a arguement," "All dancers is").

ELAGSE7W1, ELAGSE7L1, ELAGSE7L2

Response Scores:



Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 3

5. There is a debate in the dance community as to whether competition is important in a dancer's life. How can competition affect a dancer, both positively and negatively? Do the drawbacks outweigh the benefits or vice versa?

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting either side of the debate in which you argue for or against dance competitions.

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

I think that dance competitions help dancers get better at dancing and teaches them important life lessons that will help them in life. Some people think that dance competitions can lower a dancer's confidence if they lose. I do not think that this is true because competition teaches the dancers, never give up, and even if you lose, don't get discouraged or down.

"dancers learn the value of hard work, time management, and teamwork" as stated in paragraph 5 lines 1 and 2. "competitions also give dancers a taste of what it is like to be a professional. After all, professional dancers compete for work every time they go to an audition". These two examples show how dance competitions can teach important life lessons and prepare dancers for a big career.

I think that dance competitions help dancers get better and prepares them for life and a professional career by teaching them important life lessons.

DOC: 2

- A claim is introduced in the first sentence ("I think that dance competitions help dancers get better at dancing").
- The response attempts to use an organizational structure. The first paragraph introduces the claim and attempts to refute a counterclaim. The body presents evidence from the passages to support the claim.
- The response uses examples from the passages to support the claim ("learn the value of hard work, time management, and teamwork," "competitions also give dancers a taste of what it is like to be a professional"). The student does very little to explain the relevance of this information ("These two examples show how dance competitions can teach important life lessons").
- There is a brief acknowledgement and refutation of a counterclaim in the introduction ("Some people think that dance competitions can lower a dancer's confidence if they lose").
- A formal style is attempted.
- The concluding sentence restates the claim.

LUC: 3

- The response effectively varies sentence patterns for meaning, interest, and style. Compound and complex sentences structures are attempted, and most are constructed successfully.
- The response has few errors, which do not interfere with meaning.

ELAGSE7W1, ELAGSE7L1, ELAGSE7L2

Response Scores:

Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 2

5. There is a debate in the dance community as to whether competition is important in a dancer's life. How can competition affect a dancer, both positively and negatively? Do the drawbacks outweigh the benefits or vice versa?

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting either side of the debate in which you argue for or against dance competitions.

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

Competition for dancers could be both positive & negative. Competition could be positive, by letting the dancers show off there skills and talents. The dancers could be recognize and recieve complements which boosts confedance and they're self-esteem.

Competition for dancers allows the to learn from their mistakes and maybe next time they will do a lot better than what they've done before.

Competition prepares dancers to be judged by their peers, teachers, and most importantly they're judges. Judging is good because people think they are better than others but they're performance decides.

Competition also has a negative side. One of those negative is that they could become nervous, most of the time when people are nervous they end up embarrassing there self.

When dancers embarrass there self they usally lower the confidence and self-eestem. They lose those things because they were not ready to be judged.

DOC: 2

- The response attempts to introduce a claim but does so in an unclear manner ("Competition for dancers could be both positive & negative"). The student doesn't pick a position to argue for or against.
- There is an attempt to use organizational structure. The author introduces the topic in the first paragraph and develops the claim that competition is a positive experience for dancers over the course of the next two paragraphs. However, the author switches focus in the fourth and fifth paragraphs and argues why competition is a negative experience for dancers.
- The response attempts to support the claims with some evidence based on the passages ("allows the to learn from their mistakes," "judged by their peers, teachers, and most importantly they're judges," "lower the confidence and self-eestem"). While the information is relevant, the attempt at support seems oversimplified.
- There is an attempt at a formal style.
- A few attempts to use words and phrases to connect ideas are present; however, they are not used consistently ("Competition also has a negative side").
- No attempt at a conclusion is made.

LUC: 2

- The response shows some variation in sentence patterns. Some sentences, especially complex sentences, show minor errors in construction, including a run-on sentence with a comma splice ("One of those negative is that they could become nervous, most of the time when people are nervous they end up embarrassing there self").
- The response has several minor errors that do not significantly affect meaning. These include errors in spelling ("confedance," "self-eestem," "embarrasing," "usally") and usage ("there" [their], "recognize" [recognized], "the" [them], "they're" [their], "negative" [negatives], "there self" [themselves], "the" [their]).

ELAGSE7W1, ELAGSE7L1, ELAGSE7L2

Response Scores:



Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 2

5. There is a debate in the dance community as to whether competition is important in a dancer's life. How can competition affect a dancer, both positively and negatively? Do the drawbacks outweigh the benefits or vice versa?

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting either side of the debate in which you argue for or against dance competitions.

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

What if you had to choose to be pros or cons on Dance Compition what would it be? In this argumentative essay i'll be Shareing with you some bad and good things.

If you were at a dance compition you would want to compare your dance Skills to others. If you ask a dancer why he or she choose competing he or she would give you many reason. One is the feed back the judges would tell them. They also can learn new skills by watching the other dancers preform.

Now if it was your first time going you would be very stressful and you would have low self-esteem. Dance Competitions often ruin dance for Some Students. Although, judges come from many diffrent dance backgrounds So there is many ways you can be judged.

So now that you know a little bit about dance competitions are you pros or cons. In my opinion, i'm cons.

DOC: 2

- The response attempts to introduce a claim but is unable to make a clear choice as to whether the student is for or against dance competitions ("What if you had to choose to be pros or cons on Dance Compition") until the ending ("In my opinion, i'm cons").
- The response attempts to use an organizational structure to present reasons and evidence by introducing the topic and presenting a paragraph on the pros of competition and a paragraph on the cons of competition. The student then makes a concluding statement and attempts to establish his or her claim.
- There is an attempt to support the claims with evidence from the passages, but it only provides partial support ("learn new skills by watching other dancers preform," "very stressful and you would have low self-esteem"). The relevance is not always explained ("One is the feed back the judges would tell them").
- The response acknowledges opposing claims. An attempt is made to develop both sides of the argument.
- A few linking words are used to show relationships between ideas ("Now," "So").
- Repeated questions to the reader do not help to maintain a formal style ("What if you had to choose to be pros or cons," "now that you know a little bit about dance competitions are you pros or cons").
- A weak concluding section attempts to establish the author's claim ("In my opinion, i'm cons").

LUC: 2

- The response varies some sentence patterns for meaning, reader interest, and style. However, sentence structure is repetitious ("If you were at a dance compition," "If you ask a dancer," "Now if it was your first time").
- The response has minor errors that do not have a significant effect on meaning. Errors include missing internal punctuation, incorrect spelling ("compition," "feed back"), incorrect capitalization ("Dance Compition" is not a proper noun, "i'll"), and incorrect usage ("why he or she choose competing," "many reason," "you would be very stressful," "there is many ways").

ELAGSE7W1, ELAGSE7L1, ELAGSE7L2

Response Scores:



Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 1

5. There is a debate in the dance community as to whether competition is important in a dancer's life. How can competition affect a dancer, both positively and negatively? Do the drawbacks outweigh the benefits or vice versa?

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting either side of the debate in which you argue for or against dance competitions.

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

Competitions affect dancers of how they have low self-esteem, pressure, and increased stress. But competition is to have fun, and acheive your goal by, true self-esteem, less stress, good flexibility, good sportsmanship, and no pressure. Some times people don't win What they want they win some & lose some, but they try and when they try they achieve, because no one's perfect.

DOC: 1

- The response does not introduce a claim. The response begins by listing some negatives of competitions and then lists some positives with no clear stance taken.
- The response is too brief to demonstrate an organizational structure. The response lists positives and negatives of competitions with little overall structure.
- The response provides a list of vague details for each side of the argument, but no claim or counterclaim is supported ("they have low self-esteem, pressure, and increased stress," "have fun, and acheive your goal by, true self-esteem, less stress, good flexibility").
- The student uses minimal words or phrases to connect ideas ("But competition").
- The response provides a minimal, unclear concluding statement ("Some times people don't win What they want they win some & lose some, but they try and when they try they achieve, because no one's perfect").

LUC: 1

- The response has fragments, run-ons, and other sentence structure errors. One sentence is a run-on sentence and the other two contain structural errors.
- The response has frequent errors in usage and conventions, including superfluous commas ("competition is to have fun, and acheive your goal by"), misspellings ("acheive"), and word choice errors ("dancers of how they"). The density of errors in such a brief response shows little knowledge of usage and conventions.

ELAGSE7W1, ELAGSE7L1, ELAGSE7L2

Response Scores:



Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 1

5. There is a debate in the dance community as to whether competition is important in a dancer's life. How can competition affect a dancer, both positively and negatively? Do the drawbacks outweigh the benefits or vice versa?

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting either side of the debate in which you argue for or against dance competitions.

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

I belive that the competition should be scored equally. Because their giving the dancers awards they did not work for and When they dont get one the realize that thier not as good. My other reasons are they score them diffrently. One might do the same thing and earn 20 Points then get 10. Also it couses to much stress For a kid to handle and they have to know timing. My point is that its just to hard for kids and they need more help than adults to be good.

DOC: 1

- The response introduces a vague claim ("I believe that the competition should be scored equally"), though this is only somewhat related to the claims asked for in the prompt.
- The response provides minimal organizational structure. The response lists some vague support for the claim but with little structure to these ideas.
- The response offers minimal support for the claim. Some ideas present are text related ("it causes too much stress"), but most supporting ideas are vague or unclear ("giving the dancers awards they did not work for and When they don't get one they realize that their not as good," "One might do the same thing and earn 20 Points then get 10").
- There is no attempt to acknowledge or counter an opposing claim.
- The response uses few words or phrases to connect ideas ("My other reasons," "Also"). These attempts at transitions are minimal and simplistic.
- The response uses a very informal style that is not appropriate for the task, purpose, or audience.
- The response provides a minimal concluding statement that reinforces the student's claim ("My point is that it's just too hard for kids and they need more help than adults to be good").

LUC: 1

- The response includes run-on sentences and sentence structure errors ("Because their giving the dancers awards they did not work for and When they don't get one they realize that their not as good").
- The response has frequent errors in usage and conventions, including misspellings ("believe," "their," "differently," "causes") and word choice errors ("Because their giving," "realize that their not as good," "causes too much stress," "that it's just too hard"). The density of errors in such a brief response shows little knowledge of usage and conventions.

ELAGSE7W1, ELAGSE7L1, ELAGSE7L2

Response Scores:



Idea Development, Organization, and Coherence: 1

Language Usage and Conventions: 1

5. There is a debate in the dance community as to whether competition is important in a dancer's life. How can competition affect a dancer, both positively and negatively? Do the drawbacks outweigh the benefits or vice versa?

Weigh the claims on both sides, and then write an **argumentative essay** in your own words supporting either side of the debate in which you argue for or against dance competitions.

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

is competition important in a dancers life? and how can it accept a dancer? yes a dance competition is very important in a dancers life. Some dancers have very low-self-esteem but sometimes it builds up stress people have negative or positive things to say. it can be negative just so they can get you to work harder solo or in a group.

DOC: 1

- The response introduces a vague claim ("is competition important in a dancers life? yes a dance competition is very important in a dancers life"). Whether dance competitions are positive or negative is never made clear.
- The response is too brief to demonstrate organizational structure. There is a brief introduction, but the remaining ideas seem to be only loosely related, with no clear organization.
- The response includes minimal support for the claim. The response includes some vague details and often their importance is not clear ("Some dancers have very low-self-esteem," "builds up stress," "just so they can get you to work harder solo or in a group").
- The response makes no attempt to acknowledge the opposing claim.
- The response uses few words or phrases to connect ideas ("but sometimes").
- The response ends abruptly with no concluding section or statement.

LUC: 1

- The response includes run-on sentences and sentence structure errors ("have very low-self-esteem but sometimes it builds up stress people have negative or positive").
- The response has frequent errors in usage and conventions, including capitalization and word choice errors ("is competition," "and how can it accept a dancer," "a dancers life," "low-self-esteem"). The frequent use of "it" and "they" without a clear antecedent sometimes impedes understanding.

Grade 7

MATHEMATICS

Sample Constructed-Response Items

ITEM 1: CONSTRUCTED-RESPONSE

MGSE7.EE.2

- The expression $14,000 - 700x$ represents the number of gallons of water in a swimming pool x hours after draining of the pool began. When the expression is equal to 0, the pool is empty.

The expression can also be written as $700(20 - x)$. Explain what the two terms, 700 and $(20 - x)$, mean in the context of the volume of water in the pool. **Write your answer in the space provided on your answer document.**

Scoring Guide

Item 1 Information

| | |
|--|---|
| <p>Standard: MGSE7.EE.2</p> <p>Understand that rewriting an expression in different forms in a problem context can clarify the problem and how the quantities in it are related. For example $a + 0.05a = 1.05a$ means that adding a 5% tax to a total is the same as multiplying the total by 1.05.</p> | <p>Item Depth of Knowledge: 2</p> <p>Basic Application of Skill/Concept</p> <p>Student uses information, conceptual knowledge, and procedures.</p> |
|--|---|

ITEM-SPECIFIC SCORING RUBRIC

| Score | Rationale |
|-------|---|
| 2 | <p>Response demonstrates a complete understanding of the standard.</p> <p>Give 2 points for student identifying that “700” represents the rate at which the pool is being drained in gallons per hour and that “$20 - x$” represents the number of hours remaining until the pool is completely drained.</p> <p><u>Exemplar Response:</u></p> <p style="padding-left: 40px;">700 represents the number of gallons drained from the pool each hour. (1 point)</p> <p style="text-align: center;">AND</p> <p style="padding-left: 40px;">$20 - x$ represents the number of hours remaining until the pool is empty. (1 point)</p> <p style="text-align: center;">OR</p> <p style="padding-left: 40px;">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 rewriting an expression in different forms in a problem context to clarify the problem and how the quantities in it are related.</p> |

STUDENT RESPONSES

MGSE7.EE.2

Response Score: 2

1. The expression $14,000 - 700x$ represents the number of gallons of water in a swimming pool x hours after draining of the pool began. When the expression is equal to 0, the pool is empty.

The expression can also be written as $700(20 - x)$. Explain what the two terms, 700 and $(20 - x)$, mean in the context of the volume of water in the pool. **Write your answer in the space provided on your answer document.**

700 is the gallons
drained each hour.
 $20 - x$ is the number
of hours until the
pool is drained

The response demonstrates a complete understanding of the standard being tested. The student correctly explains what both terms of the expression mean. The student shows that "700" is the number of gallons drained each hour and that " $20 - x$ " is the number of hours until the pool has been completely drained.

MGSE7.EE.2

Response Score: 1



- The expression $14,000 - 700x$ represents the number of gallons of water in a swimming pool x hours after draining of the pool began. When the expression is equal to 0, the pool is empty.

The expression can also be written as $700(20 - x)$. Explain what the two terms, 700 and $(20 - x)$, mean in the context of the volume of water in the pool. **Type your answer in the space provided.**

20-x shows the number of hours left before the pool is empty

The response demonstrates a partial understanding of the standard being tested. The student correctly explains the meaning of one of the terms, "20 - x." The student does not provide a response for what "700" represents and therefore does not show complete understanding.

MGSE7.EE.2

Response Score: 1

1. The expression $14,000 - 700x$ represents the number of gallons of water in a swimming pool x hours after draining of the pool began. When the expression is equal to 0, the pool is empty.

The expression can also be written as $700(20 - x)$. Explain what the two terms, 700 and $(20 - x)$, mean in the context of the volume of water in the pool. **Write your answer in the space provided on your answer document.**

700 is the rate of change.
 $(20 - x)$ is how much water
 was in the pool to start with.

The response demonstrates a partial understanding of the standard being tested. The student correctly explains the method for finding rate of change, 700. However, $(20 - x)$ is not the initial value, so that portion of the response is incorrect and does not show complete understanding.

MGSE7.EE.2

Response Score: 0



- The expression $14,000 - 700x$ represents the number of gallons of water in a swimming pool x hours after draining of the pool began. When the expression is equal to 0, the pool is empty.

The expression can also be written as $700(20 - x)$. Explain what the two terms, 700 and $(20 - x)$, mean in the context of the volume of water in the pool. **Type your answer in the space provided.**

700 is how much is in the pool to start with

20-x is the amount it has now

The response demonstrates little to no understanding of the standard being tested. The student identifies 700 as "how much is in the pool to start with" instead of how many gallons are drained each hour and $20 - x$ as "the amount it has now" instead of the number of hours left until the pool is completely drained.

ITEM 2: EXTENDED CONSTRUCTED-RESPONSE

MGSE7.EE.3



2. Kara has \$500 in her savings account. She is going to save \$75 per month and put it into her account.

Part A How much money will be in Kara's account after 6 months? **Type your answer in the space provided.**

Paula has \$0 in her savings account. She is going to save \$150 per month and put it into her account.

Part B Write an equation to represent the amount of money, y , in Paula's savings account after x months. **Type your answer in the space provided.**

Part C Who will have more money in her account after 6 months? Explain how you found your answer. **Type your answer in the space provided.**

Scoring Guide

Item 2 Information

| | |
|---|---|
| <p>Standard: MGSE7.EE.3</p> <p>Solve multistep real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals) by applying properties of operations as strategies to calculate with numbers, converting between forms as appropriate, and assessing the reasonableness of answers using mental computation and estimation strategies.</p> | <p>Item Depth of Knowledge: 3</p> <p>Strategic Thinking</p> <p>Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</p> |
|---|---|

ITEM-SPECIFIC SCORING RUBRIC

| Score | Rationale |
|-------|---|
| 4 | <p>Response demonstrates a complete understanding of the standard.</p> <p>Give 4 points for correctly identifying that Kara will have \$950 in her account after 6 months, providing a correct equation that represents the amount of money in Paula's account, and correctly explaining why Kara will have more money in her account after 6 months.</p> <p><u>Exemplar Response:</u> Part A: \$950 (1 point) Part B: $y = 150x$ (1 point) Part C: Kara, because Paula saves more each month but she starts with nothing. At the end of 6 months, Paula only has \$900. (2 points) OR Other valid response</p> |
| 3 | <p>Response demonstrates nearly complete understanding of the standard.</p> <p>Student earns 3 points for answering 3 key elements.*</p> |
| 2 | <p>Response demonstrates partial understanding of the standard.</p> <p>Student earns 2 points for answering 2 key elements.*</p> |
| 1 | <p>Response demonstrates minimal understanding of the standard.</p> <p>Student earns 1 point for answering 1 key element.*</p> |
| 0 | <p>Response demonstrates limited to no understanding of the standard.</p> <p>Student earns 0 points because the student does not show understanding of solving multistep real-life and mathematical problems posed with positive and negative rational numbers.</p> |

**If a student makes an error in Part A that is carried through to Part B (or subsequent parts), then the student is not penalized again for the same error.*

STUDENT RESPONSES

MGSE7.EE.3

Response Score: 4



2. Kara has \$500 in her savings account. She is going to save \$75 per month and put it into her account.

Part A How much money will be in Kara's account after 6 months? **Type your answer in the space provided.**

she will have \$950 $75 \times 6 = 450$ $450 + 500 = 950$

Paula has \$0 in her savings account. She is going to save \$150 per month and put it into her account.

Part B Write an equation to represent the amount of money, y , in Paula's savings account after x months. **Type your answer in the space provided.**

$y = 150x$

Part C Who will have more money in her account after 6 months? Explain how you found your answer. **Type your answer in the space provided.**

kara because paula will only have \$900 $150 \times 6 = 900$

The response demonstrates a complete understanding of the standard being tested. In Part A, the student correctly provides the amount of money in Kara's account. In Part B, the student correctly states the equation for Paula's savings account. In Part C, the student also correctly describes that Kara will have more money after 6 months and shows the work needed to show how much money Paula has at that time, " $150 \times 6 = 900$," in order to compare it to Kara's amount of "\$950" from Part A.

MGSE7.EE.3

Response Score: 3



2. Kara has \$500 in her savings account. She is going to save \$75 per month and put it into her account.

Part A How much money will be in Kara's account after 6 months? **Type your answer in the space provided.**

Kara has 950 $500 + 75(6) = 950$

Paula has \$0 in her savings account. She is going to save \$150 per month and put it into her account.

Part B Write an equation to represent the amount of money, y , in Paula's savings account after x months. **Type your answer in the space provided.**

$Y = 150x$

Part C Who will have more money in her account after 6 months? Explain how you found your answer. **Type your answer in the space provided.**

Kara will have more money than Paula

The response demonstrates a nearly complete understanding of the standard being tested. In Part A, the student correctly provides the amount of money in Kara's account. In Part B, the student correctly states the equation for Paula's savings account. In Part C, the student correctly responds that Kara will have more money in her account after 6 months but does not provide an explanation. Though the equation the student provides in Part B can be used to provide this explanation, the student did not choose to use the equation, so the response is not complete.

MGSE7.EE.3

Response Score: 3

2. Kara has \$500 in her savings account. She is going to save \$75 per month and put it into her account.

Part A How much money will be in Kara's account after 6 months? **Write your answer in the space provided on your answer document.**

Paula has \$0 in her savings account. She is going to save \$150 per month and put it into her account.

Part B Write an equation to represent the amount of money, y , in Paula's savings account after x months. **Write your answer in the space provided on your answer document.**

Part C Who will have more money in her account after 6 months? Explain how you found your answer. **Write your answer in the space provided on your answer document.**

Part A \$575

Part B $y = 150x$

Part C

Paula will have more money because 150 times 6 is 900, and that is more than 575.

The response demonstrates a nearly complete understanding of the standard being tested. In Part A, the student makes a computational error by adding the amounts given instead of first multiplying the 75 by 6 to get the answer of \$950. In Part B, the student correctly states the equation for Paula's savings account. In Part C, the error from Part A is carried through; however, the student correctly explains the reasoning for the response in Part C and demonstrates nearly complete understanding.

MGSE7.EE.3

Response Score: 2



2. Kara has \$500 in her savings account. She is going to save \$75 per month and put it into her account.

Part A How much money will be in Kara's account after 6 months? **Type your answer in the space provided.**

\$950

Paula has \$0 in her savings account. She is going to save \$150 per month and put it into her account.

Part B Write an equation to represent the amount of money, y , in Paula's savings account after x months. **Type your answer in the space provided.**

$Y = 150 + 150/x$

Part C Who will have more money in her account after 6 months? Explain how you found your answer. **Type your answer in the space provided.**

Kara because she has more

The response demonstrates a partial understanding of the standard being tested. In Part A, the student correctly provides the amount of money in Kara's account. In Part B, the student gives an incorrect equation for the amount of money in Paula's account. In Part C, the student correctly responds that Kara has more money than Paula after 6 months; however, there is no explanation given.

MGSE7.EE.3

Response Score: 2

2. Kara has \$500 in her savings account. She is going to save \$75 per month and put it into her account.

Part A How much money will be in Kara's account after 6 months? **Write your answer in the space provided on your answer document.**

Paula has \$0 in her savings account. She is going to save \$150 per month and put it into her account.

Part B Write an equation to represent the amount of money, y , in Paula's savings account after x months. **Write your answer in the space provided on your answer document.**

Part C Who will have more money in her account after 6 months? Explain how you found your answer. **Write your answer in the space provided on your answer document.**

| | |
|--------|---|
| Part A | $\$3450$ |
| Part B | $y = 150x$ |
| Part C | <p>Kara has more</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |

The response demonstrates a partial understanding of the standard being tested. In Part A, the student incorrectly responds by multiplying 575 by 6 instead of $500 + 75 \cdot 6$. In Part B, the student correctly states the equation for the amount of money in Paula's savings account. In Part C, the student correctly responds that "Kara has more" than Paula after 6 months; however, the student gives no explanation and therefore does not demonstrate complete understanding.

MGSE7.EE.3

Response Score: 1



2. Kara has \$500 in her savings account. She is going to save \$75 per month and put it into her account.

Part A How much money will be in Kara's account after 6 months? **Type your answer in the space provided.**

\$1050

Paula has \$0 in her savings account. She is going to save \$150 per month and put it into her account.

Part B Write an equation to represent the amount of money, y , in Paula's savings account after x months. **Type your answer in the space provided.**

$y/150=x$

Part C Who will have more money in her account after 6 months? Explain how you found your answer. **Type your answer in the space provided.**

Paula

The response demonstrates a minimal understanding of the standard being tested. In Part B, the student correctly states an equation for the amount of money in Paula's savings account. In Part A, the student gives an incorrect answer for the amount of money in Kara's account. In Part C, the student gives Paula as the answer instead of Kara and states no explanation for that answer; therefore, the student does not demonstrate complete understanding.

MGSE7.EE.3

Response Score: 1

2. Kara has \$500 in her savings account. She is going to save \$75 per month and put it into her account.

Part A How much money will be in Kara's account after 6 months? **Write your answer in the space provided on your answer document.**

Paula has \$0 in her savings account. She is going to save \$150 per month and put it into her account.

Part B Write an equation to represent the amount of money, y , in Paula's savings account after x months. **Write your answer in the space provided on your answer document.**

Part C Who will have more money in her account after 6 months? Explain how you found your answer. **Write your answer in the space provided on your answer document.**

| | |
|--------|---|
| Part A | <u>\$950</u> |
| Part B | <u>150y</u> |
| Part C | <u>Paula</u> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

The response demonstrates a minimal understanding of the standard being tested. In Part A, the student correctly states the amount of money in Kara's account. In Part B, the student provides an incomplete equation for the money in Paula's savings account. In Part C, the student gives Paula as the answer instead of Kara and states no explanation for that answer; therefore, the student does not demonstrate complete understanding.

MGSE7.EE.3

Response Score: 0



2. Kara has \$500 in her savings account. She is going to save \$75 per month and put it into her account.

Part A How much money will be in Kara's account after 6 months? **Type your answer in the space provided.**

\$450 75*6=450

Paula has \$0 in her savings account. She is going to save \$150 per month and put it into her account.

Part B Write an equation to represent the amount of money, y , in Paula's savings account after x months. **Type your answer in the space provided.**

150

Part C Who will have more money in her account after 6 months? Explain how you found your answer. **Type your answer in the space provided.**

Paula

The response demonstrates little to no understanding of the standard being tested. In Part A, the student incorrectly computes the amount of money in Kara's account by missing the initial amount of \$500. In Part B, the student does not give a complete equation for the amount of money in Paula's savings account ($y = 150x$). In Part C, the student gives the incorrect response of Paula instead of Kara and states no explanation for that answer; therefore, the student does not demonstrate complete understanding.

END OF SAMPLER
QUESTIONS

