



pennsylvania
DEPARTMENT OF EDUCATION

The Pennsylvania System of School Assessment

English Language Arts Item and Scoring Sampler



2015–2016
Grade 8

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INTRODUCTION**General Introduction**

The Pennsylvania Department of Education provides districts and schools with tools to assist in delivering focused instructional programs aligned with the Pennsylvania Core Standards (PCS). These tools include assessment anchor documents, assessment handbooks, and content-based item and scoring samplers. This Item and Scoring Sampler is a useful tool for Pennsylvania educators to use in preparing local instructional programs. It can also be useful in preparing students for the statewide assessment.

Pennsylvania Core Standards (PCS)

This sampler contains examples of test questions and stimulus passages that are aligned to the new Pennsylvania Core Standards-based 2013 PSSA Assessment Anchors and Eligible Content. The Mathematics, Reading, and Writing PSSA transitioned to PCS-based operational Mathematics and English Language Arts assessments starting with the spring 2015 PSSA.

The 2013 PCS-aligned Assessment Anchor and Eligible Content documents are posted on this portal:

- www.education.pa.gov [Hover over K–12, select “Assessment and Accountability,” and select “Pennsylvania System of School Assessment (PSSA).” Then select “Assessment Anchors” from the “Other Materials” list on the right side of the screen.]

What Is Included

This sampler contains stimulus reading passages with test questions, standalone questions, and mode-specific writing prompts that have been written to align to the Assessment Anchors that are based on the Pennsylvania Core Standards (PCS). The passages represent some of the genres approved by PDE to appear on an operational, PCS-based PSSA. The test questions provide an idea of the types of items that may appear on an operational, PCS-based PSSA. Each sample test question has been through a rigorous review process to ensure alignment with the Assessment Anchors.

Purpose and Uses

The passages with test questions, non-passage based standalone questions, and mode-specific writing prompts in this sampler may be used as examples for creating assessment items at the classroom level. The sampler may also be copied and used as part of a local instructional program.¹ In addition, classroom teachers may find it beneficial to have students respond to the test questions in this sampler. Educators can use the sampler as a guide to score the responses independently or together with colleagues within a school or district.

¹ The permission to copy and/or use these materials does not extend to commercial purposes.

Item Format and Scoring Guidelines

The PCS-based PSSA has multiple types of test questions. For grade 8, the types of test questions are Multiple-Choice questions (MC), Evidence-Based Selected-Response questions (EBSR), Text-Dependent Analysis questions (TDA), and mode-specific Writing Prompts (WP).

Multiple Choice: Each of this type of test question has four answer choices. Some MC test questions are based on a stimulus reading passage, while other MC test questions are independent of a passage. Each correct response to an MC test question is worth one point.

Evidence-Based Selected Response: Each two-part EBSR question is designed to elicit an evidence-based response from a student who has read either a Literature or Informational Text passage. In Part One, which is similar to a multiple-choice question, the student analyzes a passage and chooses the best answer from four answer choices. In Part Two, the student utilizes evidence from the passage to select one or more answers based on his/her response to Part One. Part Two is different from a multiple-choice question in that there may be more than four answer options and more than one correct answer. Each EBSR test question is worth either two or three points, and students can receive partial credit for providing a correct response to Part One or for providing one or more correct responses in Part Two.

Text-Dependent Analysis: Unlike a writing prompt, the TDA question is a text-dependent analysis question, based on a passage or passage set that each student has read during the test event. There are three response pages in the paper-and-pencil format and up to 5000 characters in the online format. Both Literature and Informational Texts are addressed through this item type. Students must employ basic writing skills while inferring and synthesizing information from the passage in order to develop a comprehensive, holistic essay response. The demand required of a student’s reading and writing skills in response to a TDA coincides with the similar demands required for a student to be college and career ready. The TDA is scored using a holistic scoring guideline on a 1–4-point scale.

Writing Prompt: Each of this type of test question includes an extended response space in which the student composes an answer based on a provided writing prompt. There are two response pages in the paper-and-pencil format and up to 3000 characters in the online format. A writing prompt is based on a specific mode of writing and may ask the student to write an argumentative essay, an informative/explanatory essay, or a narrative essay. Each writing prompt is scored on a 1–4-point scale using a holistic, mode-specific scoring guideline. In this sampler, examples of student responses representing each score point can be combined with the mode-specific scoring guideline to form a practical scoring guide.

Testing Time and Mode of Testing Delivery for the PCS-Based PSSA

The PSSA is delivered in traditional paper-and-pencil format as well as in an online format. The estimated time to respond to a test question is the same for both methods of test delivery. The following table shows the estimated response time for each item type.

During an official test administration, students are given as much additional time as is necessary to complete the test questions.

Item Type	MC	EBSR	TDA	WP
Estimated Response Time (in minutes)	1.5	3 to 5	45	30

English Language Arts Grade 8

This English Language Arts Sampler is composed of 4 passages, 31 passage-based multiple-choice questions, 6 evidence-based selected-response questions, 2 text-dependent analysis questions, 19 standalone multiple-choice questions, and 3 mode-specific writing prompts.

In this sampler, the first passage is followed by a set of multiple-choice questions, evidence-based selected-response questions, and a text-dependent analysis question. The second passage is followed by a set of multiple-choice questions and an evidence-based selected-response question. The third passage is followed by a set of multiple-choice questions, an evidence-based selected-response question, and a text-dependent analysis question. The fourth passage set includes the first passage followed by a set of multiple-choice questions and an evidence-based selected-response question and then the second passage followed by additional multiple-choice questions and an evidence-based selected-response question.

Each question is preceded by the Assessment Anchor and Eligible Content coding. The correct answer is indicated by an asterisk (*). Each question is followed by a brief analysis or rationale. Each text-dependent analysis question is displayed with an item-specific scoring guideline and examples of student responses with scores and annotations. Sample student responses for each of the scoring levels are also included for the writing prompts.

The PCS-Based PSSA may be administered in paper-and-pencil format or online. As a result, this sampler includes samples of text-dependent analysis question responses and mode-specific writing prompt responses in both formats. A sample online response is noted by the symbol, .

Section 1

Directions: On the following pages are the Reading passages and questions.

Directions for Multiple-Choice Questions:

Some questions will ask you to select an answer from among four choices.

For the multiple-choice questions:

- First, read the passage carefully.
- Read each question and choose the best answer.
- Only one of the answers provided is correct.
- You may look back at the passage to help you answer the question.
- Record your choice in the answer booklet.

Directions for Evidence-Based Selected-Response Questions:

Some questions will have two parts and will ask you to select one or more answers in each part.

For the evidence-based selected-response questions:

- Read Part One of the question and choose the best answer.
- You may look back at the passage to help you answer Part One of the question.
- Record your choice to Part One in the answer booklet.
- Only one of the answers provided in Part One is correct.
- Then, read Part Two of the question and choose the evidence to support your answer in Part One. If Part Two tells you to select two answers, be sure to select two answers.
- You may look back at the passage to help you answer Part Two of the question.
- Record your answer or answers to Part Two in the answer booklet.

Directions for Text-Dependent Analysis (TDA) Question:

The English Language Arts TDA question will ask you to analyze the passage and use evidence from the passage to write an essay.

For the TDA essay:

- Be sure to read the passage and TDA question carefully.
- Review the Writer’s Checklist to help you plan and organize your response.
- You may look back at the passage to help you write your essay.
- Write your essay in the appropriate space in the answer booklet. If you use scratch paper to write a rough-draft essay, be sure to transfer your final essay to the answer booklet.
- Be sure to check that your essay contains evidence from the passage to support your response.
- Be sure to check your essay for errors in capitalization, spelling, sentence formation, punctuation, and word choice.

PASSAGE 1

Read the following passage about a young person with ambition. Then answer questions 1–11.

Joe's Reward

by Horatio Alger Jr.

Joe certainly presented a neat appearance when he rowed over to the hotel dock. Before going he purchased a new collar and a dark blue tie, and these, with his new suit and new cap, set him off very well.

The boat had been cleaned in the morning, and when the ladies appeared they inspected the craft with satisfaction.

"What a nice clean boat," said Mabel Mallison, the niece of the proprietor of the hotel.

The ladies to go out were four in number, and two sat in the bow and two in the stern. It made quite a heavy load, but as they were not out for speed our hero did not mind it.

"We wish to go up to Fern Rock," said Mabel Mallison. "They tell me there are some beautiful ferns to be gathered there."

"There are," answered Joe. "I saw them last week."

"And I wish to get some nice birch bark if I can," said another of the ladies.

"I can get you plenty of it."

Joe rowed along in his best style, and while doing so the ladies of the party asked him numerous questions concerning the lake and vicinity. When Fern Rock was reached, all went ashore, and our hero pointed out the ferns he had seen, and dug up such as the others wished to take along. An hour was spent over the ferns and in getting some birch bark, and then they started on the return for the hotel.

"I'd like to row," cried one of the ladies.

"Oh, Jennie, I don't think you can!" cried another.

"Of course I can," answered Jennie, and sprang up from her seat to take the oars.

"Be careful!" came in a warning from Joe, as the boat began to rock.

"Oh, I'm not afraid!" said the young lady, and leaned forward to catch hold of one oar. Just then her foot slipped and she fell on the gunwale¹, causing the boat to tip more than ever. As she did this, Mabel Mallison, who was leaning over the side, gazing down into the clear waters of the lake, gave a shriek.

¹ gunwale—the top edge of the side of a boat

“Oh, save me!” came from her, and then she went over, with a loud splash.

Joe was startled, and the ladies left in the boat set up a wail of terror.

“She will be drowned!”

“Oh, save her! Save her, somebody!”

“It is my fault!” shrieked the young lady. “I tipped the boat over!”

Joe said nothing, but looked over the side of the boat. He saw the body of Mabel Mallison not far away. But it was at the lake bottom and did not offer to rise.

Then he gave a second look and saw that the dress of the unfortunate one was caught in some sharp rocks. Without hesitation he dived overboard, straight for the bottom.

It was no easy matter to unfasten the garment, which was caught in a crack between two heavy stones. But at the second tug it came free, and a moment later both our hero and Mabel Mallison came to the surface.

“Oh!” cried two of the ladies in the row-boat. “Is she drowned?”

“I trust not,” answered Joe. “Sit still, please, or the boat will surely go over.”

As best he could Joe hoisted Mabel into the craft and then clambered in himself. As he did so the unfortunate girl gave a gasp and opened her eyes.

“Oh!” she murmured.

“You are safe now, Mabel!” said one of her companions.

“And to think it was my fault!” murmured the young lady. “I shall never forgive myself as long as I live!”

Mabel Mallison had swallowed some water, but otherwise she was unhurt. But her pretty blue dress was about ruined, and Joe’s new suit did not look near as well as it had when he had donned it.

“Let us row for the hotel,” said one of the young ladies.

“Are you all right?” she asked of Joe.

“Yes, ma’am, barring the wetting.”

“It was brave of you to go down after Mabel.”

“Indeed it was!” cried that young lady. “If it hadn’t been for you I might have been drowned.” And she gave a deep shudder.

“I saw she was caught and that’s why I went over after her,” answered our hero simply. “It wasn’t so much to do.”

All dripping as he was, Joe caught up the oars of the boat and sent the craft in the direction of the hotel at a good speed. That she might not take cold, a shawl was thrown over Mabel’s wet shoulders.

The arrival of the party at the hotel caused a mild sensation. Mabel hurried to her room to put on dry clothing, and Joe was directed to go around to the kitchen. But when the proprietor of the place had heard what Joe had done for his niece he sent the lad to a private apartment and provided him with dry clothing belonging to another who was of our hero’s size.

“That was a fine thing to do, young man,” said the hotel proprietor, when Joe appeared, dressed in the dry garments, and his own clothing had been sent to the laundry to be dried and pressed.

“I’m glad I was there to do it, Mr. Mallison.”

“Let me see, aren’t you Hiram Bodley’s boy?”

“I lived with Mr. Bodley, yes.”

“That is what I mean. Are you still living at the tumbled-down cabin?”

“No, sir. I’ve just sold off things, and I am going to settle in town.”

“Where?”

“I haven’t decided that yet. I was going to hunt up a place when Ike Fairfield gave me the job of rowing out the young ladies.”

“I see. You own the boat, eh?”

“Yes, sir.”

“You ought to be able to make a fair living, taking out summer boarders.”

“I suppose so, but that won’t give me anything to do this winter.”

“Well, perhaps something else will turn up by that time.” Andrew Mallison drew out a fat wallet. “I want to reward you for saving Mabel.”

He drew out two ten-dollar bills and held them towards our hero. But Joe shook his head and drew back.

“Thank you very much, Mr. Mallison, but I don’t want any reward.”

“But you have earned it fairly, my lad.”

“I won’t touch it. If you want to help me you can throw some odd rowing jobs from the hotel in my way.”

“Then you won’t really touch the money?”

“No, sir.”

“How would you like to work for the hotel regularly?”

“I’d like it first-rate if it paid.”

“I can guarantee you regular work so long as the summer season lasts.”

“And what would it pay?”

“At least a dollar a day, and your board.”

“Then I’ll accept and with thanks for your kindness.”

“When can you come?”

“I’m here already.”

“That means that you can stay from now on?”

“Yes, sir.”

“I don’t suppose you want the job of hauling somebody from the lake every day,” said Andrew Mallison, with a smile.

“Not unless I was dressed for it, Mr. Mallison. Still, it has been the means of getting me a good position.”

“I shall feel safe in sending out parties with you for I know you will do your best to keep them from harm.”

“I’ll certainly do that, I can promise you.”

MULTIPLE-CHOICE QUESTIONS**E08.A-K.1.1.3**

1. Read the sentence from the passage.

“ ‘Be careful!’ came in a warning from Joe, as the boat began to rock.”

How is the plot **most** advanced by the sentence?

- A. by predicting the resolution
- B. by emphasizing the climax
- * C. by initiating the main conflict
- D. by clarifying the falling action

The student is asked to determine how a given sentence from the passage most advances the plot. Option C is the correct answer since the given sentence comes after Jennie rises from her seat in the boat to prove that she can row the boat. This action leads to the conflict—Mabel falls into the water. Options A, B, and D are incorrect since the climax, the falling action, and the resolution occur later in the passage.

E08.A-C.2.1.1

2. Read the sentences from the passage.

“It was no easy matter to unfasten the garment, which was caught in a crack between two heavy stones. But at the second tug it came free, and a moment later both our hero and Mabel Mallison came to the surface.”

“ ‘I saw she was caught and that’s why I went over after her,’ answered our hero simply. ‘It wasn’t so much to do.’ ”

Which intended effect do the sentences have on the reader’s point of view?

- * A. They influence the reader to feel great respect for Joe.
- B. They make the reader see that Mabel is a good swimmer.
- C. They give the reader the idea that Joe likes rowing the boat.
- D. They allow the reader to think that Mabel wants to return to the hotel.

The student is asked to determine how given sentences from the passage affect the reader’s point of view. Option A is the correct answer. The sentences reflect the fact that Joe rescues Mabel from the water and is matter-of-fact in his explanation as to why he did so. Therefore, the reader feels respect for Joe’s bravery and for his modesty. Option B is incorrect since it reflects an erroneous conclusion about Mabel. Options C and D are not supported by the given sentences.

E08.A-V.4.1.1

3. Read the sentence from the passage.

“But her pretty blue dress was about ruined, and Joe’s new suit did not look near as well as it had when he had donned it.”

What does the word donned mean as it is used in the sentence?

- A. pressed
- B. bought
- C. arranged for
- * D. dressed in

The student is asked to identify the meaning of the word “*donned*” by using context clues. Option D is the correct answer. The phrase “*did not look near as well as it had when*” clues the reader to time order; therefore, the word refers to when Joe had put on or “*dressed in*” the suit earlier in the day. Options A, B, and C are incorrect meanings of “*donned*” and are not supported by information in the passage.

E08.A-C.2.1.3

4. Read the sentence from the passage.

“The arrival of the party at the hotel caused a mild sensation.”

How does the author use the word “sensation”?

- * A. to highlight the commotion that the appearance of Joe and Mabel causes
- B. to suggest that Joe and Mabel are cold from their experience in the lake
- C. to explain that Jennie and Mabel are sorry for ruining the day for their friends
- D. to emphasize the disappointment that the guests feel toward Jennie and Mabel

The student is asked to determine how the author uses the word “*sensation*.” Option A is the correct answer since the given word indicates that the appearance of Joe and Mabel in wet clothing creates a commotion among the guests at the hotel. Options B, C, and D are not supported by information in the passage.

E08.A-V.4.1.2

5. Read the sentences from the passage.

“ ‘Well, perhaps something else will turn up by that time.’ Andrew Mallison drew out a fat wallet. ‘I want to reward you for saving Mabel.’ ”

What does the phrase “fat wallet” suggest to the reader?

- A. Andrew Mallison is unorganized.
- B. Andrew Mallison is impatient.
- * C. Andrew Mallison is wealthy.
- D. Andrew Mallison is generous.

The student is asked to interpret the figure of speech “*fat wallet*.” Option C is the correct answer since a “*fat wallet*” indicates that it is filled with money. Therefore, Andrew Mallison is probably wealthy. In addition, by offering a reward, the reader can assume that Mallison has spare money. Option B is not supported by information in the sentences. Options A and D misinterpret the meaning of the given phrase.

E08.A-V.4.1.2

6. Read the sentences from the passage.

“ ‘How would you like to work for the hotel regularly?’ ”

“ ‘I’d like it first-rate if it paid.’ ”

Which feeling does the phrase “first-rate” **most** convey?

- A. tenderness
- * B. enthusiasm
- C. sympathy
- D. playfulness

The student is asked to determine the connotation of the phrase “*first-rate*.” Option B is the correct answer since the meaning of the phrase is “*very well*.” Therefore, the connotation of Joe’s response is that he has enthusiasm toward the job offer. Options A, C, and D show a misinterpretation of the connotation of the phrase and are not supported by information in the passage.

E08.A-K.1.1.1

7. Which sentence **best** supports the idea that Joe is honest?
- A. “ ‘I can get you plenty of it.’ ”
 - B. “ ‘I lived with Mr. Bodley, yes.’ ”
 - C. “ ‘I’ve just sold off things, and I am going to settle in town.’ ”
 - * D. “ ‘Thank you very much, Mr. Mallison, but I don’t want any reward.’ ”

The student is asked to determine which sentence best supports the inference that Joe is honest. Option D is the correct answer. Since Joe refuses Mr. Mallison’s reward, it shows that he does not want to profit from the unfortunate situation of Mabel falling into the water. Option A shows that Joe is considerate. Options B and C show that Joe is forthcoming in giving information about his living situation.

E08.A-K.1.1.2

8. Which sentences accurately summarize the passage objectively?
- * A. Joe rows a group of girls across a lake to gather some plants. On their return to the hotel, Jennie causes the boat to tip, and Mabel falls from the boat into the water. Joe jumps in the water to rescue her. Mabel's uncle, Mr. Mallison, the owner of the hotel, offers Joe a reward. Joe refuses the reward and is offered a job at the hotel by Mr. Mallison.
 - B. Joe dresses in a new tie and suit. He rows a group of girls across a lake to gather some ferns and birch bark. On their way back to the hotel, Jennie causes Mabel to fall in the water. Joe jumps in and saves Mabel. They return to the hotel in wet clothing. Joe meets Mr. Mallison. Mr. Mallison offers Joe a reward for saving his niece, Mabel.
 - C. Joe takes his nice clean boat and rows a group of girls across a lake. The girls find ferns and birch bark to collect. On the way back to the hotel, Mabel falls into the water. Her dress gets caught in some rocks, and Joe bravely jumps in the water to rescue her. Someone in the boat kindly places a shawl on Mabel's shoulders. They row back to the hotel in their wet clothing.
 - D. Joe rows his boat across the lake to help a group of girls gather some ferns. On the way back to the hotel, Mabel falls into the water, and Joe jumps in to save her. They crawl back into the boat and head for the hotel. Mabel heads to her room to put on dry clothing. Joe meets Mabel's uncle, Mr. Mallison, who rightly thanks Joe for saving his niece.

The student is asked to determine the summary that is objective. Option A is the correct answer since it includes the main events without including personal opinions. Option B is incorrect since it includes minor details. Option C is incorrect since it includes minor details and personal opinions. Option D is incorrect since it is missing key events from the passage.

EVIDENCE-BASED SELECTED-RESPONSE QUESTIONS**E08.A-K.1.1.3**

9. This question has two parts. Answer Part One and then answer Part Two.

Part One

How does Jennie most likely feel after Mabel falls into the water?

- A. annoyed
- B. certain
- * C. guilty
- D. thankful

Part Two

Which sentence from the passage supports the answer in Part One? Choose **one** answer.

- A. “ ‘I’d like to row,’ cried one of the ladies.”
- B. “ ‘You are safe now, Mabel!’ said one of her companions.”
- * C. “ ‘I shall never forgive myself as long as I live.’ ”
- D. “ ‘It was brave of you to go down after Mabel.’ ”

The student is asked to determine how Jennie most likely feels after Mabel falls into the water and to select a detail from the passage that supports the inference.

Part One: Option C is the correct answer. Phrases such as “*It is my fault,*” and “*and to think it was my fault*” emphasize Jennie’s feelings of guilt about her causing the boat to tip. Options A, B, and D are not supported by information in the passage.

Part Two: Option C is the correct answer since “*I shall never forgive myself*” indicates a feeling of guilt. Option A is spoken before Mabel falls into the water. Option B supports the feeling of being certain. Option D supports the feeling of being thankful.

E08.A-K.1.1.1

10. This question has two parts. Answer Part One and then answer Part Two.

Part One

Which generalization about rowboats is **most** supported by events in the passage?

- A. Rowboats provide a relaxing ride.
- B. Rowboats are steered from the back.
- C. Rowboats can go faster when more people are in them.
- * D. Rowboats can become unstable with sudden movements.

Part Two

Which sentences **best** support the answer in Part One? Choose **two** answers.

- A. “The ladies to go out were four in number, and two sat in the bow and two in the stern.”
- * B. “ ‘Be careful!’ came in a warning from Joe, as the boat began to rock.”
- * C. “Just then her foot slipped and she fell on the gunwale, causing the boat to tip more than ever.”
- D. “ ‘Let us row for the hotel,’ said one of the young ladies.”
- E. “All dripping as he was, Joe caught up the oars of the boat and sent the craft in the direction of the hotel at a good speed.”

The student is asked to make a generalization about rowboats and to select details from the passage that support the generalization.

Part One: Option D is the correct answer since it is when Jennie gets up suddenly from her seat that the rowboat begins to rock and then later tips when she falls. Option A is incorrect since the boat tips over. Option B is incorrect since the passage implies that the boat is steered from the middle. Option C is incorrect since the passage states that it was a “*heavy load, but . . . they were not out for speed.*”

Part Two: Options B and C are the correct answers since they show how the boat rocks and then tips with sudden movements. Option A only shows the position of the passengers. Option D only shows a response of one of the passengers after Mabel is retrieved from the water. Option E shows how Joe’s strength and eagerness help him to row the boat faster than before. Options A and D do not relate to the correct generalization in Part One. Option E relates to the generalization but is not as strong as Options B and C.

TEXT-DEPENDENT ANALYSIS QUESTION**E08.E.1.1**

11. The plot of “Joe’s Reward” is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. Use evidence from the passage to support your response.

Writer’s Checklist for the Text-Dependent Analysis Question

PLAN before you write

- Make sure you read the question carefully.
- Make sure you have read the entire passage carefully.
- Think about how the question relates to the passage.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

FOCUS while you write

- Analyze the information from the passage as you write your essay.
- Make sure you use evidence from the passage to support your response.
- Use precise language, a variety of sentence types, and transitions in your essay.
- Organize your paper with an introduction, body, and conclusion.

PROOFREAD after you write

- I wrote my final essay in the answer booklet.
- I stayed focused on answering the question.
- I used evidence from the passage to support my response.
- I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.

TEXT-DEPENDENT ANALYSIS QUESTION SCORING GUIDELINE

Item #11

Assessment Anchor:

E08.E.1–Evidence-Based Analysis of Text

Specific Assessment Anchor Descriptor addressed by this item:

E08.E.1.1–Draw evidence from literary or informational texts to support analysis, reflection, and research.

Score Point	Description
4	<ul style="list-style-type: none"> • Effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text(s) • Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) • Strong organizational structure that effectively supports the focus and ideas • Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas, and inferences • Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions • Substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose • Skillful use of transitions to link ideas • Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events • Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning
3	<ul style="list-style-type: none"> • Adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text(s) • Clear introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) • Appropriate organizational structure that adequately supports the focus and ideas • Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences • Sufficient, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions • Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose • Appropriate use of transitions to link ideas • Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events • Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning

Score Point	Description
<p style="text-align: center;">2</p>	<ul style="list-style-type: none"> • Inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text(s) • Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s) • Weak organizational structure that inconsistently supports the focus and ideas • Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat supports claims, opinions, ideas, and inferences • Vague reference to the text(s) using some details, examples, quotes, facts, and/or definitions • Weak reference to the main idea(s) and relevant details of the text(s) to support the writer’s purpose • Inconsistent use of transitions to link ideas • Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events • Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning
<p style="text-align: center;">1</p>	<ul style="list-style-type: none"> • Minimally addresses part(s) of the task demonstrating inadequate analytic understanding of the text(s) • Minimal evidence of an introduction, development, and/or conclusion • Minimal evidence of an organizational structure • Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences • Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions • Minimal reference to the main idea(s) and/or relevant details of the text(s) • Few, if any, transitions to link ideas • Little or no use of precise language or domain-specific vocabulary drawn from the text(s) • Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning

TEXT-DEPENDENT ANALYSIS QUESTION STUDENT RESPONSES**E08.E.1.1 Response Score: 4**

11. The plot of “Joe’s Reward” is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. Use evidence from the passage to support your response.

There are comparisons that can be drawn between Joe’s Reward and some common myths. For instance, both Joe’s Reward and many myths feature unexpected heroes who are humble and don’t seek out things solely to bring themselves glory. When we meet Joe he is a simple boat pilot and tour guide dressed in a new suit of clothes for his new job. Little did he know that that day’s excursion would change his life. Joe didn’t set out to be a hero but he ended up becoming one, at least in the eyes of some people.

While taking a group of women to tour a local island, Joe must leap into a lake to save one of them from drowning. He rescues the woman, named Mabel Mallison, even though his new clothes that he is quite proud of and hopes will help him secure employment, will be ruined. He leaps in the water “without hesitation” after he notices her dress is caught under a rock and she is not coming to the surface.

When the other ladies praise his heroics, Joe humbly passes it off as something anyone would have done. But, as the ladies point out, it was still brave. He just says, “It wasn’t so much to do.” Back at the hotel, Joe receives dry clothing and must have thought that was the end of his reward. Though he could have thought all was lost and worried that his new clothes were ruined, Joe was satisfied just having a private room where he could change into a dry set of clothes. He was definitely not thinking about getting some reward.

Much to his surprise, Joe ends up being offered “status” in the form of a job offer from Mabel Mallison’s uncle working at his hotel, in part because Mabel’s uncle is impressed by Joe’s humbleness. At first, the hotel proprietor offers Joe reward money for saving his niece. Of course Joe is too humble to accept it. Instead he says, “If you want to help me you can throw some odd rowing jobs from the hotel in my way.” The proprietor thinks he can do more for Joe than that and offers him regular work along with a place to stay at the hotel. Since Joe was between jobs and looking for a place to live in town, the timing was perfect and Joe’s heroics ended up getting him a job with regular pay (his lack of boarding is taken care of also). This is very fortunate for Joe because we learn in the beginning of the story that securing a job is one reason for Joe’s new clothes. So, Joe ventures out on his own to find employment and he ends up finding it in the most unexpected way.

This whole point of this story is that the proprietor is pleased knowing he has a dependable person when he says, "I shall feel safe in sending out parties with you for I know you will do your best to keep them from harm." And Joe is happy, even though his new suit of clothes has been ruined, he says, "Still, it has been the means of getting me a good position," meaning it was almost worth it.

So, as you can see, Joe's heroics and humility ended up getting him a job and a place to live which is what he was seeking in the first place. Like many humble heroes common in myths, Joe ends up at a good place in life though he never expected it or tried specifically to get it. In Joe's Reward, the character of Joe is an unexpected hero, just like the protagonist in many myths of old.

The response effectively addresses all parts of the task, demonstrating an in-depth analytic understanding of the text. A strong organizational structure effectively supports the focus and ideas, while the effective introduction, development, and conclusion all identify/support a controlling idea (that Joe is an *"unexpected hero"* like those in many myths). There is thorough analysis of explicit and implicit meanings from the text (*"Little did he know that that day's excursion would change his life," "Joe didn't set out to be a hero but he ended up becoming one," "Joe ends up being offered 'status' in the form of a job offer from Mabel Mallison's uncle working at his hotel, in part because Mabel's uncle is impressed by Joe's humbleness," "the proprietor is pleased knowing he has a dependable person,"* and *"Like many humble heroes common in myths, Joe ends up at a good place in life though he never expected it or tried specifically to get it"*) woven throughout the response. There is substantial direct reference to the text, both the main idea and relevant details (*"The proprietor thinks he can do more for Joe than that and offers him regular work along with a place to stay at the hotel"* and *"he notices her dress is caught under a rock"*). Transition use is sometimes skillful (*"For instance," "At first,"* and *"So, as you can see"*) as is the student's use of precise language (*"Joe humbly passes it off"* and *"the hotel proprietor offers Joe reward money for saving his niece"*). There are few grammatical errors in the response and those present do not interfere with meaning.

E08.E.1.1 Response Score: 4

11. The plot of "Joe's Reward" is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. Use evidence from the passage to support your response.

Even though you might not immediately think of Zeus or Hercules while reading Joe's Reward, there are some similarities between the character of Joe and mythological heroes. The narrator even refers to Joe as "our hero" several times in the story. Also the plot of Joe's Reward shares some similarities with old legends, myths and stories.

One way Joe is like a mythological hero is he comes from humble beginnings. The story never comes out and says it, but I know that Joe isn't well-to-do because when he first comes back all wet from saving the girl, he is put into the kitchen as if he's just a servant. Also, Mr. Mallison asks if he is "still living at the tumble-down cabin" (meaning a not-well-to-do house). Many heroes in myths and legends also come from poor upbringing. For instance, it's not really a myth exactly, but Superman was raised by simple farmers.



Another way that Joe is like an old-time hero is he's not greedy or selfish. In lots of old stories the hero won't take any reward. Joe's Reward is similar because he won't take any money from Mr. Mallison (the girl's uncle) because he just thinks he was just doing his job. But he does end up taking an actual job offer from Mr. Mallison. Part of the reason Mr. Mallison probably offered him the job is because he didn't take the reward. That showed Mr. Mallison that Joe was a "good person", wasn't selfish/greedy and would be a conscientious worker.

It's not just Joe who acts like a mythic figure, the plot of Joe's Reward also seems like an old myth or legend. Most myths have a problem or obstacle that the hero must solve by a combination of, courage, strength and wits. Joe has to keep the girls safe on his first job as a boat driver. When Mabel falls in the water (and the boat almost tips over), he shows courage by diving in to save her, strength by ripping her dress out from the rocks and wits by even knowing that she was stuck under water and wouldn't come up by herself. Joe is successful in the end: he keeps the girls safe and even gets a job offer.



So even though Joe's Reward is not a myth, it has some similarities with myths. Joe is a typical hero: he comes from humble beginnings, he is courageous, smart and not greedy. He also overcomes an obstacle using his courage, strength and wits and he is successful in the end.

In this response, the student effectively addresses all parts of the task, demonstrating an in-depth analytic understanding of the task. The strong organizational structure effectively supports the focus and ideas, while the effective introduction, development, and conclusion all identify/support a controlling idea ("there are some similarities between the character of Joe and mythological heroes" and "the plot of Joe's Reward also seems like an old myth"). There is thorough analysis of explicit and implicit meanings from the text ("but I know that Joe isn't well-to-do because when he first comes back all wet from saving the girl, he is put into the kitchen as if he's just a servant," "Joe's Reward is similar because he won't take any money from Mr. Mallison (the girl's uncle) because he just thinks he was just doing his job," and "he shows courage by diving in to save her, strength by ripping her dress out from the rocks and wits by even knowing that she was stuck under water") throughout the response. There is substantial direct reference to the text ("The narrator even refers to Joe as 'our hero' several times"). Transition use is skillful ("It's not just Joe who acts like a mythic figure"), as is the student's use of precise language ("Most myths have a problem or obstacle that the hero must solve by a combination of, courage, strength and wits"). There are few grammatical errors in the response, and those present do not interfere with meaning.

AFTER YOU HAVE CHECKED YOUR WORK, CLOSE YOUR ANSWER BOOKLET AND TEST BOOKLET SO YOUR TEACHER WILL KNOW YOU ARE FINISHED.



E08.E.1.1 Response Score: 4



11. The plot of “Joe’s Reward” is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. Use evidence from the passage to support your response.

Hidden treasures, damsels in distress. The hero rides in to save the day dressed in white and riding a white horse. All common things found in myths, or heroic tales. In Joe’s case, he’s dressed in a new suit, collar, tie and cap, and his boat has been freshly cleaned as well. He is poised to become the hero as he approaches the dock. Only he doesn’t know it...yet.

Then, he is only the captain of a small tour boat and is hoping to find better work for himself. (It’s why he dressed so nice) Once his boat is loaded with young women hoping to visit a local island, Joe sets course for a life changing trip, kinda like Ulysses, perhaps?

En route, one of the ladies gets into danger as she fell overboard while gazing at the lake bottom. Not thinking of his new clothes (putting others above himself – another heroic trait), he dives into save the young Mabel from a watery grave. The rest of the ladies praise Joe profusely for his heroics, though his modesty (another trait of mythical heroes) makes him act as if it was nothing at all. But Mabel’s uncle did not think it was nothing. In fact, he was so impressed with Joe (and his heroic traits) that he offered him a job at his hotel. He even through in a furnished room!

Though Joe began the day thinking his future was out somewhere past the little boat ride, it turns out that the boat ride not only gave him a chance to be a hero, without even knowing or trying, he was able to find the future (hidden treasure) he was looking for in a place he did not expect to find it.

The response effectively addresses all parts of the task, demonstrating an in-depth analytic understanding of the text. The student analyzes explicit and implicit meanings from the text (“He is poised to become the hero”, “Joe sets course for a life changing trip, kinda like Ulysses”, “putting others above himself—another heroic trait”, “his modesty (another trait of mythical heroes) makes him act as if it was nothing at all” and “he was able to find the future (hidden treasure) he was looking for in a place he did not expect to find it”), effectively supporting claims and ideas. Substantial, accurate, and direct reference to the text supports the main idea (“he’s dressed in a new suit, collar, tie and cap, and his boat has been freshly cleaned as well”, “loaded with young women hoping to visit a local island”, “The rest of the ladies praise Joe profusely for his heroics” and “he was so impressed with Joe (and his heroic traits) that he offered him a job at his hotel”). The response has a strong organizational structure that effectively supports the focus and ideas including skillful use of transitions (“En route”, “Though Joe began his day...”), ideas grouped in a logical order, and a conclusion that is related to the controlling idea. There are few, if any, convention errors (“through” for threw and “kinda” for kind of), and any present do not interfere with meaning.

E08.E.1.1 Response Score: 3



11. The plot of “Joe’s Reward” is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. Use evidence from the passage to support your response.

“Joe’s Reward” is a story about a humble boatman that takes people to an island not far from a hotel. He wishes he had a better life and is determined to make it happen. This is a theme often found in myths: the rags to riches tale.

Joe hopes this trip to Fern Island is his last as he sets out with his boat full of passengers on a sightseeing trip. After this, he plans to go and seek his fortune. Little does Joe know that fate is about to step in. Fate is also an element commonly found in myths. The author uses fate as an ironic way for Joe to get what he wants.

In the passage, one of the ladies in his boat falls overboard and begins to drown. Instead of saving a princess in a tower, Joe dives in the water to save her without even thinking of his self or his new clothes. This is another thing heroes often do: his reflexes had him unconcerned for his own safety and he dove in to save her.

Joe’s reward is going from rags to riches, when Mabel’s uncle wants him to work at the hotel because he is so impressed with Joe’s heroics. In the end, Joe ends up getting a better life, exactly what he was hoping for.

The response adequately analyzes how the passage draws on elements commonly found in myths, demonstrating sufficient analytic understanding of the text. The student analyzes explicit and implicit meanings from the text to support ideas and claims (“*This is a theme often found in myths: the rags to riches tale*”; “*Little does Joe know that fate is about to step in*”; “*The author uses fate as an ironic way for Joe to get what he wants*”; and “*his reflexes had him unconcerned for his own safety*”). Direct reference to the text is provided to support the writer’s purpose (“*boat full of passengers on a sightseeing trip*”; “*one of the ladies in his boat falls overboard and begins to drown*”; and “*Mabel’s uncle wants him to work at the hotel because he is so impressed*”). The response has an appropriate organizational structure with a clear introduction, transitions, and a conclusion. The response contains few, if any conventions errors; any present do not interfere with meaning.

E08.E.1.1 Response Score: 3

11. The plot of "Joe's Reward" is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. Use evidence from the passage to support your response.

Some specific events in Joe's Reward are similar to elements of myths. For instance the Hero, Joe ends up rescuing a girl, Mabel, after she falls into a lake. This is just like in lots of myths and old stories where the hero rescues a pretty girl usually from a monster or something. In Joe's reward there is no monster, but Joe is responsible for the girls in his boat so he has to keep them from harm (drowning). Also even though Joe doesn't "get the girl" the way the hero usually gets the girl at the end of a myth or legend, you can tell that the girls are impressed by Joe rescuing Mabel when one of them says, "It was brave of you to go down after Mabel."

Another way that Joe's Reward seems like a myth is that Joe is courageous yet humble just like a lot of heroes in old myths. When he sees Mabel is caught in a rock underwater, he jumps into the water to rescue her without hesitation. He doesn't think about his own safety or even his own clothes getting all ruined, he just thinks

GO ON 

about Mabel not drowning. That is what a hero would do. Then afterwards he does not brag about saving her or show off, instead he acts humble. He won't even take the reward that Mabel's uncle offers him. He is probably so humble that he doesn't think it would be right to take money for something that he would do just because he's a good guy.

Joe's Reward is like a myth because the hero rescues a girl and saves her from harm and the hero is courageous and humble just like heroes in myths are. So there are elements like myths in Joe's Reward (even though it's not a myth).

In this response, the student adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text. There is an appropriate organizational structure, including a clear introduction, development, and conclusion, identifying a controlling idea related to the text ("Joe's Reward is like a myth because the hero rescues a girl and saves her from harm and the hero is courageous and humble"). There is clear analysis of explicit and implicit meanings from the text ("you can tell that the girls are impressed by Joe rescuing Mabel," "He doesn't think about his own safety or even his own clothes getting all ruined, he just thinks about Mabel not drowning," and "Then afterwards he does not brag about saving her or show off, instead he acts humble"), mostly in the form of inferences. There is sufficient, accurate, and direct reference to the text ("one of them says, 'It was brave of you to go down after Mabel'" and "He won't even take the reward that Mabel's uncle offers him"), as well as sufficient reference to the main idea of the text. There is appropriate use of transitions and precise language throughout the response. The few grammatical errors present (e.g., missing commas) do not interfere with meaning.

AFTER YOU HAVE CHECKED YOUR WORK, CLOSE YOUR ANSWER BOOKLET AND TEST BOOKLET SO YOUR TEACHER WILL KNOW YOU ARE FINISHED.



E08.E.1.1 Response Score: 3



11. The plot of “Joe’s Reward” is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. Use evidence from the passage to support your response.

The myth of the hero saving the damsel in distress is woven throughout “Joe’s Reward” by Horatio Alger, Jr. “Our hero”, Joe rows a small boat that takes people to an island not far from a hotel. In the story, Joe is bringing a group of ladies to Fern Island when one of them goes overboard and begins to drown.

First, Joe dives in the water to save Mabel Mallison after she has fallen out of his boat without thinking about it. That’s the sort of thing a hero does. Joe could have very easily said, “I’m not diving in there in my brand new clothes!” but he didn’t. He dove in to save her because he knew that’s what needed to be done. He put the girl’s safety before himself.

He also could have gotten mad at the ladies because he told them that they were making the boat unsteady by moving around a lot. But, he doesn’t bother saying anything even though he could have.

In the end it is Joe’s humbleness that impresses Mabel’s uncle who owns the hotel. He offers Joe money as a reward which Joe turned down. He told the man “I saw she was caught and that’s why I went over after her” which impresses the hotel owner, so much that he offered Joe a job and a place to live after learning he has no place to live anymore.

So, it wasn’t just that Joe saved the damsel in distress; it was also his humbleness that impressed the hotel owner enough to want to keep Joe around.

In this response, the student adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text. There is an appropriate organizational structure, including a clear introduction (“*The myth of the hero saving the damsel in distress is woven throughout ‘Joe’s Reward’*”), development, and conclusion, identifying a controlling idea related to the text (the idea that Joe exemplifies the hero archetype, which results in his saving a girl and earning the respect of an elder). There is clear analysis of explicit and implicit meanings from the text (“*That’s the sort of thing a hero does,*” “*He put the girl’s safety before himself,*” and “*it is Joe’s humbleness that impresses Mabel’s uncle*”). There is sufficient, accurate, and direct reference to the text using relevant details (e.g., the reference to Joe’s “*brand new clothes*”) and quotes (“*I saw she was caught and that’s why I went over after her*”), along with sufficient reference to the main idea of the text (“*it wasn’t just that Joe saved the damsel in distress; it was also his humbleness that impressed the hotel owner enough to want to keep Joe around*”). There is appropriate use of transitions and precise language throughout the response. The few grammatical errors present (missing commas, some awkward sentences) do not interfere with meaning.

E08.E.1.1 Response Score: 2

11. The plot of "Joe's Reward" is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. Use evidence from the passage to support your response.

In Joe's reward the passage draws on elements commonly found in myths because Joe is taking some girls on a boat ride and he rescues a girl named Mabel when she falls into a lake. She fall because Mabel's friend tries to row the boat even though Joe tells her to be careful and she falls onto the gunwale (side of the boat) and Mabel falls in the water. Joe is observant and notices that Mabel's dress is caught on a rock so he bravely jumps overboard and rescues her. This is why he is called "our hero" in the story. A hero is someone who is brave and does something good like rescue a girl. When they get back to the hotel Joe talks with Mabel's uncle who is the proprietor of the hotel. He tries to give Joe twenty dollars for saving Mable, but Joe doesn't take it. Instead Joe asks Mr. Mullister if he can give him a job and Mr. Mullister does give him one. He also lets him stay at the hotel because Joe didn't have a house any more. Joe gets a job because Mable's father is so glad his daughter didn't drown. So everyone lives "happily ever after". I hope you like reading my response.



E08.E.1.1 Response Score: 2



11. The plot of “Joe’s Reward” is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. Use evidence from the passage to support your response.

The plot of Joe’s Reward is driven by specific event that take place. Joe has a little boat that he uses to take tourists to an island. One time, Joe had to save the life of a woman who almost drownd because she fell out of the boat. Joe jumps in after her because he knew it was up to him to do it because the other women in the boat “set up a wail of terror.”

Though it wasn’t easy to losen her dress from the rocks holding her underwater it says, “But at the second tug it came free.” Because Joe saved the woman’s life and the woman was related to the hotel owner, Joe got a job at the hotel.

So, his actions weren’t planned but they ended up getting him a job which he needed because he told the guy, “I’ve just sold off my things and I am going to settle in town. The owner knows then that Joe needs a job and a place to stay. So it works out for everyone because the woman didn’t die, Joe has a job now and a place to stay and the owner has a worker he trusts. So, in the end things worked out for everybody. Joe is like a hero in a myth in Joe’s Reward.

In this response, the student inconsistently addresses some parts of the task (“*Joe is like a hero in a myth*”), demonstrating partial analytic understanding of the text. There is a weak organizational structure, consisting of a weak introduction, development, and conclusion, that inconsistently supports the focus and ideas. There is some analysis of explicit and implicit meanings from the text (“*he knew it was up to him to do it,*” “*his actions weren’t planned but they ended up getting him a job,*” and “*the owner has a worker he trusts*”), mostly in the form of basic inferences drawn from the text. There are vague/weak references to the text in the form of quotes (“*I’ve just sold off my things and I am going to settle in town*”) as well as references to a main idea (“*Joe has a job now and a place to stay*”). There is inconsistent use of precise language drawn from the text (e.g., “*at the second tug it came free*”). The errors present (e.g., “*loosen,*” as well as some sentence formation, usage, and punctuation issues) do not interfere with meaning.

E08.E.1.1 Response Score: 1



11. The plot of “Joe’s Reward” is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. Use evidence from the passage to support your response.

The author calls Joe “our hero” and he is cuz he saved that girl and turned down the reward. The ladies go out in Joe’s boat and one falls in the water so Joe saved her life. The girl’s dad was so happy he offered Joe a reward but Joe wouldn’t take it, so the man offered him a job and he said yes. I like this story. Joe got a reward by just helping the girl and by saving her, that’s why Mr. Mallison gave him the job.

In this response, the student minimally addresses part of the task by showing that Joe was heroic in the story; however, only an inadequate analytic understanding of the text is demonstrated. There is minimal evidence of an organizational structure—there is no introduction or conclusion and only minimal development. There is only insufficient analysis (the inference that the author refers to Joe as “our hero” because he saved the girl and turned down the reward). References to the text are insufficient, consisting of literal, simplistic retellings of specific plot points within the story. There is minimal use of transitions (“so”) and virtually no precise language or domain-specific vocabulary drawn from the text. Grammatical errors present (“cuz,” as well as some sentence formation issues) are not a significant factor contributing to this response’s score of 1.

E08.E.1.1 Response Score: 1

11. The plot of "Joe's Reward" is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. Use evidence from the passage to support your response.

Joe's reward is about a guy name joe who takes some girls out for a rowboat ride. They want to plant ferns on Ferns Rock so joe takes them there they also got some birch brak. On the way back one of the girls named Jennie said she wants to row. Joe said "no" but she tried to anyway and ended up tipping the boat. One of the other girls named Mabel fell off the rowboat. Joe noticed that her dress got caught on a rock so he dove in the lake and rescued her. She would have drown but joe save her. They all row back to the hotel and Mabel's uncle named Mr Mallison thanks Joe for saving mabel. Mr mallison even tried to give joe a reward but joe wound not take it (the money). But joe said he needed a job and so Mr mallison offered joe a job taking the guests out in his boat. Joe said he accept the job. The uncle said he could also live at the hotel because joe clint have anywhere to live. Joe said thanks and he can start right away. That is what happen in the plot of Joes reward.



PASSAGE 2

Read the following speech about speaking in public. Then answer questions 12–19.

John Hilton, a BBC broadcaster in London before World War II, proved a popular announcer with the radio audience. Instead of reading the prepared text in monotones, Hilton enlivened his words with what he called “calculated spontaneity” — the ability to make reading sound like conversational speaking.

Hilton discussed this ability when he ended a lengthy series of broadcasts with the following lecture on the topic of talking. Hilton’s focus in this broadcast, delivered on the BBC on July 1, 1937, is the art of public address.

Talks About Talking

by John Hilton

I kept wondering what to say to you in this last talk, and then I had a bright idea. At least I hope it’s a bright idea. I said to myself, “suppose you give a talk about giving a talk.” — “A talk about giving a talk! How d’you mean?” — “Why, how you set about it, and the tricks of the trade, and so on.” — “Yes, that is rather an idea.” I said to myself. So here goes . . .

There’ve been bits in the paper sometimes about my broadcasts. The bits I’ve always liked best are those that refer to John Hilton “who just comes to the microphone and talks. So different from listening to something being read.” Oh yes, I like that. For, of course, I read every word of every talk. If only I could pull it off every time—but you have to be at the top of your form. Yes, of course, every word’s on paper even now—this—what I’m saying to you now—it’s all here. Talking! Just as it comes to him! Right out of his head! I hope it sounds so; it’s meant to. If it does—well—this is one of my good days.

“Tricks of the trade.” Must I really tell you those? All right. The first trick of the trade is that there aren’t any tricks. I mean tricks don’t come off. That’s my experience, anyway. I’ve tried, in my time, this way and that. I like experiments. I’ll try anything once. But the little stunts and tryons—no good! For me, I mean, of course. I think what listeners can spot more surely than anything else is any trace of falseness. I think you’ve got to find yourself—the radio rendering of yourself, and then be true to it. Truth, not tricks. For my sort of stuff, I mean, of course.

“But to read as if you were talking! Isn’t that a trick?” Oh no, that’s an art—or a craft, whichever you like. And in every art or craft there’s a technique, a method, a way. What is it here? Well, I suppose each has to find his own; but my notion is that to read as if you were talking you must first write as if you were talking. What you have on the paper in front of you must be talk stuff, not book stuff.

It's in part, a mere matter of how you put the words down on the paper. That very sentence now, the one you've just heard. It began with "It's in part . . ." If I'd said to you, "It is, in part," you'd have thought "He's reading." In speech we say "it's," not "It is." So I write "I T apostrophe s," and not "It is" on the paper. I know if I wrote "It is," I should say "It is" . . .

I don't know anything about others, as I say, but my way is to speak my sentences aloud as I write them. In fact, here's my second rule, all pat: "to write as you would talk you must talk while you write." If you were outside my room while I'm writing a talk you'd hear muttering and mumbling and outright declaration from the beginning to end. You'd say, "There's somebody in there with a slate loose; he never stops talking to himself." No, I wouldn't be talking to myself but to you . . .

I do believe that's all I want to say about the technique of composing talk. All I want to say here and now, I mean. It's all I can say, anyhow. But about delivering over the air what's composed? Ah, there I think I'd better keep quiet. Each has a way that best suits himself (or herself, of course). Each must find that way; his or her own way. To find it one has to experiment, as I've said. You may even, I think, copy or mimic someone else's style now and again just to see if there's anything in it that fits you. But in the end, you've got to find your own self. Or rather, you've got to find or create a radio version of your real self (all that about being natural's no good, you know. Fine art's never natural, it only looks it. Or sounds it.). You've got to find or create a radio version of yourself, the radio quintessence of yourself, and then write for it, and go to the microphone and act it—with truth and sincerity.

Just two odd things from my own experience on the matter of delivery. My belief is that listeners hear speech, not in a sequence of words—one after the other—but in chunks; and what I try to do, though I may seldom succeed in my good intentions, is to throw out my words in bunches . . . like that . . . and then pause long enough for the listener to take that bunch in. I don't know if that's right for everyone; I don't even know if others would think it right for me; but it's been my theory, and it's what I've aimed at in practice, however often I may have missed the mark.

The other oddment is this. The matter of speed. Allover, average speed. Many of you have written to me from time to time; "What you were saying was so exciting. But oh I wish you'd gone slower. I missed some words." Yes, but if I'd gone slower you wouldn't have been excited. You'd have written then and said, "Why were you so solemn? You nearly sent me to sleep!" Oh, I know . . . You can't have it both ways. When I have gone slow it's not been for that. It's been because of my many friends in Wales who have trouble in following too rapid English, however clearly it may be spoken.

Well, there you are. That's my last talk—a talk about giving a talk. So now, I leave you for a year or two. I'm going to take things easy for a while—or try to. Then I must buckle to on all sorts of other explorations and enterprises. I know I shall have your good wishes. You have mine. Look after yourselves.

MULTIPLE-CHOICE QUESTIONS**E08.B-V.4.1.1**

12. Read the sentence.

“Hilton enlivened his words with what he called ‘calculated spontaneity’—the ability to make reading sound like conversational speaking.”

What is the meaning of the word spontaneity as used in the sentence?

- * A. based on impulse rather than planning
- B. based on logic rather than opinion
- C. based on reading rather than speaking
- D. based on requirements rather than choice

The student is asked to identify the meaning of the word “*spontaneity*” using context clues. Option A is the correct answer. In the speech, the phrases “*instead of . . . monotonous,*” “*enlivened his words,*” “*sound like conversational speaking,*” “*just as it comes to him,*” and “*right out of his head*” all imply that “*spontaneity*” means based on impulse. Option B, C, and D are not supported by context clues in the speech.

E08.B-C.2.1.3

13. What is Hilton’s intended meaning of the phrase “tricks of the trade” in the speech?

- A. special effects the audience does not know about
- * B. methods and skills used to be successful
- C. words and writing that are most desirable
- D. certain words that can be traded for others

The student is asked to interpret the meaning of the phrase “*tricks of the trade*” as it is used in the speech. Option B is the correct answer. Such phrases as “*must I tell you those,*” “*isn’t that a trick,*” “*oh, no, that’s an art—or a craft,*” and “*in every art or craft, there’s a technique, a method, a way*” clue the reader that the tricks are actually “*methods used to be successful.*” Options A, C, and D are not supported by information in the speech.

E08.B-V.4.1.2

14. What does the phrase “at the top of your form” mean as it is used in the speech?

- A. very polite
- * B. very skillful
- C. very hopeful
- D. very serious

The student is asked to interpret the meaning of the phrase “*at the top of your form*” as it is used in the speech. Option B is the correct answer. The phrase “*if only I could pull it off every time*” implies that one has to be consistently skillful. Options A, C, and D are not supported by the context clues in the speech.

E08.B-C.2.1.1

15. Read the sentence from the speech.

“But in the end, you’ve got to find your own self.”

How does the sentence from the speech help the reader understand Hilton’s point of view?

- A. The reader knows he does not like to speak like anyone else.
- B. The reader knows he does not like to listen to his own speeches.
- C. The reader knows he must write and practice his speeches when he can be alone.
- * D. The reader knows he does not expect others to speak in the same way he does.

The student is asked to determine how the given sentence helps the reader understand the author’s point of view. Option D is the correct answer since it is Hilton’s advice for others. The phrases “*each has a way that best suits himself*” and “*each must find that way; his or her own way*” suggest that others must develop their own speaking style and not merely copy his style. Options A, B, and C are not supported by information in the speech.

E08.B-V.4.1.2

16. Which word from the speech suggests something being peculiar?

- * A. oddment
- B. version
- C. monotones
- D. solemn

The student is asked to determine which word suggests something “*peculiar*.” Option A is the correct answer since the word “*oddment*” suggests something that is strange. Option B suggests variety. Option C suggests boredom. Option D suggests seriousness. Options B, C, and D are not supported by information in the speech.

E08.B-K.1.1.3

17. How does Hilton make connections between ideas?

- A. He categorizes the three most important points and provides an explanation of each.
- B. He uses analogies to help the reader create a mental image of the information being presented.
- * C. He poses questions and then provides answers as a way to move between topics.
- D. He contrasts each point with the other to help the reader identify important differences.

The student is asked to determine how Hilton makes connections between ideas in the speech. Option C is the correct answer since Hilton uses questions to connect ideas between paragraphs. In the speech, he introduces each paragraph with such questions as: “*How d’you mean?*”, “*Must I really tell you those?*”, “*Isn’t that a trick?*”, “*But about delivering over the air what’s composed?*”, and “*Why were you so solemn?*” Options A, B, and D are text structures that are not supported by the speech.

E08.B-C.3.1.1

18. Which statement from the speech provides reasoning for Hilton’s style of writing for his speeches?
- A. “If you were outside my room . . . you’d hear muttering and mumbling and outright declaration from the beginning to end.”
 - B. “The bits I’ve always liked best are those that refer to John Hilton ‘who just comes to the microphone and talks.’ ”
 - * C. “My belief is that listeners hear speech, not in a sequence of words—one after the other—but in chunks . . .”
 - D. “Yes, of course, every word’s on paper even now—this—what I’m saying to you now—it’s all here.”

The student is asked to identify the sentence from the speech that provides reasoning for Hilton’s style of writing for his broadcasts. Option C is the correct answer since it provides the rationale that relates to how the style of delivery impacts listeners. Option A refers to the technique Hilton uses when writing a speech. Option B refers to Hilton’s opinion about how he is portrayed in the newspaper. Option D is an affirmation of how Hilton reads his speeches.

EVIDENCE-BASED SELECTED-RESPONSE QUESTION**E08.B-C.3.1.1**

19. This question has two parts. Answer Part One and then answer Part Two.

Part One

Read the sentence from the speech.

“It’s in part, a mere matter of how you put the words down on the paper.”

For which argument would the sentence be **most** relevant?

- A. Speakers must rewrite their speeches several times on paper until it is perfectly written for the audience.
- B. Speakers should make a long list of the things they wish to talk about during a speech and have it available during the speech.
- C. Speakers should read their speeches slowly so people from all over the world will be able to understand what is being read aloud to them.
- * D. Speakers must prepare their speeches carefully to get the language to sound as natural as possible.

Part Two

Which quote from the speech **best** supports the answer in Part One? Choose **one** answer.

- * A. “. . . my way is to speak my sentences aloud as I write them.”
- B. “The first trick of the trade is that there aren’t any tricks.”
- C. “I like experiments. I’ll try anything once.”
- D. “. . . what listeners can spot more surely than anything else is any trace of falseness.”

The student is asked to determine the argument for which the given sentence would be most relevant and to select the detail from the speech that supports that argument.

Part One: Option D is the correct answer since writing the words down in a particular way will allow a speech to sound more natural when it is read. This is a key argument introduced and developed by Hilton in his speech. Option A refers to revision for perfection but not for a certain style. Option B refers to the content of the topics. Option C refers to the oral delivery of a speech.

Part Two: Option A is the correct answer since it supports the idea that Hilton uses a specific technique for getting his sentences to sound natural. Options B, C, and D do not support the correct argument from Part One.

PASSAGE 3

Read the following editorial about text messaging and teenagers. Then answer questions 20–29.

Editorial: Teens are going to extremes with texting

from *The Jersey Journal*

The national obsession with instantaneous communication is taking a toll on teens so severe that some experts are calling it a crisis.

It's not the phenomenon of cell-phoning or messaging while driving—both are illegal in New Jersey—but all-night texting that is leaving too many teens too tired for school.

- 3 One 14-year-old New Jerseyan featured in a recent *Star-Ledger* story receives up to 10,000—10,000!—text messages a month. To accomplish that astounding yet not unusual feat, daily activities like bathing and sleeping are interrupted, thumbs pumping, to read and respond to an avalanche of messages. Doctors are beginning to recognize such obsession as addiction that is robbing children of sleep at the very time in their lives when they need it the most.

A well-publicized study recently found that early high school start times deprive adolescents of sleep and force students to perform academically in the early morning, a time of day when they are at their worst. Many teens are making a tough situation worse by shortchanging themselves of the time they do have to sleep. The inevitable results are poor performance, a sort of sleepwalking through classes and the day in a “fog.”

According to a recent Nielsen study, 13- to 17-year-olds send or receive an average of 1,742 text messages a month—more than seven times the average number of calls they place on their cell phones. That represents huge chunks of time dedicated to the flimsiest of patter. Here, truly, the medium is the message, and teens are loath to part with a gadget which to them seems as natural as breathing.

It's a situation made all the more challenging by the fact that these kids are among the first to have this amazing, and tempting, technology right at their fingertips; it's not likely they will set limits for themselves. They depend on their parents for rules and guidelines in all other areas of life, so it's unlikely they will cut down on texting without some intervention.

A great many adults also are addicted to devices of the new technology. In fact, there's a “Distracted Driving Summit” taking place in Washington, D.C., in which federal officials are urging the public not to text and drive in those states that haven't outlawed it. And a rehab center for the technologically dependent just opened in Washington State. For \$14,000, clients are helped to wean themselves from obsessive use of video games, texting, Facebook, eBay and Twitter.

There are strategies and experts galore to consult, but parents have it in their power to help their kids immediately by setting limits on their use of all these gadgets by just taking them away at bedtime or simply not paying the bills.

Here's another approach, employing an increasingly quaint mode of communication: Sit down and talk with them about the risks they are taking with their health.

MULTIPLE-CHOICE QUESTIONS**E08.B-C.2.1.2**

20. Read paragraph 3.

How does the first sentence in paragraph 3 connect to the other details provided in the paragraph?

- * A. The author provides a fact that supports the ideas in the rest of the paragraph.
- B. The author provides a fact that contradicts the information provided in the rest of the paragraph.
- C. The author provides an opinion and then in the rest of the paragraph supports it with facts and evidence collected from other sources.
- D. The author provides an opinion and then in the rest of the paragraph gives several suggestions and tips to support the ideas presented.

The student is asked to determine how the first sentence in paragraph 3 connects to the other details provided in the paragraph. Option A is the correct answer since the statistic provided connects to how daily tasks such as eating, bathing, and sleeping are being interrupted by texting. Option B is incorrect since the statistic provided does not contradict the information in the paragraph. Options C and D are incorrect since the statistic provided is a fact and not an opinion.

E08.B-V.4.1.1

21. Read the sentence from the editorial.

“The inevitable results are poor performance, a sort of sleepwalking through classes and the day in a ‘fog.’”

What is the meaning of the word inevitable?

- A. hidden
- B. conflicting
- * C. certain
- D. ongoing

The student is asked to identify the meaning of the word “*inevitable*” using context clues. Option C is the correct answer. In the editorial, such phrases as “*start times deprive*,” “*when they are at their worst*,” “*tough situation worse*,” and “*by shortchanging themselves*” suggest that “*inevitable*” relates to something that is certain to happen. Options A, B, and D are not supported by context clues in the editorial.

E08.B-C.3.1.1

22. Why does the author include information about the average number of texts sent or received by teens each month?
- A. The author wishes to show how much time teens spend texting each other outside of school.
 - B. The author wants to show the dangers of teens spending more time than the average engaged in texting.
 - C. The author believes that the average number of texts is too large and would like to propose a smaller number be set as a monthly limit.
 - * D. The author wants to describe normal behavior and compare it with other information to demonstrate what the extreme would be.

The student is asked to determine why the author includes information about the average number of texts sent or received by teens each month. Option D is the correct answer. By stating that teens send or receive "an average of 1,742 text messages a month" and then stating that this number is "more than seven times the average number of calls they place on their cell phones," the author is drawing a comparison between moderate and extreme behavior. Option A is incorrect since the fact does not relate to what the author wants to know. Option B is incorrect since the fact is not used at this point to show the dangers. Option C is incorrect since the author does not propose a specific limit on the number of texts that teens send or receive.

E08.B-C.2.1.3

23. Read the sentence from the editorial.

"That represents huge chunks of time dedicated to the flimsiest of patter."

What meaning does the author intend to convey with the words "flimsiest of patter"?

- A. The texts are often not easy to understand.
- * B. The texts are not part of meaningful conversation.
- C. It takes too much time to read and write texts.
- D. It takes great dedication to respond to every text message.

The student is asked to interpret the meaning of the phrase "flimsiest of patter." Option B is the correct answer. The word "flimsy" suggests something that is weak or superficial. The word "patter" refers to trivial talk. Therefore, "not part of meaningful conversations" is the appropriate interpretation of this phrase. Options A, C, and D are not supported by information in the editorial.

E08.B-V.4.1.2

24. Which word could **best** replace quaint in the last paragraph of the editorial?

- * A. old-fashioned
- B. ill-suited
- C. strange
- D. traditional

The student is asked to identify a synonym for the word “*quaint*.” Option A is the correct answer since “*quaint*” can mean old-fashioned. The word “*increasingly*” cues the reader that with the passing of time, things become seen as outdated. In addition, the editorial makes the argument that texting is how young people typically communicate; they prefer this mode to talking on the phone or to talking face-to-face. Options B, C, and D are not synonyms for “*quaint*.”

E08.B-C.3.1.1

25. Which statement from the editorial **best** represents the argument the author is trying to make?

- A. “It’s not the phenomenon of cell-phoning or messaging while driving—both are illegal in New Jersey . . .”
- B. “. . . many adults also are addicted to devices of the new technology.”
- C. “. . . there’s a ‘Distracted Driving Summit’ taking place in Washington, D.C., in which federal officials are urging the public not to text and drive . . .”
- * D. “. . . parents have it in their power to help their kids immediately by setting limits on their use of all these gadgets . . .”

The student is asked to identify the sentence from the editorial that best represents the argument that the author is trying to make. Option D is the correct answer since it reflects the argument the author makes that parents have the power to stop teens from all-night texting through simple actions. Options A, B, and C are incorrect since they do not specifically focus on the problem or the solution of teen all-night texting but rather on the dangers of adult texting.

E08.B-C.2.1.1

26. Which statement **best** describes the author's point of view in the editorial?

- A. The author feels that teenagers must teach themselves how to limit their use of technology.
- B. The author believes that teens should make sure that homework is the main reason for using technology.
- * C. The author feels that families must stop allowing teens to have unlimited access to technology.
- D. The author believes that teens should be more responsible and pay for their own technology.

The student is asked to determine the author's point of view in the editorial. Option C is the correct answer. Such phrases as "*they depend on their parents for rules and guidelines in all other areas*" and "*parents have it in their power to help their kids immediately by setting limits on their use of all these gadgets*" support this choice. Option A is incorrect since the author specifically states that "*teens are loath to part with a gadget which to them seems as natural as breathing*" and "*it's not likely they will set limits for themselves.*" Options B and D are not supported by the information in the editorial.

E08.B-K.1.1.2

27. Which sentence **best** states the central idea of the editorial?

- A. Teens should be carefully monitored by their families to be sure they spend more time on their homework than on texting.
- * B. Teens are creating long-term problems for themselves by reading and sending text messages when they should be resting.
- C. Teens have too much access to technology and need to start focusing on schoolwork instead of on texting.
- D. Teens have not learned to communicate in person, but it appears that they are better writers now that text messaging is available.

The student is asked to determine the central idea of the editorial. Option B is the correct answer since the editorial focuses on the health and educational problems that can result from all-night texting. Options A, C, and D are not supported by information in the editorial.

EVIDENCE-BASED SELECTED-RESPONSE QUESTION**E08.B-C.3.1.1**

28. This question has two parts. Answer Part One and then answer Part Two.

Part One

Which sentence **best** states the author’s main argument?

- * A. Teens are compromising their health and wellness by texting day and night.
- B. Schools should look for ways to start the school day later and allow teens to sleep longer.
- C. Many teens need to be seen by a doctor for the symptoms that arise due to texting.
- D. Schools should provide teens with information related to reasons for getting enough sleep.

Part Two

Which sentences from the editorial support the answer in Part One? Choose **two** answers.

- * A. “Doctors are beginning to recognize such obsession as addiction that is robbing children of sleep at the very time in their lives when they need it the most.”
- * B. “Many teens are making a tough situation worse by shortchanging themselves of the time they do have to sleep.”
- C. “Here, truly, the medium is the message, and teens are loath to part with a gadget which to them seems as natural as breathing.”
- D. “They depend on their parents for rules and guidelines in all other areas of life, so it’s unlikely they will cut down on texting without some intervention.”

The student is asked to determine the author’s main argument and then to identify the details from the editorial that support this argument.

Part One: Option A is the correct answer. The editorial centers around the premise that texting is “*taking a toll on teens so severe that some experts are calling it a crisis.*” Option B is incorrect since the author does not specifically recommend that schools start later. Option C is incorrect since the author does not specifically recommend that teens who text need to see a doctor. Option D is incorrect since the author does not recommend that schools educate students on the dangers of texting.

Part Two: Options A and B are correct since they point out how texting can negatively impact the health of teens. Options C and D do not relate to the correct argument in Part One.

TEXT-DEPENDENT ANALYSIS QUESTION**E08.E.1.1**

29. The editorial focuses on teen use of text messaging. Write an essay analyzing how the author develops the main argument in the editorial. Use evidence from the editorial to support your response.

Writer's Checklist for the Text-Dependent Analysis Question

PLAN before you write

- Make sure you read the question carefully.
- Make sure you have read the entire passage carefully.
- Think about how the question relates to the passage.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

FOCUS while you write

- Analyze the information from the passage as you write your essay.
- Make sure you use evidence from the passage to support your response.
- Use precise language, a variety of sentence types, and transitions in your essay.
- Organize your paper with an introduction, body, and conclusion.

PROOFREAD after you write

- I wrote my final essay in the answer booklet.
- I stayed focused on answering the question.
- I used evidence from the passage to support my response.
- I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.

TEXT-DEPENDENT ANALYSIS QUESTION SCORING GUIDELINE

Item #29

Assessment Anchor:

E08.E.1–Evidence-Based Analysis of Text

Specific Assessment Anchor Descriptor addressed by this item:

E08.E.1.1–Draw evidence from literary or informational texts to support analysis, reflection, and research.

Score Point	Description
<p style="text-align: center;">4</p>	<ul style="list-style-type: none"> • Effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text(s) • Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) • Strong organizational structure that effectively supports the focus and ideas • Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas, and inferences • Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions • Substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose • Skillful use of transitions to link ideas • Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events • Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning
<p style="text-align: center;">3</p>	<ul style="list-style-type: none"> • Adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text(s) • Clear introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) • Appropriate organizational structure that adequately supports the focus and ideas • Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences • Sufficient, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions • Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose • Appropriate use of transitions to link ideas • Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events • Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning

Score Point	Description
<p style="text-align: center;">2</p>	<ul style="list-style-type: none"> • Inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text(s) • Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s) • Weak organizational structure that inconsistently supports the focus and ideas • Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat supports claims, opinions, ideas, and inferences • Vague reference to the text(s) using some details, examples, quotes, facts, and/or definitions • Weak reference to the main idea(s) and relevant details of the text(s) to support the writer’s purpose • Inconsistent use of transitions to link ideas • Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events • Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning
<p style="text-align: center;">1</p>	<ul style="list-style-type: none"> • Minimally addresses part(s) of the task demonstrating inadequate analytic understanding of the text(s) • Minimal evidence of an introduction, development, and/or conclusion • Minimal evidence of an organizational structure • Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences • Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions • Minimal reference to the main idea(s) and/or relevant details of the text(s) • Few, if any, transitions to link ideas • Little or no use of precise language or domain-specific vocabulary drawn from the text(s) • Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning

TEXT-DEPENDENT ANALYSIS QUESTION STUDENT RESPONSES**E08.E.1.1 Response Score: 4**

29. The editorial focuses on teen use of text messaging. Write an essay analyzing how the author develops the main argument in the editorial. Use evidence from the editorial to support your response.

The author of the editorial does a fine job of developing the argument that teen texting is way out of control and the problems will only get worse as we get older. The article is structured in a way that identifies the problem then gives evidence to back it up and then proposes a solution.

The author begins by identifying the problems that “the national obsession with instantaneous communication is taking a toll on teens so severe that some experts are calling it a crisis” and that “all-night texting is leaving too many teens too tired for school.” By using these statements, the author is grabbing the reader’s attention so that they read the rest of the article and realize what a serious problem it is.

The idea that it is a crisis and that teens are too tired for school is backed up with evidence from studies. The author says “A well-publicized study recently found that early high school start times deprive adolescents of sleep” and that “inevitable results are poor performance.” To show the extent of the problem, the author points out that “13-17 years-olds receive an average of 1,742 text messages a month” and even tells us about a teen in a newspaper story that receives almost 10,000 texts a month. That’s more than 300 a day! Obviously this does not leave much time for other things like school or sleep. So the evidence the author uses certainly supports their argument that texting is a problem.

After the author has identified the problem and shown evidence that it is real, they offer some solutions such as a rehab center in Washington for people who are addicted to technology. But the main argument the author makes is that parents are the ones who can control their teens and how much they text. He suggests that parents “help their kids immediately by setting limits on their use of all these gadgets by just taking them away at bedtime or simply not paying the bills” and even offers a better approach that parents sit down and talk with their kids. These two ideas help make the article seem more upbeat, like at least there’s a solution for this horrible problem.

The author develops the argument of doing something about the problem by first identifying it and then giving evidence to support the claims and also give solutions that can be used. All in all, the author did a fine job of developing the argument for the editorial.

The response effectively addresses all parts of the task, demonstrating an in-depth analytic understanding of the text. The student analyzes explicit and implicit meanings from the text (*"By using these statements, the author is grabbing the reader's attention so that they . . . realize what a serious problem it is," "The article is structured in a way that identifies the problem then gives evidence to back it up and then proposes a solution," "But the main argument the author makes is that parents are the ones who can control their teens and how much they text," and "These two ideas help make the article seem more upbeat"*), effectively supporting claims and ideas. Substantial, accurate, and direct reference to the text supports the main idea (*" 'all-night texting is leaving too many teens too tired for school,' " " 'A well-publicized study recently found that early high school start times deprive adolescents of sleep,' " and " '13-17 years-olds receive an average of 1,742 text messages a month' and even tells us about a teen in a newspaper story that receives almost 10,000 texts a month"*). The student employs a strong organizational structure that effectively supports the focus and ideas. The structure includes an effective introduction, skillful use of transitions (*"To show the extent of the problem," "After the author"*), ideas grouped in a logical order, and a conclusion that is related to the controlling idea. Precise language drawn from the text (*" 'that some experts are calling it a crisis,' " "addicted to technology," and " 'use of all these gadgets' "*) is effectively used to explain the topic. There are few, if any, convention errors.

E08.E.1.1 Response Score: 4

29. The editorial focuses on teen use of text messaging. Write an essay analyzing how the author develops the main argument in the editorial. Use evidence from the editorial to support your response.

Texting too much is a serious issue in today's society. That is the main argument in the editorial by The Jersey Journal. He backs up his argument in several ways.

The author starts off writing that the obsession with instantaneous communication is taking a serious toll on teens today. He later writes that this generation of teens is the first who have had to deal with this phenomenon of technology being so readily accessible. Right away he focuses the reader's attention on the problem.

One device the author uses is to cite statistics that will shock the reader out of complacency. One 14-year old receives up to 10,000 text messages a month. That is an excessive number of texts that definitely shows what a huge problem this can be for teens. Responding to 10,000 texts could easily interfere with a teen's daily activities!

In order to address this issue of excessive texting the author of this article utilizes facts and information that support his claim of texting being a serious problem for both teens and also some adults. For example, 13 to 17 year olds receive on average a total of 1742 texts a month. Responding to these texts represents a huge chunk of time that could be spent on other things, like sleeping or just speaking face to face with someone.



A great many adults also are addicted to devices. There is a "Distracted Driving Summit" taking place in Washington, D.C., in which federal officials are urging the public not to text and drive. And a rehab center for the technologically dependant just opened in Washington State. These are new issues that people are learning to cope with.

The author shows with this information that adults need to address this problem for themselves as well as having to assist their children in setting rules and guidelines for monitoring their use of technology. As stated within the article, it is in the parents' power to help their kids set limits on their use of all these gadgets. By involving parents in the solution, the author makes the article more of a "call to action" than just an article.

The author uses facts and information, statistics, and also cites possible solutions to support his argument that texting is a serious problem in today's society. All these help to develop the author's main argument and hopefully inspires people to act to help fix the problem.

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The response demonstrates an in-depth analytic understanding of the text which effectively addresses all parts of the task. The student analyzes explicit and implicit meanings from the text ("*One device the author uses is to cite statistics that will shock the reader out of complacency,*" "*Right away he focuses the reader's attention on the problem,*" "*Responding to these texts represents a huge chunk of time that could be spent on other things, like sleeping or just speaking face to face with someone*" and "*By involving parents in the solution, the author makes the article more of a 'call to action' than just an article*") in order to support ideas and claims (e.g., that texting too much is a serious issue for teens). There is substantial, accurate, and direct reference to the text ("*One 14-year old receives up to 10,000 text messages a month,*" "*For example, 13 to 17 year olds receive on average a total of 1742 texts a month,*" and "*it is in the parents' power to help their kids set limits on their use of all these gadgets*"). The student employs a strong organizational structure that effectively supports the focus and ideas, including an effective introduction, transitions, ideas grouped in a logical order, and a conclusion related to the main idea and purpose. Precise language drawn from the text is effectively used to explain the topic. There are few convention errors.

E08.E.1.1 Response Score: 4

29. The editorial focuses on teen use of text messaging. Write an essay analyzing how the author develops the main argument in the editorial. Use evidence from the editorial to support your response.

The author's argument is that teen texting is way out of control and the problems could get worse if something is not done about it. He develops his argument by first identifying the problem.

The problem as the author sees it is that America has a "national obsession with instantaneous communication" and that it "is taking a toll on teens so severe that some experts are calling it a crisis".

From there, the author tells us some of the effects of that obsession such as "all-night texting is leaving too many teens too tired for school." His argument is geared toward parents in hope they'll realize what a serious problem this could become. "A well-publicized study recently found that early high school start times deprive adolescents of sleep" and that "inevitable results are poor performance."

The author further develops his argument with evidence to get our attention such as "13-17 years-olds receive an average of 1,742 text messages a month". There is also information from a newspaper story about one person that receives almost 10,000 texts a month.

So the readers do not feel like there is no way to avoid this problem, the author points out a rehab center for people who are addicted to technology. The author also points out that parents can control how much their teens text by "setting limits on their use of all these gadgets by just taking them away at bedtime or simply not paying the bills" and that parents sit down and talk with their kids.

Throughout the editorial, the author develops his argument by identifying the problem, telling the effects of the problem, giving evidence and then showing that things can be done to prevent it from getting worse.

The response effectively addresses all parts of the task, demonstrating an in-depth analytic understanding of the text. The student analyzes explicit and implicit meanings from the text (*"the author tells us some of the effects of that obsession"*, *"His argument is geared toward parents"*, *"further develops his argument with evidence to get our attention"*, and *"So the readers do not feel like there is no way to avoid this problem"*), effectively supporting claims and ideas. Precise language drawn from the text is effectively used to explain the topic. Substantial, accurate, and direct reference to the text supports the main idea (*"national obsession with instantaneous communication"*, *"taking a toll on teens so severe that some experts are calling it a crisis"*, *"A well-publicized study recently found that early high school start times deprive adolescents of sleep"*, *"13-17 years-olds receive an average of 1,742 text messages a month"* and *"setting limits on their use of all these gadgets by just taking them away at bedtime or simply not paying the bills"*). The response has a strong organizational structure that effectively supports the focus and ideas including skillful use of transitions, ideas grouped in a logical order, and a conclusion that is related to the controlling idea. There are few, if any, convention errors, and any present do not interfere with meaning.

E08.E.1.1 Response Score: 3



29. The editorial focuses on teen use of text messaging. Write an essay analyzing how the author develops the main argument in the editorial. Use evidence from the editorial to support your response.

The author uses fear, statistics, and facts to develop his argument that teens text too much.

One of the ways is by first off telling us about the problem in case we don't know about it. He calls it a "national obsession with instantaneous communication". He then uses fear to develop the argument by saying that the "toll on teens is so severe that some are calling it a crisis." The author's purpose is to get us interested in the rest of the story.

One other way is the author quotes a study. The editorial says, "A well-publicized study recently found that early high school start times deprive adolescents of sleep." He uses facts to add to his argument by saying that teenagers "receive an average of 1,742 text messages a day." People might think that is a lot, but teens probably don't.

Another way the author develops his argument is with scary examples of people who are actually "addicted to technology." Though the examples he gives are scary, he points out that there are solutions. He says only parents can prevent this and lets the reader know it is not hopeless. He suggests parents should "take these gadgets" away or simply talk to their kids about the problems.

This is how the author uses fear, statistics, and facts to develop his argument that teens text too much.

The response adequately analyzes how the author develops the main argument in the editorial, demonstrating sufficient analytic understanding of the text. The student analyzes explicit and implicit meanings from the text to support ideas and claims ("*by first off telling us about the problem in case we don't know about it*", "*He then uses fear to develop the argument*", "*The author's purpose is to get us interested in the rest of the story*", "*One other way is the author quotes a study*", and "*Though the examples he gives are scary, he points out that there are solutions*"). Direct reference to the text is provided to support the writer's purpose ("*'toll on teens is so severe that some are calling it a crisis'*", "*'receive an average of 1,742 text messages a day'*" and "*'people who are actually 'addicted to technology.'*") The student employs an appropriate organizational structure with a clear introduction, transitions, and a conclusion. The response is relatively free of convention errors. Any errors present do not interfere with meaning.

E08.E.1.1 Response Score: 3

29. The editorial focuses on teen use of text messaging. Write an essay analyzing how the author develops the main argument in the editorial. Use evidence from the editorial to support your response.

The author of this editorial about text messaging and teenagers used many techniques to develop his argument. The author's main argument is that teens are texting too much and this issue is leading to many problems, one being not enough sleep.

The first technique that the author uses is statistics. He uses numbers that will get our attention. For example, One 14-year old New Jerseyan receives up to 10,000 text messages a month. That is really a lot of texts and that number certainly grabbed my attention! He then went on to tell us about how that many texts interrupts a person's daily activities because they are also responding to those 10,000 texts which will rob children of sleep when they need it the most.

The second technique that the author uses is reporting about different studies because studies seem more official than just talking about the problem. One study shows that students are not getting enough sleep because of school start times being early when students actually are at



their worst. Another Nielsen study shows that on average students receive 1,742 texts a month, which also takes up a lot of the student's time, including what could be for sleep.

The final technique that the author uses is to give us more facts and examples of texting too much by both kids and adults. Texting is a new situation and we need to learn how to manage it for many reasons. One important reason is to help teens have enough sleep.

In conclusion the author uses statistics, tells us about different studies, and gives us more information about texting to support his argument that teens are texting too much and it is interfering with their sleep.

The response adequately analyzes how the author develops the main argument in the editorial, demonstrating sufficient analytic understanding of the text. The student analyzes explicit and implicit meanings from the text ("He uses numbers that will get our attention," "That is really a lot of texts and that number certainly grabbed my attention!" and "because studies seem more official") to support the controlling idea (that the author uses a number of rhetorical techniques to engage the reader). Sufficient direct reference to the text is provided ("One 14-year old New Jerseyan receives up to 10,000 text messages a month," "One study shows that students are not getting enough sleep because of school start times being early" and "on average students receive 1,742 texts a month"). The student employs an appropriate organizational structure with a clear introduction, appropriate transitions, and a conclusion. The response is mostly free of convention errors; however, there are errors in punctuation and capitalization.

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E08.E.1.1 Response Score: 3



29. The editorial focuses on teen use of text messaging. Write an essay analyzing how the author develops the main argument in the editorial. Use evidence from the editorial to support your response.

The author's main argument is that teens are texting too much and it is causing problems such as robbing them of sleep. The author develops this argument by telling us what the article is about, giving statistics and showing what might happen if the problem continues.

First, the author gives us his thesis statement that "instantaneous communication is taking a toll on teens so severe that experts are calling it a crisis." The author does this to get our attention and let us know what they are going to be writing about.

Then, the author uses statistics that are meant to shock the reader such as "10,000!--text messages a month" and that "According to a recent Nielson study, 13 to 17-years olds send an average of 1,742 text messages a month." The author does this so people realize how important the problem is because kids are not getting enough sleep because of the problem of texting too much.

Finally, the author also shows us that the problem can be with adults too! And the author lists more statistics about adult use so we realize that it is not just a problem for kids. I think the author is trying to say that if kids keep texting, it's going to be worse when their adults and very expensive.

In conclusion, the author develops his main argument by telling us what the article is about, giving statistics and showing what might happen if the problem continues.

The response adequately analyzes how the author develops the main argument in the editorial, demonstrating sufficient analytic understanding of the text. The student analyzes explicit and implicit meanings from the text to support ideas and claims ("*giving statistics and showing what might happen if the problem continues,*" "*The author does this to get our attention,*" "*uses statistics that are meant to shock the reader,*" "*so we realize that it is not just a problem for kids,*" and "*the author is trying to say that if kids keep texting, it's going to be worse when their adults and very expensive*"). Direct reference to the text is provided to support the writer's purpose ("*a toll on teens so severe that experts are calling it a crisis,*" "*'10,000!--text messages a month,'*" and "*'According to a recent Nielson study, 13 to 17-years olds send an average of 1,742 text messages a month.'*" The student employs an appropriate organizational structure with a clear introduction, transitions, and a conclusion. The response is relatively free of convention errors. Those errors present do not interfere with meaning.

E08.E.1.1 Response Score: 2

29. The editorial focuses on teen use of text messaging. Write an essay analyzing how the author develops the main argument in the editorial. Use evidence from the editorial to support your response.

The main argument is that teens text too much. The author uses facts to support this main argument. He uses facts that will grab our attention and make us want to read the article to learn more about teens who are on their electronic devises for an excessive amount of time. He also gives us numbers that tell us about why teens use the texting function of their phone. Along with facts and numbers he gives us examples that make us believe that teens text a lot. The author has given us vary useful information why teens text too much. One thing that I found to be very interresting was that all-night texting is leaving too many teens too tired for school. The author definately has supported his argument about teens and texting.

The response inconsistently addresses the task of analyzing how the author develops the main argument in the editorial, demonstrating partial analytic understanding of the text. There is some analysis that goes beyond a literal interpretation the text (“He uses facts that will grab our attention and make us want to read the article to learn more”). The response uses vague reference to the main ideas and relevant details (“Along with facts and numbers he gives us examples that make us believe that teens text a lot” and “all-night texting is leaving too many teens too tired for school”). The response has a weak organizational structure with a weak introduction and a simplistic conclusion. Simple transitions are used to link ideas (“He also” and “Along with facts”). There is little use of precise language and vocabulary drawn from the text to explain the topic. The response has some convention errors (“definately” and “vary”). Errors present do not interfere with meaning.

E08.E.1.1 Response Score: 2



29. The editorial focuses on teen use of text messaging. Write an essay analyzing how the author develops the main argument in the editorial. Use evidence from the editorial to support your response.

The author develops his argument by using imagery and facts. “The inevitable results are poor performance, a sort of sleepwalking through classes and the day in a “fog.” He also uses information from studies and articles to support his ideas. He says that according to a study, “teenagers receive 1742 texts a month.”

Together these facts and images make people want to take action to stop all the texting because it can be bad for kids. But not just kids. Adults are addicted too. He offers advice like taking a class or talking to kids. I think the author is right, he sure convinced me!

The response inconsistently addresses the task of analyzing how the author develops the main argument in the editorial and demonstrates partial analytic understanding of the text. There is some analysis of the text (“*facts and images make people want to take action to stop all the texting*”). The response has few specific, relevant details from the text. There is weak reference to the main ideas and relevant details (“*inevitable results are poor performance, a sort of sleepwalking through classes and the day in a “fog,”*” and “*according to a study, ‘teenagers receive 1742 texts a month’*”). The response has a weak organizational structure that only inconsistently supports the focus and ideas. There is a weak introduction and a simplistic conclusion. Only simple transitions are used. There is little use of precise language and vocabulary drawn from the text to explain the topic (with the exception of the direct quotes). The response is mostly free of convention errors.

E08.E.1.1 Response Score: 1



29. The editorial focuses on teen use of text messaging. Write an essay analyzing how the author develops the main argument in the editorial. Use evidence from the editorial to support your response.

The author says things like, texting deprive adolescents of sleep, makes them have poor performance and is the flimsiest of patter. The author thinks you shouldn't text and drive. He also tells parents to talk to their kids about texting.

The response minimally addresses the task of analyzing how the author develops the main argument in the editorial, demonstrating inadequate analytic understanding of the text. Minimal reference to a main idea is evident, and the response does not demonstrate analysis of the text. References to the text are insufficient ("*texting deprive adolescents of sleep, makes them have poor performance and is the flimsiest of patter*"). Minimal evidence of an organizational structure is present; the response lacks an introduction and conclusion and has just one simplistic transition ("*also*"). The response contains a usage error ("*deprive*" for deprives).

E08.E.1.1 Response Score: 1

29. The editorial focuses on teen use of text messaging. Write an essay analyzing how the author develops the main argument in the editorial. Use evidence from the editorial to support your response.

The author from The Jersey Journal who wrote Editorial: Teens are going to extremes with texting, said that there is another approach to dealing with the national obsession with texting that is taking a toll on teens, and that is to employ an increasingly quaint mode of communication: sit down and talk with your teen about the risks they are taking with their health.

The response minimally addresses the task of analyzing how the author develops the main argument in the editorial (“another approach to dealing with the national obsession with texting . . . is to employ an increasingly quaint mode of communication: sit down and talk with your teen”), demonstrating inadequate analytic understanding of the text. Minimal reference to the main idea is evident, and the response does not demonstrate any analysis of the text—in fact, most of the response is closely paraphrased from two different sections of the passage. References to the text are insufficient and lack context. Minimal evidence of an organizational structure is present; the response lacks an introduction and conclusion and is entirely composed of one sentence. The response has few, if any, convention errors.



PASSAGE 4

The following passage and poem are based on a Greek myth. Read the passage and answer questions 30–34. Then, read the poem and answer questions 35–39.

The Flight of Phaethon

retold by Josephine Preston Peabody

Once upon a time, the reckless whim of a lad came near to destroying the Earth and robbing the spheres of their wits.

There were two playmates, said to be of heavenly parentage. One was Epaphus, who claimed Zeus as a father; and one was Phaethon, the earthly child of Phoebus Apollo (or Helios, as some name the sun god). One day they were boasting together, each of his own father, and Epaphus, angry at the other's fine story, dared him to go prove his kinship with the Sun.

Full of rage and humiliation, Phaethon went to his mother, Clymene, where she sat with his young sisters, the Heliades.

"It is true, my child," she said, "I swear it in the light of yonder Sun. If you have any doubt, go to the land whence he rises at morning and ask of him any gift you will; he is your father, and he cannot refuse you."

As soon as might be, Phaethon set out for the country of sunrise. He journeyed by day and by night far into the east, till he came to the palace of the Sun. It towered high as the clouds, glorious with gold and all manner of gems that looked like frozen fire, if that might be. The mighty walls were wrought with images of earth and sea and sky. Vulcan, the smith of the gods, had made them in his workshop (for Mount Aetna is one of his forges, and he has the central fires of the earth to help him fashion gold and iron, as men do glass). On the doors blazed the twelve signs of the Zodiac, in silver that shone like snow in the sunlight. Phaethon was dazzled with the sight, but when he entered the palace hall he could hardly bear the radiance.

In one glimpse through his half-shut eyes, he beheld a glorious being, none other than Phoebus himself, seated upon a throne. He was clothed in purple raiment, and round his head there shone a blinding light, that enveloped even his courtiers upon the right and upon the left—the Seasons with their emblems, Day, Month, Year, and the beautiful young Hours in a row. In one glance of those all-seeing eyes, the sun god knew his child; but in order to try him he asked the boy his errand.

"O my father," stammered Phaethon, "if you are my father indeed," and then he took courage; for the god came down from his throne, put off the glorious halo that hurt mortal eyes, and embraced him tenderly.

"Indeed, thou art my son," said he. "Ask any gift of me and it shall be thine; I call the Styx to witness."

"Ah!" cried Phaethon rapturously. "Let me drive thy chariot for one day!"

For an instant the Sun's looks clouded. "Choose again, my child," said he. "Thou art only a mortal, and this task is mine alone of all the gods. Not Zeus himself dares drive the chariot of the Sun. The way is full of terrors, both for the horses and for all the stars along the roadside and for the Earth, who has all blessings from me. Listen, and choose again." And therewith he warned Phaethon of all the dangers that beset the way—the great steep that the steeds must climb, the numbing dizziness of the height, the fierce constellations that breathe out fire, and that descent in the west where the Sun seems to go headlong.

But these counsels only made the reckless boy more eager to win honor of such a high enterprise.

"I will take care; only let me go," he begged.

Now Phoebus had sworn by the black river Styx, an oath that none of the gods dare break, and he was forced to keep his promise.

Already Aurora, goddess of dawn, had thrown open the gates of the east and the stars were beginning to wane. The Hours came forth to harness the four horses, and Phaethon looked with exultation at the splendid creatures, whose lord he was for a day. Wild, immortal steeds they were, fed with ambrosia, untamed as the winds; their very pet names signified flame, and all that flame can do—Pyrois, Eoüs, Aethon, Phlegon.

As the lad stood by, watching, Phoebus anointed his face with a philter¹ that should make him strong to endure the terrible heat and light, then set the halo upon his head, with a last word of counsel.

"Follow the road," said he, "and never turn aside. Go not too high or too low, for the sake of heavens and earth; else men and gods will suffer. The Fates alone know whether evil is to come of this. Yet if your heart fails you, as I hope, abide here and I will make the journey, as I am wont to do."

But Phaethon held to his choice and bade his father farewell. He took his place in the chariot, gathered up the reins, and the horses sprang away, eager for the road.

As they went, they bent their splendid necks to see the meaning of the strange hand upon the reins—the slender weight in the chariot. They turned their wild eyes upon Phaethon, to his secret foreboding, and neighed one to another. This was no master-charioteer, but a mere lad, a feather riding the wind. It was holiday for the horses of the Sun, and away they went.

Grasping the reins that dragged him after, like an enemy, Phaethon looked down from the fearful ascent and saw the Earth far beneath him, dim and fair. He was blind with dizziness and bewilderment. His hold slackened and the horses redoubled their speed, wild with new liberty. They left the old tracks. Before he knew where he was, they had startled the constellations and well-nigh grazed the Serpent, so that it woke from its torpor and hissed.

The steeds took fright. This way and that they went, terrified by the monsters they had never encountered before, shaking out of their silver quiet the cool stars towards the north, then fleeing as far to the south among new wonders. The heavens were full of terror.

¹ philter—a magical potion

Up, far above the clouds, they went, and down again towards the defenseless Earth, that could not flee from the chariot of the Sun. Great rivers hid themselves in the ground, and mountains were consumed. Harvests perished like a moth that is singed in a candle flame.

In vain did Phaethon call to the horses and pull upon the reins. As in a hideous dream, he saw his own Earth, his beautiful home and the home of all men, his kindred, parched by the fires of this mad chariot, and blackening beneath him. The ground cracked open and the sea shrank. Heedless water-nymphs, who had lingered in the shallows, were left gasping like bright fishes. The dryads² shrank, and tried to cover themselves from the scorching heat. The poor Earth lifted her withered face in a last prayer to Zeus to save them if he might.

Then Zeus, calling all the gods to witness that there was no other means of safety, hurled his thunderbolt; and Phaethon knew no more.

² dryads—wood nymphs

MULTIPLE-CHOICE QUESTIONS**E08.A-V.4.1.2**

30. Which word has a similar connotation to “whim” as it is used in the first paragraph of “The Flight of Phaethon”?
- A. belief
 - B. thought
 - * C. impulse
 - D. decision

The student is asked to determine the word that has the same connotation as “*whim*” as it is used in the passage. Option C is the correct answer since the word “*impulse*” suggests a quick decision or sudden desire. Options A, B, and D show a misinterpretation of the connotation of the given word and are not supported by information in the passage.

E08.A-K.1.1.3

31. Which sentence from “The Flight of Phaethon” **best** shows why Phaethon is allowed to drive the chariot despite the danger?
- A. “ ‘I will take care; only let me go,’ he begged.”
 - * B. “Now Phoebus had sworn by the black river Styx, an oath that none of the gods dare break, and he was forced to keep his promise.”
 - C. “Already Aurora, goddess of dawn, had thrown open the gates of the east and the stars were beginning to wane.”
 - D. “ ‘Follow the road,’ said he, ‘and never turn aside.’ ”

The student is asked to determine which sentence from the passage best shows why Phaethon is allowed to drive the chariot despite the danger. Option B is the correct answer since it shows how Phoebus’ promise forces him to allow Phaethon to have what he wants. Options A, C, and D are incorrect since they do not show why Phaethon is permitted to drive the chariot.

E08.A-C.2.1.3

32. Read the sentence from “The Flight of Phaethon.”

“Wild, immortal steeds they were, fed with ambrosia, untamed as the winds . . .”

What does the phrase “untamed as the winds” most strongly convey about the horses?

- A. They are fast moving.
- * B. They are difficult to control.
- C. They are eager to fly.
- D. They are often utilized.

The student is asked to determine what the phrase “*untamed as the winds*” most strongly conveys about the horses. Option B is the correct answer since the given phrase indicates that the horses are wild, meaning that they are not subject to control. Option A is incorrect since “*untamed*” does not necessarily indicate fast speed. Options C and D are not supported by any information in the passage.

E08.A-V.4.1.1

33. Read the sentence from “The Flight of Phaethon.”

“They turned their wild eyes upon Phaethon, to his secret foreboding, and neighed one to another.”

What does foreboding mean as it is used in the sentence?

- A. anger
- * B. worry
- C. confusion
- D. impatience

The student is asked to identify the meaning of the word “*foreboding*” by using context clues. Option B is the correct answer since “*foreboding*” refers to a fearful apprehension. Even though Phaethon appears confident, he hides a secret fear of what will happen, which the horses detect. Options A, C, and D are incorrect meanings of “*foreboding*” and are not supported by information in the passage.

EVIDENCE-BASED SELECTED-RESPONSE QUESTION**E08.A-K.1.1.1**

34. This question has two parts. Answer Part One and then answer Part Two.

Part One

In “The Flight of Phaethon,” what **most** motivates Phaethon?

- A. affection
- B. fear
- C. jealousy
- * D. pride

Part Two

Which sentences from “The Flight of Phaethon” **best** support the answer in Part One? Choose **two** answers.

- * A. “One day they were boasting together, each of his own father, . . .”
- B. “He journeyed by day and by night far into the east, till he came to the palace of the Sun.”
- C. “. . . but when he entered the palace hall he could hardly bear the radiance.”
- * D. “But Phaethon held to his choice and bade his father farewell.”

The student is asked to make an inference about what most motivates the character Phaethon and to select details from the passage that support the inference.

Part One: Option D is the correct answer since it is Phaethon’s arrogance about his own abilities that most lead him to attempt to drive the chariot. Options A, B, and C are incorrect since there is no evidence in the passage that Phaethon’s affection for, fear of, or jealousy of his father motivates his actions. The sentence *“But these counsels only made the reckless boy more eager to win honor of such a high enterprise”* shows that it is Phaethon’s pride that spurs his actions.

Part Two: Options A and D are the correct answers since they show Phaethon’s arrogance and pride. Option B would support perseverance but not pride. Option C would support Phaethon being amazed but not being proud. Therefore, Options B and C do not relate to the correct inference in Part One.

Read the poem and answer questions 35–39.

Phaethon

by Morris Bishop

Apollo through the heavens rode
In glinting gold attire;
His car was bright with chrysolite,
His horses snorted fire.
His darling son was Phaethon,
Who begged to have a try.

“The chargers are ambrosia-fed
They barely brook control;
On high beware the Crab, the Bear,
The Serpent 'round the Pole;
Against the Archer and the Bull
Thy form is all unsteed!”
But Phaethon could lay it on;
Apollo had to yield.

Out of the purple doors of dawn
Phaethon drove the horses;
They felt his hand could not command.
They left their wonted courses.
And from the chariot Phaethon
Plunged like a falling star—
And so, my boy, no, no, my boy
You cannot take the car.

MULTIPLE-CHOICE QUESTIONS**E08.A-V.4.1.1**

35. Read the lines from “Phaethon.”

“They barely brook control; / On high beware the Crab, the Bear,”

What is the meaning of brook control as it is used in the poem?

- A. suffer defeat
- * B. permit restraint
- C. encounter force
- D. understand strength

The student is asked to identify the meaning of the phrase “*brook control*” by using context clues. Option B is the correct answer. The phrase refers to the horses in the myth that do not tolerate being commanded. Options A, C, and D are incorrect meanings of the phrase and are not supported by information in the poem.

E08.A-K.1.1.2

36. Which sentence **best** states a theme of “Phaethon”?

- A. Parents often have a difficult time denying children their wishes.
- B. Children can lose their way when straying into unknown territory.
- * C. Young people often desire more responsibility than they can handle.
- D. Young people can make poor decisions unless they are taught properly.

The student is asked to determine the sentence that best states a theme of the poem. Option C is the correct answer. The speaker in the poem relates a myth in which Phaethon is destroyed due to his lack of knowledge and experience. Similarly, the speaker denies his son the family car due to his son’s lack of knowledge and experience. Option A is incorrect since the speaker does deny his son and does not seem to have a difficult time doing it. Options B and D are incorrect since the speaker does not allow the son the opportunity to either lose his way or make a poor decision.

EVIDENCE-BASED SELECTED-RESPONSE QUESTION**E08.A-C.2.1.1**

37. This question has two parts. Answer Part One and then answer Part Two.

Part One

In the poem, “Phaethon,” how does the speaker’s presentation of ideas to the audience create humor?

- * A. by answering a simple request in an exaggerated manner
- B. by explaining a complex idea in a practical manner
- C. by defining current events through the use of past events
- D. by emphasizing universal truths through the use of personal experiences

Part Two

Which evidence from the poem **best** supports the answer in Part One? Choose **one** answer.

- A. “His car was bright with chrysolite, / His horses snorted fire.”
- B. “His darling son was Phaethon, / Who begged to have a try.”
- C. “They felt his hand could not command. / They left their wonted courses.”
- * D. “And so, my boy, no, no, my boy / You cannot take the car.”

The student is asked to determine how the speaker’s presentation of ideas to the audience creates humor and to select evidence from the poem that supports the presentation.

Part One: Option A is the correct answer. In the poem, the speaker’s son has asked if he can “*take the car.*” The speaker then provides an anecdote of what harm occurred in a famous myth when Phaethon asks to drive his father’s chariot. Options B, C, and D are not supported by information in the poem.

Part Two: Option D is the correct answer since this last line of the poem supports that the speaker’s son has made a request. Options A and B are descriptions of early events in the original myth. Option C highlights the negative result of Phaethon’s actions.

MULTIPLE-CHOICE QUESTIONS**E08.A-C.3.1.1**

38. Which event referred to in “The Flight of Phaethon” and “Phaethon” **most** reflects the idea from Greek mythology that mortals should avoid acting like gods?
- * A. the son’s fall from the sky
 - B. the son’s request to the father
 - C. the father’s warning to the son
 - D. the father’s dazzling appearance

The student is asked to determine which event referred to in the passage and in the poem most reflects the idea from Greek mythology that mortals should avoid acting like gods. Option A is the correct answer. Both the passage and the poem highlight how Phaethon’s pride, which leads to him try to drive the chariot, something only a god can do, can lead to human downfall. Option B is not correct since the son’s request does not demonstrate acting like a god. Options C and D are incorrect since they do not refer to the mortals’ behavior.

E08.A-C.2.1.2

39. Which statement **best** describes how the structures of “The Flight of Phaethon” and “Phaethon” contribute to their meaning?
- A. Both the author of the passage and the poet intrude in the narrative to foreshadow the resolution of the myth.
 - B. Both the author of the passage and the poet use casual language to express a modern perspective of the myth.
 - * C. The passage uses dialogue to create rising action, while the poem uses dialogue to convey the father’s advice.
 - D. The passage uses the narrator to reveal character motivation, while the poem uses the narrator to convey the son’s thoughts.

The student is asked to determine how the structures of the passage and the poem contribute to their meaning. Option C is the correct answer since it is the element of dialogue that is used in both the passage and poem. Option A is incorrect since the author of the passage does not intervene in the narrative. Option B is incorrect since the author of the passage uses very formal language throughout the entire narrative. Option D is incorrect since the poem uses the speaker to reveal only the father’s thoughts.

ACKNOWLEDGEMENTS

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Section 2

Directions: On the following pages are the Language questions and the writing prompts.

Directions for Multiple-Choice Questions:

Each question will ask you to select an answer from among four choices.

For the multiple-choice questions:

- Read each question and choose the best answer.
- Only one of the answers provided is correct.
- Record your choice in the answer booklet.

Directions for the Writing Prompt:

- Review the Writer’s Checklist to help you plan and organize your response.
- Read the writing prompt carefully.
- Write your response in the appropriate space in the answer booklet.

STANDALONE MULTIPLE-CHOICE QUESTIONS**E08.D.1.1.1**

40. Read the paragraph.

(1) James Buchanan, born in Pennsylvania in 1791, served as the 15th President of the United States. (2) He attended Old Stone Academy before attending Dickinson College. (3) After graduating from Dickinson College, Buchanan studied law in Lancaster, Pennsylvania. (4) Soon after, he volunteered to serve in the War of 1812.

Which group of words functions as an adjective?

- * A. born in Pennsylvania in 1791 in sentence 1
- B. attending Dickinson College in sentence 2
- C. graduating from Dickinson College in sentence 3
- D. to serve in the War of 1812 in sentence 4

The student is asked to identify which underlined phrase functions as an adjective. In Option A, the underlined phrase is a participle that functions as an adjective because it describes James Buchanan, and is therefore the correct answer. In Option B, the underlined phrase is a gerund functioning as the object of the preposition "before," and is therefore not functioning as an adjective. In Option C, the underlined phrase begins with a verbal that functions as a noun, not an adjective. In Option D, the underlined phrase begins with a verbal that is an infinitive phrase that is functioning as an adverb, not an adjective.

E08.D.1.1.1

41. In which sentence does the underlined group of words function as an adjective?
- A. The student wrote a fascinating story about running her first race.
 - * B. The teacher informed the class about a project using graphs to show data.
 - C. Recording the fish population was the first task of the research study.
 - D. By attaching a small part to the engine, the mechanic finished the repairs.

The student is asked to identify which verbal functions as an adjective. In Option A, the underlined verbal is functioning as a noun since it is the object of the preposition "about." Option B is the correct answer; the underlined verbal is functioning as an adjective modifying the noun "project." In Option C, the underlined verbal is functioning as a noun since it is the subject of the verb "was." In Option D, the underlined verbal is functioning as a noun since it is the object of the preposition "by."

E08.D.1.1.2

42. Read the sentence.

My favorite book had already been taken out of the library.

Without changing the meaning of the sentence, what is the **best** way to revise the sentence using active voice?

- A. Someone will be taking my favorite book out of the library.
- * B. Someone had already taken my favorite book out of the library.
- C. My favorite book was already taken out of the library by someone.
- D. My favorite book will have been taken out of the library by someone.

The student is asked to revise the sentence to use active voice without changing the meaning of it. Option A is incorrect because it changes the verb tense to future which alters the meaning of the sentence. Option B is the correct answer because it uses an active-voice verb, "*had already taken*," in the past perfect tense; has a subject, "*someone*," that is the doer of the action of the verb; and maintains the meaning of the original sentence. Option C is incorrect because it is still written in passive voice. Option D is incorrect because it is still written in passive voice.

E08.D.1.1.4

43. Read the paragraph.

(1) I always read the front section of the newspaper first, especially on Sundays.
(2) Although I find it tempting to read the sports page or the comics first, I purposely do not do so. (3) My current events teacher taught us that it is critical for an eighth-grader to be aware of the wide variety of things that are happening in our own area, around the United States, and throughout the world. (4) We were told by her that if we read the front page of the paper every day, we would never be ignorant about what was going on around us.

Which sentence contains an unnecessary shift in the voice of the verb?

- A. sentence 1
- B. sentence 2
- C. sentence 3
- * D. sentence 4

The student is asked to identify which sentence has an unnecessary shift in the voice of the verb. Option A has consistent, active-verb voice. Option B has consistent, active-verb voice. Option C has consistent, active-verb voice. Option D is the correct answer because its verb usage shifts from the prior sentences; it uses passive voice ("*We were told by her*") when it is not necessary to do so.

E08.D.1.1.5

44. Read the paragraph.

Last month, residents of our small town waited eagerly to find out who would be elected the next mayor. Having cast their ballots, the current mayor was declared the winner of the election. She won despite the predictions that her opponent would prevail. Soon after the election, many of her supporters planned a victory celebration to take place in our town's small park.

Which underlined group of words is misplaced?

- A. of our small town
- * B. Having cast their ballots
- C. that her opponent would prevail
- D. in our town's small park

The student is asked to identify which underlined phrase or clause is a misplaced modifier. In Option A, the underlined prepositional phrase is correctly placed to modify the noun "residents." Option B is the correct answer since the underlined phrase should be placed to modify "residents" and not "mayor." In Option C, the underlined clause is correctly placed to modify "predictions." In Option D, the underlined phrase is correctly placed to modify the phrasal verb "take place."

E08.D.1.1.5

45. Read the paragraph.

(1) Recently in science class, our teacher demonstrated an interesting phenomenon related to light. (2) We were studying ultraviolet light, and she wanted us to observe the effects of this type of light on some classroom objects. (3) She put ink from a highlighter pen in a bowl, turned off the classroom lights, and turned on a black light, which produces ultraviolet light. (4) Glowing in the bowl, we were amazed at how the ink from the highlighter pen was clearly visible.

Which sentence should be revised to correct a misplaced modifier?

- A. sentence 1
- B. sentence 2
- C. sentence 3
- * D. sentence 4

The student is asked to identify which sentence has a misplaced modifier. Option A uses the adjective phrase *“related to light”* to correctly modify *“phenomenon”* and therefore is not the correct answer. Option B correctly uses a series of prepositional phrases to modify *“effects”* and therefore is not the correct answer. Option C correctly uses prepositional phrases and an adjective clause and therefore is not the correct answer. In Option D, *“glowing”* should modify *“ink”* but instead modifies *“we,”* creating a misplaced modifier, and therefore, Option D is the correct answer.

E08.D.1.1.8

46. Read the paragraph.

The bee hummingbird would be an amazing creature at any size; however, it will always be known for its size, which was quite small. If you were to place a bee hummingbird on one side of a scale and a paper clip on the other, the paper clip would weigh more than the hummingbird.

Which underlined word or words should be changed to correct the inappropriate shift in verb tense?

- A. would be
- * B. was
- C. were
- D. would weigh

The student is asked to identify which verb should be changed to correct an inappropriate shift in verb tense. In Option A, the verb phrase "would be" does not introduce an inappropriate shift in verb tense. Option B is the correct answer because the verb "was" introduces an inappropriate shift to past tense. In Option C, the verb "were" does not introduce an inappropriate shift in verb tense since it expresses the correct tense for a present conditional sentence. In Option D, the verb phrase "would weigh" does not introduce an inappropriate shift in verb tense since it expresses the correct tense for the present conditional sentence.

E08.D.1.1.11

47. Read the paragraph.

(1) Rainbow trout live in fresh water throughout much of the United States. (2) What many people do not realize is that the species of fish known as rainbow trout are actually a type of salmon. (3) The steelhead salmon ordinarily swims into the ocean, returning to the lake or stream of its birth to spawn. (4) The steelheads that stay in fresh water and do not leave are called rainbow trout.

Which sentence in the paragraph contains an error in subject-verb agreement?

- A. sentence 1
- * B. sentence 2
- C. sentence 3
- D. sentence 4

The student is asked to identify an error in subject-verb agreement. Option A is correct because the subject and verb agree: "trout live." Option B is incorrect and is therefore the answer because it says "the species of fish known as rainbow trout are actually," in which "species" is the singular subject of the clause which does not agree with the verb, "are." Option C is correct as is because "The steelhead salmon" is singular, which agrees with the verb "swims." Option D is correct as is because "steelheads" is plural, which agrees with the verb "are."

E08.D.1.2.1

48. Read the sentences.

“This afternoon our class will be hosting a guest speaker who is an art historian for the local art museum,” the teacher told her students. “She will present to us I am sure you will appreciate it the art of Vincent van Gogh.”

Which is a correct way to write the underlined part of the sentence to indicate a break?

- A. to us I am sure you will appreciate it, the art of Vincent
- B. to us, I am sure you will appreciate it the art of Vincent
- C. to us. I am sure you will appreciate it. The art of Vincent
- * D. to us—I am sure you will appreciate it—the art of Vincent

The student is asked to identify the correct way to write the underlined part of the sentence to indicate a break. Option A adds a comma after “it” in the middle of the underlined phrase, but this punctuation does not effectively indicate a break on both sides of the interruption and is incorrect. Option B adds a comma after “us” in the beginning of the underlined part, but this punctuation does not effectively indicate a break on both sides of the interruption and is incorrect. Option C adds a period after “us,” starts a new sentence, and ends after “it” with another period, but this punctuation does not show that the speaker is inserting these thoughts within the overall sentence; it is incorrect. Option D adds an em dash after “us” and another after “it”; these dashes effectively indicate a break, and this answer is correct.

E08.D.1.2.1

49. Read the sentences.

(1) In a letter to a friend, John wrote, “The meeting will start at 7:00 Saturday morning.
(2) This means that you and I will have to arrive around 6:45 if we want I am forgetting
that we do not have to attend the first part of the meeting. (3) Let’s arrange to arrive at
7:15.”

Where might the writer insert ellipsis points to show a sudden break in thought?

- A. After 7:00 in sentence 1
- B. After 6:45 in sentence 2
- * C. After want in sentence 2
- D. After arrive in sentence 3

The student is asked to identify the correct way to punctuate the underlined part of the sentence to indicate a sudden break in thought. Option A is incorrect; the sentence does not contain a sudden break in thought. Option B is incorrect because a sudden break in thought does not occur after “6:45.” Option C is correct because a sudden break in thought occurs after “want” and therefore ellipsis points are necessary to signal the break. Option D is incorrect because a sudden break in thought does not occur after “arrive.”

E08.D.1.2.2

50. Read the sentence.

The class president announced in her speech that she is requesting healthier options in the lunchroom.

Which is the correct way to rewrite the sentence as a quotation with the underlined words removed?

- A. “The class president; is requesting healthier options in the lunchroom.”
- B. “The class president, is requesting healthier options in the lunchroom.”
- C. “The class president—is requesting healthier options in the lunchroom.”
- * D. “The class president . . . is requesting healthier options in the lunchroom.”

The student is asked to identify the correct way to rewrite the sentence as a quotation with the underlined words removed. Option A replaces the underlined words with a semi-colon, but this punctuation mark does not function as a placeholder for omitted words in a quotation and is therefore incorrect. Option B replaces the underlined words with a comma, but this punctuation mark does not function as a placeholder for omitted words in a quotation and is therefore incorrect. Option C replaces the underlined words with an em dash, but this punctuation mark does not function as a placeholder for omitted words in a quotation and is therefore incorrect. Option D replaces the underlined words with an ellipsis, which functions as a placeholder for omitted words in a quotation; it is the correct answer.

E08.D.1.2.4

51. Read the paragraph.

(1) Developing healthy exercise habits at an early age, is important. (2) Even a half hour, or 30 minutes of walking each day will help boost your overall health. (3) Getting enough exercise, as most experts say, makes your heart stronger. (4) There are other benefits to daily exercise, such as, helping you sleep better at night.

Which sentence is punctuated correctly?

- A. sentence 1
- B. sentence 2
- * C. sentence 3
- D. sentence 4

The student is asked to identify which sentence is punctuated correctly. Option A (sentence 1) contains an unnecessary comma after "age." Option B (sentence 2) contains a nonrestrictive/parenthetical phrase ("or 30 minutes") that is set off with a preceding comma, but it should also be followed by one. Option C (sentence 3) contains the nonrestrictive/parenthetical phrase "as most experts say," which is correctly set off with a commas. Option D (sentence 4) contains an unnecessary comma after "as."

E08.D.1.2.4

52. Read the paragraph.

(1) The Liberty Bell, a symbol of freedom is famous for its long history and its signature crack. (2) It was originally cast in 1752, and at some point before 1846, it developed a crack. (3) There are several stories that explain how the crack occurred, but the truth is uncertain. (4) The bell now hangs in the Liberty Bell Center in Philadelphia, Pennsylvania.

Which revision would correct the mistake in punctuation?

- * A. Add a comma after freedom in sentence 1.
- B. Add a comma after point in sentence 2.
- C. Add an em dash after stories in sentence 3.
- D. Add an em dash after hangs in sentence 4.

The student is asked to identify the revision that correctly punctuates a parenthetical element. In Option A, "a symbol of freedom" is an appositive phrase and therefore it must be set off by commas, so this answer is correct. In Option B, the student might think that the "and" begins a parenthetical element that would need a comma, but this is not true. In Option C, the student might think that the em dash would set off a relative explanatory clause, but this is incorrect. In Option D, the student might think that "in" begins a prepositional phrase that must be set off by an em dash, but this is not needed.

E08.D.1.2.5

53. Read the paragraph.

(1) Many people love calico cats for their patches of white, orange, and black fur. (2) It may be surprising to find out that the word calico refers to the color pattern, not to the breed, size, or personality of the cat. (3) Almost any breed of cat—including the American shorthair the American wirehair, and the Japanese bobtail—can have the calico color pattern. (4) It is interesting that calico cats are considered a sign of good luck, are viewed as peaceful, and are nearly always female.

Which sentence needs a comma?

- A. sentence 1
- B. sentence 2
- * C. sentence 3
- D. sentence 4

The student is asked to identify which sentence needs a comma to separate items in a series. Option A is correct as is because the series of items "*white, orange, and black*" are separated by commas. Option B is correct as is because the series of items "*breed, size, or personality*" are separated by commas. Option C is incorrect because the series of items "*the American shorthair the American wirehair, and the Japanese bobtail*" requires a comma to separate the first two items in the series. Option D is correct as is because the series of items "*are considered a sign of good luck, are viewed as peaceful, and are nearly always female*" are separated by commas.

E08.D.2.1.1

54. Read the paragraph.

(1) Bill Jones and Michael Adams were the two best actors our school ever had. (2) They alternated having the leading roles in every production for their three years here at Eisenhower Junior High. (3) Had they both gone on to the same high school, they would had continued to shine on the stage together for four more years. (4) However, as luck would have it, Bill went to East High and Michael went to West. (5) They have remained close friends, though, and are planning to attend the same college in a few years.

Which sentence in the paragraph contains an error in verb usage?

- A. sentence 2
- * B. sentence 3
- C. sentence 4
- D. sentence 5

The student is asked to identify which sentence contains an error in verb usage. Option A (sentence 2) does not contain an error in verb usage. Option B (sentence 3) is the correct answer because the conditional conjugation should be *“they would have continued,”* not *“would had,”* as is written. Option C (sentence 4) does not contain an error in verb usage. Option D (sentence 5) does not contain an error in verb usage.

E08.D.2.1.2

55. Read the paragraph.

(1) Bernie Miller has been my good friend since kindergarten. (2) Last year, he won our school's most respected honor, the scholar-athlete award. (3) As its name suggests, that honor is given to the student who excels in both academics and athletics. (4) Bernie was the most valuable player in three sports: cross-country, basketball, and soccer. (5) Academically, in the classroom, he will graduate with a straight-A average in all of his subjects. (6) Besides all that, Bernie is a great guy, and I'm proud that he is my friend.

Which sentence contains redundant information that should be removed?

- A. sentence 2
- B. sentence 3
- * C. sentence 5
- D. sentence 6

The student is asked to identify which sentence contains redundant information that should be removed. Option A (sentence 2) does not contain redundant information. Option B (sentence 3) does not contain redundant information. Option C (sentence 5) is the correct answer because it redundantly states, "*Academically, in the classroom.*" Option D (sentence 6) does not contain redundant information.

E08.D.2.1.3

56. Read the paragraph.

(1) The magnolia is an ancient flowering plant species. (2) It was named after the French plant scientist Pierre Magnol. (3) The pollen produced by the flower attracts beetles in search of food. (4) Thus, the innermost part of the magnolia flower is tough, a trait that prevents damage by beetles.

Which revision that combines sentences 1 and 2 into one sentence **most** improves the style of the paragraph?

- A. The magnolia was named after the French plant scientist Pierre Magnol and is an ancient flowering plant species.
- B. It was named after the French plant scientist Pierre Magnol, and the magnolia is an ancient flowering plant species.
- * C. The magnolia, named after the French plant scientist Pierre Magnol, is an ancient flowering plant species.
- D. The French plant scientist Pierre Magnol was the man for whom the magnolia, an ancient flowering plant species, was named.

The student is asked to identify which revision that combines sentences 1 and 2 into one sentence most improves the style of the paragraph. Option A is not the best revision because it gives equal weight to the scientist and to describing the plant, which does not flow well into the rest of the paragraph whose focus is on the flower. Option B is not the best revision because “it” is a poor beginning; readers will not know what “it” refers to until they reach the second half of the sentence. Option C is the correct answer because it includes the facts from both sentences in a succinct way that keeps the focus on the flower by placing the information about Pierre Mangol in an appositive. Option D is not the best revision because it makes Pierre Magnol the focus of the sentence, when the rest of the paragraph is focused on the magnolia itself.

E08.D.2.1.4

57. Read the paragraph.

(1) Visitors agree that Greencastle, Pennsylvania, is the ideal location to take a walking tour. (2) In the town square, you get to set eyes on a really neat town clock that was built in 1872. (3) Another historic site to experience is a drugstore that has been in business for more than 150 years. (4) Interestingly, this drugstore was the site of Greencastle's first telephone.

Which sentence should be revised to maintain consistency of style?

- A. sentence 1
- * B. sentence 2
- C. sentence 3
- D. sentence 4

The student is asked to identify a sentence that should be revised in order to maintain consistency of style in the passage. Option A (sentence 1) contains formal language that is consistent with the style of the rest of the passage. Option B (sentence 2) is the correct answer because it contains the informal phrases "*get to set eyes on*" and "*really neat*" which are inconsistent with the style of the rest of the passage. Option C (sentence 3) contains formal language that is consistent with the style of the rest of the passage. Option D (sentence 4) contains formal language that is consistent with the style of the rest of the passage.

E08.D.2.1.5

58. Read the paragraph.

(1) A group of students at our school is interested in forming a music club. (2) The group would meet once a month to discuss and listen to music of different genres. (3) Many schools in our area have formed this type of club, and the club meetings are well attended. (4) The eighth-grade teachers including Ms. Foy support the idea.

Choose the correct way to punctuate sentence 4 to **most** effectively emphasize the underlined phrase.

- A. The eighth-grade teachers (including Ms. Foy) support the idea.
- * B. The eighth-grade teachers—including Ms. Foy—support the idea.
- C. The eighth-grade teachers, including Ms. Foy, support the idea.
- D. The eighth-grade teachers, “including Ms. Foy,” support the idea.

The student is asked to identify the revision that correctly punctuates a phrase to provide emphasis. In Option A, parentheses indicate that the phrase is de-emphasized, and therefore, Option A is incorrect. In Option B, the use of em dashes to set off the phrase adds emphasis, and therefore, Option B is correct. In Option C, the commas set off the phrase and create a parenthetical expression that interrupts the flow of the sentence but does not add emphasis, and therefore, Option C is not correct. In Option D, the use of quotation marks does not add emphasis, and therefore Option D is not the correct answer.

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Section 3

Directions: On the following pages are the Argumentative, Informative/Explanatory, and Narrative Prompts.

E08.C.1.1

Writer's Checklist for the Argumentative Writing Prompt

PLAN before you write

- Make sure you understand what the prompt is asking you to do.
- Think about your task and your audience.
- Think about the topic and the claim you want to support for that topic.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

FOCUS while you write

- State your claim about the topic.
- Support your claim with reasons and evidence.
- Present one or more alternate or opposing claims.
- Organize your paper with an introduction, body, and conclusion.
- Use transitions to connect your ideas.

PROOFREAD after you write

- I stayed focused on the topic.
- I used reasons and evidence to support my claim.
- I corrected any errors in capitalization, spelling, sentence formation, punctuation, and word choice.

Argumentative Writing Prompt

You will have at least 30 minutes to plan, write, and proofread your response to this prompt:

Your school is considering a change in the way class presidents are chosen. Some students want to create a small committee which, in turn, would choose the class president. On the other hand, there are those students who want all students in the class to be able to vote for their choice of class president. Think about which method of choosing the class president you believe is the most effective.

Write an argumentative essay for your teacher stating your claim about whether a small committee of students or all the students in the class should be allowed to choose the class president. Be sure to use reasons and evidence to develop your argument.

Turn the page to begin writing your response.

ARGUMENTATIVE WRITING PROMPT—4-POINT MODE-SPECIFIC SCORING GUIDELINE

Assessment Anchor:

E08.C.1 Text Types and Purposes

Specific Eligible Content addressed by this prompt:

E08.C.1.1–Write arguments to support claims with clear reasons and relevant evidence.

Argumentative Writing Prompt Scoring Guideline:

Score Point	Description
<p style="text-align: center;">4</p>	<ul style="list-style-type: none"> • Sharp claim made convincing through a thoughtful and substantiated argument with evident awareness of task, purpose, counterargument, and audience • Effective organizational strategies and structures that logically support reasons and evidence • Substantial, specific, and relevant content that demonstrates a clear understanding of the purpose • Thorough elaboration that includes a clear position that is consistently supported with precise and relevant evidence • Effective transitions that connect and clarify ideas and concepts • Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety • Consistent control of sentence formation • Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning
<p style="text-align: center;">3</p>	<ul style="list-style-type: none"> • Clear claim made convincing through a credible and substantiated argument with general awareness of task, purpose, counterargument, and audience • Adequate organizational strategies and structures that support reasons and evidence • Adequate and relevant content that demonstrates an understanding of the purpose • Sufficient elaboration that includes a clear position that is supported with relevant evidence • Appropriate transitions that connect and clarify ideas and concepts • Established and maintained formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety • Adequate control of sentence formation • Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning

Score Point	Description
<p style="text-align: center;">2</p>	<ul style="list-style-type: none"> • Claim may lack a credible and/or substantiated argument; limited awareness of task, purpose, counterargument, and audience • Inconsistent organizational strategies and structures that ineffectively support reasons and evidence • Inadequate, vague content that demonstrates a weak understanding of the purpose • Insufficient elaboration that includes an underdeveloped position supported with little relevant evidence • Inconsistent transitions that somewhat connect ideas and concepts • Inconsistently maintained formal style with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety • Inconsistent control of sentence formation • Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning
<p style="text-align: center;">1</p>	<ul style="list-style-type: none"> • Minimal evidence of a claim that lacks a credible and/or substantiated argument with little awareness of task, purpose, counterargument, and audience • Minimal organizational strategies and structures • Minimal content that demonstrates little or no understanding of the purpose • Undeveloped position with little support; may be a bare list • Minimal transitions that may or may not connect ideas and concepts • Ineffective formal style with little control of language • Minimal control of sentence formation • Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning

ARGUMENTATIVE WRITING PROMPT STUDENT RESPONSES**E08.C.1.1 Response Score: 4**

Your school is considering a change in the way class presidents are chosen. Some students want to create a small committee which, in turn, would choose the class president. On the other hand, there are those students who want all students in the class to be able to vote for their choice of class president. Think about which method of choosing the class president you believe is the most effective.

Write an argumentative essay for your teacher stating your claim about whether a small committee of students or all the students in the class should be allowed to choose the class president. Be sure to use reasons and evidence to develop your argument.

Voting is the most important part of a democracy. When citizens cast a vote, they have a voice in our American government. Our elected officials make laws to protect us and to keep us safe.

I am a citizen of this school, and I want a voice in my student government. I should be able to vote for class president. All the students in the class should have the right to vote for our president not just a small committee.

Our class wants the person who is elected president of our class to be the best choice of candidates since the class president has many responsibilities. Additionally, our president will work closely with the principal on school issues like cell phone use at school. Another example is our class president will ask who in the class wants to be on committees to plan class activities. We should have a direct say in the decisions being made. Our whole class should have the opportunity to vote.

Of course, not everyone will agree with me. Some students argue that voting is a popularity contest and that only the most popular kids win. This is true sometimes, but not always. Just because the voting process isn't perfect is no reason to take away our right to vote.

In the future, we will be more likely to vote in American elections if we get the opportunity now to vote for our class president. American citizens have the right to vote. Don't take our right to vote for our class president from us and give it to a few on a committee. Let's live up to the American spirit!

This response makes a sharp claim (*"Voting is the most important part of a democracy. When citizens cast a vote, they have a voice..."*), convincing the reader through thoughtful arguments showing awareness of task, purpose, and audience. Content is relevant and demonstrates a clear understanding of the task. Transitions (*"since," "and," "of course," "just because,"* etc.) are effective in connecting ideas and concepts. This response establishes and maintains a formal style with effective control of language, domain-specific vocabulary (*"cast a vote," "citizen," "candidates," "argues," "popularity," "American elections,"* etc.), sentence variety, and consistent control of sentence formation. Few errors are present in grammar, usage, spelling, and punctuation.

E08.C.1.1 Response Score: 4

Argumentative Writing Prompt
Final Copy

Having the ability to vote is the most important right. Everyone being able to vote is the major idea this country was founded on. The founding fathers intended it for electing government officials, but it should apply in school as well. Everyone should be able to vote for a class president, not just a small committee of people. Allowing everyone a vote is the fairest and best way to go about choosing a president.

Everyone in America has the right to vote. This shouldn't only apply to government but schools too. School presidents might not have a lot of power, but they do have some. The decisions they make are things like where the class goes on the end of the year trip and how the decorations look at the dance, but it is only fair that everyone gets a vote. If everyone isn't allowed to vote then one small group would be making decisions that affect everyone and that's against the Constitution.

A second reason is that every time there is a major election for a position like the governor or president, they say how important it is to vote. Since they say this, shouldn't we start voting now? It is better to let students practice when it only affects what type of fundraiser the school will have instead of how we get along with China. Also, students might become more excited about voting in the future. These students would be more likely to become educated voters and vote in every election.

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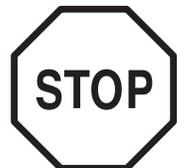
Argumentative Writing Prompt (continued)
Final Copy

A lot of people say school elections are just popularity contests. Although this is true a lot of the time, it isn't always. Even when it is true, how is that different than public elections? Most people just vote for whoever belongs to their group. In addition, if people vote for their friend and she turns out to be a bad president, then they will learn and do better next time they get to vote.

To restate, everyone in school should be allowed to vote. It is the way our country does things and it is the fairest solution possible.

Beginning with a sharp, distinct claim ("Allowing everyone a vote is the fairest and best way to go about choosing a president."), this response is made convincing through a substantiated argument supported with relevant content. ("If everyone isn't allowed to vote then one small group would be making decisions that affect everyone," "students might become more excited about voting in the future.") An effective counterargument is used to further enhance the evidence ("A lot of people say school elections are just popularity contests. Although this is true a lot of the time, it isn't always. Even if it is true, how is that different than public elections?"). Both the organizational structure and transitions are effective. Sentences are consistently controlled and show variety; vocabulary is appropriate. Few errors are present in grammar, usage, spelling, and punctuation and do not interfere with meaning.

After you have checked your work, close this answer booklet so your teacher will know you are finished.



E08.C.1.1 Response Score: 3

Argumentative Writing Prompt
Final Copy

The idea that a small committee should be made to choose the class president is a good one. I think that the school should make the committee because students don't care, waste class time, and they just vote for their friends anyway. Making a committee would be a good idea.

To begin, most students don't really care who is class president. They don't really do anything anyway. All they promise are things like they will get more pizza for lunch or they will make lunch longer. They can't do those things even if they are president so it doesn't really matter who is class president.

Next, elections for school president waste class time. The whole school needs to go to an assembly to hear the kids who want to be president give speeches. It would be better to just stay in class and learn something we might use like algebra. Also, most kids don't vote based on the speeches anyway.

To finish, most kids just vote for their friends. Class president is just a big popularity contest. It doesn't matter who would be the best president. It only matters who has the most friends. A committee would do a better job picking a good president who might help the school. They wouldn't just pick a president who gives out candy for votes.

To wrap it all up, letting everyone vote for class president is a bad idea. A small committee would be a better way to choose a class president.

If you need additional space, please continue on the next page.

GO ON 

A clear, convincing claim is made (*"The idea that a small committee should be made to choose the class president is a good one"*). Using a basic organizational strategy, the writer substantiates his/her argument with relevant evidence. Adequate, but simplistic, transitions are used to connect elaborated ideas and concepts. (*"To begin," "Next," "To finish," "To wrap it all up"*) A variety of sentence structures are present, but some lack the correct punctuation. (*"They can't do those things even if they are president so it really doesn't matter who is class president."*) The essay ends with an adequately written conclusion.

E08.C.1.1 Response Score: 3

Your school is considering a change in the way class presidents are chosen. Some students want to create a small committee which, in turn, would choose the class president. On the other hand, there are those students who want all students in the class to be able to vote for their choice of class president. Think about which method of choosing the class president you believe is the most effective.

Write an argumentative essay for your teacher stating your claim about whether a small committee of students or all the students in the class should be allowed to choose the class president. Be sure to use reasons and evidence to develop your argument.

Most kids in our class really don't care about who is class president. Just have teachers choose students who they think are the best ones for a committee to choose class president. They would probably make a better choice than if there were an election because only the most popular kids win school elections.

First, no one cares about elections. Students know that they say stuff like getting better food in the cafeteria and have longer time at lunch. These things never happen. The president never really accomplishes anything for the students.

Second, only the most popular kids ever win. All they do is set up tables with cookies and have other popular kids like the star athletes campaign for them.

Third, it's a big waste of time. The assemblies are too long and they give boring speeches. No one listens so everyone whispers or plays on their phones. Me and my friends try to sit by each other so we can talk.

Some people say we have to vote for school president. But I ask WHY? Saying we are un-American if we don't vote has nothing to do with our school. Anyway our class president doesn't do anything important so we should all save our time.

Let a committee choose our class president. Then maybe we won't have a class president based on popularity. I don't think that it really matters who is president. Nothing will really change around the school?

This response introduces a clear claim (*"Most kids in our class really don't care about who is class president."*) that convinces the reader through credible arguments (*"Students know they say stuff like," "Second, only the popular kids ever win," "a big waste of time"*). The writer shows awareness of task, purpose, and audience. Content is relevant and demonstrates an understanding of the purpose. This response establishes and maintains a formal style with effective control of language, domain-specific vocabulary, and sentence variety. Transitions (*"because only," "first," "second," "third," "anyway," "then maybe"*) are appropriate in connecting ideas and concepts. Some errors are present in grammar, usage, spelling, and punctuation but do not interfere with meaning.

E08.C.1.1 Response Score: 2

Argumentative Writing Prompt
Final Copy

Everyone has the right to vote. The same should be in schools. Everyone should be able to vote on class president.

Firstly, every four years we elect a President of the U.S and everyone gets to vote. If everyone can vote for president everyone should vote for class president.

Secondly, the committee might not know who wants to be president. They might not know who wants to sign up. If the whole committee was like girls then a girl would be president. It would be the same for boys.

Thirdly, a school president might promise to get a candy machine. Our school could use a candy machine.

Lastly, the school gets excited when we get to vote for president. People make signs and hang them up. They decorate lockers to. We should be able to vote for the president.

These are my reasons why everyone should be able to vote for class president. I hope you agree with my argument.

If you need additional space, please continue on the next page.

GO ON 

A claim is made (*"Everyone should be able to vote on class president."*) demonstrating awareness of task, purpose, and audience. Through a formulaic organizational strategy, the writer attempts to elaborate his/her reasons, including some irrelevant (*"a school president might promise to get a candy machine. Our school could use a candy machine."*) and vague (*"the committee might not know who wants to be president," "the school gets excited when we get to vote for president."*) content. Basic transitions and conclusion are present. Limited variety is demonstrated in sentence structure and word choice. Errors in punctuation and spelling are present but minimal.

E08.C.1.1 Response Score: 1



Argumentative Writing Prompt
Final Copy

This is a bad idea kids will just pick their freinds. The best friend of the comitee would be president. They might pick a bad president. Everyone would not like the president. He would be mean. He would only do stuff for the committee. Not get better lunches. That is why everyone should be able to vote for class president.

Weak evidence of a claim ("This is a bad idea . . .") is present with little awareness of task, purpose, and audience. The content is undeveloped within a minimal organizational structure, resulting in a list-like response of sentences as well as fragments ("Not get better lunches."). Several errors are present in spelling ("freinds," "comitee").

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E08.C.1.2

Writer's Checklist for the Informative/Explanatory Writing Prompt

PLAN before you write

- Make sure you understand what the prompt is asking you to do.
- Think about your task and your audience.
- Think about the topic and what you want to write about it.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

FOCUS while you write

- Stay focused on the topic.
- Support your ideas with specific details and examples.
- Use a variety of sentence types.
- Organize your paper with an introduction, body, and conclusion.
- Use transitions to connect your ideas.

PROOFREAD after you write

- I stayed focused on the topic.
- I used specific details to support my ideas.
- I corrected any errors in capitalization, spelling, sentence formation, punctuation, and word choice.

Informative/Explanatory Writing Prompt

You will have at least 30 minutes to plan, write, and proofread your response to this prompt:

Think about a law that is important. It could be a national law, a state law, or a law in your city or town. Consider why it is important and how it affects people's lives. Write an essay for your teacher that describes an important law and explains why it is important. Be sure to use details and examples to support your ideas.

Turn the page to begin writing your response.

INFORMATIVE/EXPLANATORY WRITING PROMPT—4-POINT MODE-SPECIFIC SCORING GUIDELINE

Assessment Anchor:

E08.C.1 Text Types and Purposes

Specific Eligible Content addressed by this prompt:

E08.C.1.2—Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Informative/Explanatory Writing Prompt Scoring Guideline:

Score Point	Description
4	<ul style="list-style-type: none"> • Sharp, distinct topic introduced, developed, and concluded with evident awareness of task, purpose, and audience • Effective organizational strategies and structures that develop a topic • Substantive, specific, and relevant content that demonstrates a clear understanding of the purpose • Thorough elaboration with clearly presented information that is consistently supported with well-chosen facts, examples, and concrete details • Effective transitions that connect and clarify ideas and concepts • Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety • Consistent control of sentence formation • Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning
3	<ul style="list-style-type: none"> • Clear topic introduced, developed, and concluded with general awareness of task, purpose, and audience • Adequate organizational strategies and structures that develop a topic • Adequate and relevant content that demonstrates an understanding of the purpose • Sufficient elaboration with clearly presented information that is supported with well-chosen facts, examples, and concrete details • Appropriate transitions that connect and clarify ideas and concepts • Established and maintained formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety • Adequate control of sentence formation • Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning

Score Point	Description
<p style="text-align: center;">2</p>	<ul style="list-style-type: none"> • Incomplete topic introduced, developed, and concluded with limited awareness of task, purpose, and audience • Inadequate organizational strategies and structures that somewhat develop a topic • Inadequate, vague content that demonstrates a weak understanding of the purpose • Underdeveloped and/or repetitive elaboration that is inconsistently supported with facts, examples, and details • Inconsistent/limited transitions that somewhat connect ideas and concepts • Inconsistently maintained formal style with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety • Inconsistent control of sentence formation • Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning
<p style="text-align: center;">1</p>	<ul style="list-style-type: none"> • Minimal topic introduced, developed, and concluded with little awareness of task, purpose, and audience • Minimal organizational strategies and structures • Minimal content that demonstrates little or no understanding of the purpose • Undeveloped writing with little support; may be a bare list • Minimal transitions that may or may not connect ideas and concepts • Ineffective formal style with little control of language • Minimal control of sentence formation • Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning

INFORMATIVE/EXPLANATORY WRITING PROMPT STUDENT RESPONSES**E08.C.1.2 Response Score: 4**

Think about a law that is important. It could be a national law, a state law, or a law in your city or town. Consider why it is important and how it affects people's lives.

Write an essay for your teacher that describes an important law and explains why it is important. Be sure to use details and examples to support your ideas.

Some of the most important laws are those designed to keep us safe. A good example of this fact is the requirement to wear a seatbelt in a car. Wearing a seatbelt helps to protect people from worse injuries in a car crash.

Always wear a seat belt or you might be thrown out of the car and paralyzed or killed. Even if you aren't ejected from the car you could be tossed around inside the car. You might hit your head on the steering wheel or door or hit the windshield.

Many people are alive today because of the seatbelt law. Our state government put this law in place to protect us all. Making seatbelts mandatory has saved thousands of lives every year, but many people wouldn't do it without it being a law. Some older people do not use seat belts because they are not used to them. They probably learned to drive before seat belts became standard in cars or the seat belt laws were in place.

My parents told me that when they grew up, they didn't wear seatbelts because the seatbelt regulations were different then. Sometimes I have to remind them to wear a seatbelt. It's the law! *CLICK IT OR TICKET* is a wonderful slogan to emphasize this law.

Even though wearing a seatbelt is common sense, school buses often don't have seatbelts. Last year my school bus was in a minor accident, and I banged my shoulder on the metal bar on the seat in front of me. My friend Liz sprained her wrist when she was knocked in the aisle. These injuries would never have happened with seatbelts.

So, as you can see, there are real life examples of how seat belts can save lives and why the law is important for protecting all of us.

This response introduces a sharp, distinct topic about important laws designed to keep people safe. The topic is well developed ("*Always wear a seat belt," "making seatbelts mandatory," "school buses often don't have seatbelts"*) and the conclusion demonstrates awareness of task, purpose, and audience. Elaboration is thorough with clearly presented information that is consistently supported with well-chosen facts, examples, and concrete details ("*my school bus was in an accident... I banged my shoulder on the metal bar... Liz sprained her wrist*"). Effective transitions connect ideas and concepts. The response demonstrates consistent control of sentence formation, language, and domain-specific vocabulary ("*injured," "ejected," "mandatory,"* etc.). The few errors in grammar, usage, spelling, and punctuation do not interfere with meaning.

E08.C.1.2 Response Score: 4

Informative/Explanatory Writing Prompt
Final Copy

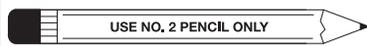
Our society has a lot of laws designed to protect us. These laws protect people from each other and from themselves. One of these laws is the one that prevents teens from getting a job before a certain age and limits the number of hours they can work. It is important because children are the future and they need to be protected.

Years and years ago, a lot of children worked in factories, and they were not treated very well and didn't make much money at all. Of course, this wasn't right and these laws were put into place to help protect them. We have laws to keep children in school so they can grow up to be successful adults. This law helps to prevent this kind of thing from ever happening again.

Second, most teens like having money because it lets us buy things. Some teens become obsessed with making money and forget about other things like school. The laws that make you be so old to get a job and only let you work so many hours in a week stop these teens from doing nothing but work. For example, without these laws they would probably do nothing but work at McDonald's for ten hours a day and end up flunking out of school. After that happens, they'd be stuck working there forever.

If you need additional space, please continue on the next page.

GO ON 


 Informative/Explanatory Writing Prompt (continued)
 Final Copy

A final reason is that without these laws a lot of jobs would take advantage of teen employees. Most teens will work for less wages than a lot of older people will. With the law in place, companies are forced to offer better wages to adult employees because they can't fill the jobs with cheap teen workers. In addition, the teen workers benefit because when the teens can only work certain hours, jobs have to pay teens more to compete for the hardest workers. All in all, this law helps all employees to make more money.

The law that limits when teens can work is an important one. It helps protect both teens and adults and insures that they have a good and fair place to work.

A distinct topic is introduced ("prevents teens from getting a job before a certain age"). The topic is developed through the use of an effective organizational structure and transitions ("Years and years ago," "Second," "For example," "After that," "A final reason," "In addition," "All in all"). Thorough elaboration and concrete details ("children worked in factories, obsessed with making money, take advantage of teen employees") demonstrate a strong understanding of purpose. Effective language, a maintained formal style, and sentence variety are evident. Consistent control of sentence formation is demonstrated and few errors in grammar, usage (*bad* vs. *badly*), spelling, and punctuation are present.

After you have checked your work, close this answer booklet so your teacher will know you are finished.



E08.C.1.2 Response Score: 3



Think about a law that is important. It could be a national law, a state law, or a law in your city or town. Consider why it is important and how it affects people's lives.

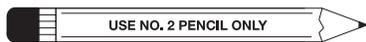
Write an essay for your teacher that describes an important law and explains why it is important. Be sure to use details and examples to support your ideas.

We need laws! Some people think laws are not helpful. In science we studied about how bad pollution is for our environment and how we need to step up to the plate about protecting our environment. One rule in our city that I think is really good for all is the law against throwing trash everywhere. You should put trash in garbage cans. Don't be lazy. It makes our city immaculate if we put garbage where it belongs...in a garbage can. The law against littering is absolutely necessary. Next, it's healthier for everyone not to throw liter around. Litter can hurt animals like plastic bags laying around for them to eat. I don't want my dog, King to be harmed from eating plastic and other harmful litter. Also, bad chemicals can get in the ground and water. Bottom line: don't liter. Last, it makes our city look we are really proud of it. If there is trash everywhere it looks really bad. It looks like we don't care and then more people throw thrash out. It just snowballs!

In conclusion, littering is horrible. It's bad for the planet and makes things look trashy. It's rude too. It's good that there is a law against littering.

A clear topic about laws against littering is introduced, developed, and concluded (*"It's good that there is a law against littering"*) with general awareness of task, purpose, and audience (*"Don't be lazy ... don't litter"*). Adequate and relevant content demonstrates an understanding of the purpose of the task. Elaboration is sufficient with clearly presented information that is supported with examples and details (*"I don't want my dog, King to be harmed from eating plastic..."*). A formal style is established and maintained with appropriate control of language. This response demonstrates an appropriate use of stylistic techniques (*"...step up to the plate...it just snowballs"*). There are some errors in grammar, usage, spelling, and punctuation, but these errors do not interfere with meaning (*liter vs. litter*).

E08.C.1.2 Response Score: 3


 Informative/Explanatory Writing Prompt
 Final Copy

We have a lot of laws to help keep people safe. One of these laws is that people under the age of 12 have to wear bike helmets. It may not seem like a big deal, but it helps save people's lives.

To begin, riding a bike can be dangerous. Kids need to obey all the rules of the road. Even if they follow all the rules, someone driving a car might not. For example, the car might run a stop sign and hit them even though they followed all the laws. It is better to be safe than sorry.

In addition, when you get into an accident on a bike, you generally fall off. If you were going fast or if someone hit you, you might not be able to control how you land. If someone falls on their head they could get injured real bad if you weren't wearing a helmet especially young kids.

Lastly, this law is important because it helps to protect kids that wouldn't protect themselves. It is important that young people are protected so that they can grow up well. Honestly, adults should wear helmets too, but hopefully they are smart enough to do that on their own.

To conclude, the law requiring kids under 12 to wear a bicycle helmet is really important because it saves lives.

A clear topic ("... people under the age of 12 have to wear bike helmets.") is introduced, developed, and concluded with evident awareness of task, purpose, and audience. An adequate organizational structure and use of adequate transitions ("To begin," "In addition," "Lastly," "To conclude") connect sufficiently elaborated ideas and concepts. Control of sentence formation, language, vocabulary, and sentence variety is also adequate.

If you need additional space, please continue on the next page.



E08.C.1.2 Response Score: 2



Informative/Explanatory Writing Prompt
Final Copy

In my town we have a curfew law. All kids must be inside by 10 during the week. This is an important law for these 3 reasons.

Firstly, Curfew laws keep kids out of trouble. They are less likely to rob someone or tag something.

Secondly, kids should be at home doing homework, not out on the street. If they are allowed out at night they might do worse at school, and they wont be able to get good jobs.

Thirdly, some kids dont listen to their parents, so the parents need the law to help them make rules at home. IF the kid dont listen then the cops can be called.

In conclusion, I think the curfew law is very important.

There is a clear topic ("curfew law") stated; however, there is inadequate content resulting in an underdeveloped response. While there are some facts and details ("keep kids out of trouble, home doing homework, some kids dont listen to their parents"), the content is unelaborated. A basic organizational structure and basic transitions ("Firstly," "Secondly," "Thirdly," "In conclusion") frame the list of reasons. There are errors in punctuation and usage (wont vs. won't, dont vs. don't, doesn't) and a lack of sentence variety.

If you need additional space, please continue on the next page.



E08.C.1.2 Response Score: 1



Informative/Explanatory Writing Prompt
Final Copy

I think that the law about wearing a seatbelt is important. Seatbelts save lives. Seatbelts keep you from flying out of the car when you are in an accident. I would like to see more people get tickets for not wearing seatbelts. The seatbelt law is important.

A topic is introduced ("law about wearing a seatbelt"); however, there is minimal content, suggesting little awareness of task, purpose, and audience. An organizational structure is not apparent. There are no transitions and no sentence variety. While few, if any, errors are present in conventions, this alone is not enough to move the response to a higher score point.

If you need additional space, please continue on the next page.



E08.C.1.3

Writer's Checklist for the Narrative Writing Prompt

PLAN before you write

- Make sure you understand what the prompt is asking you to do.
- Think about your task and your audience.
- Think about the subject and the story you want to write.
- Consider story elements, such as character, setting, and plot.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your story.

FOCUS while you write

- Stay with the same point of view.
- Use descriptive details in your story. Include dialogue, if appropriate.
- Use a variety of sentence types.
- Tell your story so it has a clear beginning, middle, and end.

PROOFREAD after you write

- I stayed with the same tone and point of view.
- I used descriptive details in my story.
- I corrected any errors in capitalization, spelling, sentence formation, punctuation, and word choice.

Narrative Writing Prompt

You will have at least 30 minutes to plan, write, and proofread your response to this prompt:

Imagine that someone became a positive role model for others. Think about what this person might have done to become a positive role model. Consider other people who might have been involved.

Write a story for your teacher that tells how someone became a positive role model for others. Consider story elements (for example, character, setting, and plot) as you develop your narrative.

Turn the page to begin writing your response.

NARRATIVE WRITING PROMPT—4-POINT MODE-SPECIFIC SCORING GUIDELINE

Assessment Anchor:

E08.C.1 Text Types and Purposes

Specific Eligible Content addressed by this prompt:

E08.C.1.3—Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

Narrative Writing Prompt Scoring Guideline:

Score Point	Description
4	<ul style="list-style-type: none"> • Distinctly established context and point of view that effectively orient the reader and introduce the narrator and/or characters • Skillful narrative pattern/story line that clearly sequences events and provides a conclusion • Thorough elaboration that effectively supports the writer’s purpose • Effective use of narrative techniques to develop characters, experiences, and/or events • Effective use of a variety of transitional words and phrases • Precise control of literary devices, sensory language, and sentence structure that clearly conveys experiences and events • Consistent control of sentence formation • Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning
3	<ul style="list-style-type: none"> • Clearly established context and point of view that orient the reader and introduce the narrator and/or characters • Adequate narrative pattern/story line that sequences events; minor interruptions to the sequence may occur • Adequate elaboration that supports the writer’s purpose • Adequate use of narrative techniques to develop characters, experiences, and/or events • Appropriate use of transitional words and/or phrases • Appropriate control of literary devices, sensory language, and sentence structure that conveys experiences and events • Adequate control of sentence formation • Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning

Score Point	Description
<p style="text-align: center;">2</p>	<ul style="list-style-type: none"> • Weakly established context and point of view that inconsistently orient the reader and introduce the narrator and/or characters • Weak narrative pattern/story line that inconsistently sequences events; interruptions to the sequence may detract from the story • Weak elaboration that somewhat supports the writer’s purpose • Inconsistent/limited use of narrative techniques • Inconsistent/limited use of transitional words and/or phrases • Limited control of literary devices, sensory language, and sentence structure that inconsistently conveys experiences and/or events • Limited control of sentence formation • Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning
<p style="text-align: center;">1</p>	<ul style="list-style-type: none"> • Minimally established context and/or point of view • Minimal narrative pattern/story line that may or may not sequence events • Minimal elaboration that may or may not support the writer’s purpose • Minimal use of narrative techniques • Minimal use of transitional words and/or phrases • Minimal control of literary devices, sensory language, and sentence structure • Minimal control of sentence formation • Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning

NARRATIVE WRITING PROMPT STUDENT RESPONSES**E08.C.1.3 Response Score: 4**

Imagine that someone became a positive role model for others. Think about what this person might have done to become a positive role model. Consider other people who might have been involved.

Write a story for your teacher that tells how someone became a positive role model for others. Consider story elements (for example, character, setting, and plot) as you develop your narrative.

Jason flew down the street on his skateboard. His board hopped the curb and was about to take him around a corner when a car appeared in front of him. Jason tried to jump off but stumbled and rolled end over end, scraping his knees and shredding his clothes in patches.

The car slammed to a stop, the door opened wide, and the driver raced to where Jason landed. As Jason tried to climb to his feet, the driver worriedly asked, “Man, are you okay?”

Jason nodded, “I’m good, but...” The driver followed Jason’s gaze. “Hey, boards can be replaced but you can’t.”

Jason finally looked at this guy who had almost made road pizza out of him. He was tall, wiry, and tan. Jason kept thinking, “I know him. I know him.” Then he almost choked because standing right there was his idol. “Hey, you’re Tim Tuohy! You’re the BEST boarder ever! I watch you on TV all the time. What are you doing here?”

Tim smiled, “I’m in town to finalize building a skate park here.” Tim opened his trunk and tossed Jason a towel. “There, clean up the scrapes.”

Jason asked if this skate park was like others he had built in areas to help out poor kids. Then, he added, “My mom doesn’t like skate boarding all that much, but she says that you are a good role model for me because you want to help kids who might never afford a board to ride and have fun.”

Tim pointed to his open trunk. Inside were at least 20 gleaming “Tim Tuohy” boards. Jason’s eyes popped out when Tim pulled from his backseat his signature flame red and yellow board. “I owe you this.” Tim finished by autographing the board in silver ink.

Jason cradled the board with both hands. “No one’s going to believe this. Thank you! This is awesome.”

Tim clapped Jason on the shoulder, “Watch those corners!” At that moment Jason vowed to work even harder as a skate boarder and as a person because he wanted to become a champion like his idol, Tim Tuohy.

This response provides a distinctly established context (“*Jason flew down the street...a car appeared... scraping his knees and ripping his clothes*”) that effectively orients the reader and introduces the narrator and the two characters. The narrative pattern is skillful and clearly sequences the events in the story. The response provides an appropriate conclusion (“*Jason vowed to work even harder as a skate boarder and as a person*”). Elaboration is thorough and effectively supports the writer’s purpose. The writer uses vivid details to support the story line (“*made road pizza,*” “*Tim opened his trunk,*” “*signature flame red and yellow board,*” “*cradled the board*”). Transitions are effective, and the response demonstrates consistent control of sentence formation. Few errors may be present in grammar, usage, spelling, and punctuation.

E08.C.1.3 Response Score: 4

Narrative Writing Prompt
Final Copy

JACK WALKED SLOWLY OUT OF THE CLASSROOM. HIS SHOULDERS WERE SLUMPED FORWARD. HE WAS TRYING VERY HARD NOT TO LET HIS DISAPPOINTMENT SHOW. "HOW COULD I HAVE LET THIS HAPPEN?" HE ASKED HIMSELF. KICKING THE GARBAGE CAN AS HE ROUNDED THE CORNER, JACK HEADED TO THE COUNSELOR'S OFFICE. OF ALL THE PEOPLE TO GET SENT TO, MR. HEALY THE COUNSELOR HAD A REPUTATION FOR BEING THE WORST.

MR. HEALY WAS WAITING FOR JACK. AS HE ENTERED THE DIMLY LIGHTED OFFICE, MR. HEALY HELD OUT AN OLD LEATHER CHAIR. JACK SAT AND AVOIDED LOOKING DIRECTLY AT MR. HEALY.

"WELL JACK," SAID MR. HEALY, "TELL ME WHAT BRINGS YOU HERE."

THERE WAS NO USE IGNORING THE QUESTION. CLEARLY, MR. HEALY ALREADY KNEW THE ANSWER.

"I" JACK BEGAN. HE COULDN'T SEEM TO GET THE REST OF THE WORDS OUT.

MR. HEALY URGED JACK TO CONTINUE HIS STORY. JACK EXPLAINED HE WAS FAILING ALMOST ALL OF HIS CLASSES. IT STARTED WITH JUST FORGETTING ONE OR TWO ASSIGNMENTS. THEN, JACK STARTED MISSING DAYS OF SCHOOL. JACK TOLD MR. HEALY ABOUT HIS GRANDMOTHER. SHE WAS SICK AND NEEDED JACK'S HELP. JACK WAS OFTEN UP LATE AT

If you need additional space, please continue on the next page.

GO ON 



Narrative Writing Prompt (continued)
Final Copy

NIGHT WITH HER. FOR A WHILE JACK WAS ABLE TO KEEP UP WITH HIS WORK, BUT THEN IT STARTED TO GET HARDER AND HARDER. HE EXPLAINED HE WAS TOO TIRED IN THE MORNINGS TO GO TO SCHOOL. HE FELT LIKE HE WOULD NEVER GET ENOUGH SLEEP. LIFE WAS JUST TOO HARD.

MR. HEALY LISTENED PATIENTLY TO JACK. WHEN HE FINISHED HIS STORY, MR. HEALY TOLD JACK HIS LIFE STORY. WHEN HE WAS YOUNGER, HE HAD TO HELP TAKE CARE OF HIS YOUNGER BROTHERS. HE ALSO STRUGGLED IN SCHOOL. JACK WAS AMAZED THEY HAD SO MUCH IN COMMON. WHY DID THE OTHER KIDS THINK HEALY WAS SO MEAN? JACK DIDN'T KNOW WHAT TO SAY. HE SPENT SO MUCH TIME HELPING SOMEONE ELSE THAT HE NEVER THOUGHT ANYONE WOULD OFFER TO HELP HIM. HE AND MR. HEALY CAME UP WITH A PLAN FOR JACK TO GET CAUGHT UP ON HIS WORK. JACK LEFT THE OFFICE DETERMINED TO RAISE HIS GRADES SO HE COULD GRADUATE, AND MAYBE HE COULD BE A COUNSELOR TOO.

The response provides a distinctly established situation of a student in need that orients the reader and introduces the narrator and characters ("Jack and Mr. Healy"). The introduction is engaging with vivid details ("walked slowly," "slumped forward," "Kicking the garbage can"). There is an effective narrative pattern that sequences events and uses transitions effectively ("How could I have let this happen," "As he entered," "Then," "When he finished his story," "He also," "Jack left"). Thorough elaboration effectively supports the story line, and there is consistent control of sentence formation, sentence variety, grammar, usage, spelling, and punctuation.

After you have checked your work, close this answer booklet so your teacher will know you are finished.



E08.C.1.3 Response Score: 3

Imagine that someone became a positive role model for others. Think about what this person might have done to become a positive role model. Consider other people who might have been involved.

Write a story for your teacher that tells how someone became a positive role model for others. Consider story elements (for example, character, setting, and plot) as you develop your narrative.

My big sister, Lorraine is my role model because of this wonderful thing she did in our neighborhood. We live in an older neighborhood with lots of elderly people, and we didn't realize how lonely some of these folks can be until that one morning.

Lorraine and I were walking to school when we saw Miss Cassidy sitting on her porch looking sad. Lorraine, my bleeding heart sister called out: "Hey, Miss Cassidy, you okay?" Miss Cassidy just looked down at her feet, and Lorraine started to walk up to her.

"What are you doing? We're going to be late for school", I hissed but she ignored me as usual. Bottom line was that Miss Cassidy's relatives had just left after a visit and she felt very lonely. Lorraine decided there and then that we would visit her after school. Miss Cassidy smiled from ear to ear.

That afternoon Lorraine came up with the brilliant idea to start what she called "Generation Connect". She rounded up all the girls in our neighborhood and we started visiting our elderly neighbors, doing our homework on front porches, sipping lemonade and listening to stories from years gone by.

It is amazing how one person can change a whole community. The local newspaper even sang our praises and Lorraine received an award from our HOA. Lorraine's effort brought many smiles in lonely hearts, and we love the companionship we receive from our new Grammies!

This response provides a clearly established context (*"We live in an older neighborhood with lots of elderly people, and we didn't realize how lonely"*) that orients the reader and introduces the narrator and characters. There is an adequate narrative pattern that sequences events (*"Lorraine and I were walking," "Miss Cassidy sitting," "looking sad," "Lorraine decided," "She rounded up," "we started visiting"*). The writer uses adequate narrative techniques to develop the characters (*"my bleeding heart sister," "she ignored me as usual, rounded up all the girls"*) and the story. Elaboration is adequate and supports the writer's purpose. The response demonstrates appropriate control of sentence structure, literary devices (*"I hissed," "smiled from ear to ear, smiles in lonely hearts"*), and sensory language. Some errors are present in grammar, usage, spelling, and punctuation. These errors do not interfere with meaning.

E08.C.1.3 Response Score: 3

Narrative Writing Prompt
Final Copy

It was a cold day in Fairbanks, Alaska. The cabin sat alone on the hill. Snow was falling gently outside. Everything was covered in a blanket of white.

Lucy sat with her dog Dotty at her feet. She heard barking off in the distance.

"Did you hear that, girl?" Lucy asked Dotty.

Dotty just looked up at Lucy in confusion. In the distance, Lucy could see something coming over the hill. She kept watching. Lucy heard the sound of dogs barking. Dotty ran to the window. Coming closer was a sled pulled by 6 huskies. They were heading toward the cabin. Dotty started barking like crazy. Lucy didn't know what to think.

A few minutes later, Lucy was face to face with a lady wearing a heavy fur coat. The coat was coated with ice. The woman told Lucy she was lost and asked if she could come inside to warm up.

"Of course" said Lucy as she smiled.

The woman took off her coat and sat next to the fire.

"Hello I'm Ann," the woman said. "Thank you for letting me warm up."

Lucy replied, "You're welcome."

If you need additional space, please continue on the next page.

GO ON 



Narrative Writing Prompt (continued)
Final Copy

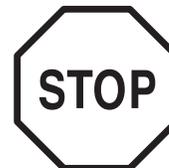
Lucy was very curious about the dogs and the sled. She asked Ann how she ended up outside her cabin in the middle of nowhere. Ann explained to Lucy that she was training for a race and that a storm had sent her off track. Lucy asked more questions and Ann told Lucy about her life and how she became the first woman to win the Iditarod. Lucy was very impressed. She couldn't imagine how difficult that must be.

Once Ann was warm, she thanked Lucy and they said their goodbyes. Ann climbed a top her sled and off she and her dogs flew into the setting sun.

From that day on, Lucy looked up to Ann Bancroft and wanted to be just like her.

The writer clearly establishes context and point of view in the first paragraph while introducing the reader to two of the main characters (*Lucy and her dog*). Effective use of sensory language ("*cold day*," "*alone on the hill*," "*snow was falling gently*," "*coated with ice*," "*middle of nowhere*") helps convey the experience. An adequate story line is present, as is a limited but effective use of higher-level transitions ("*A few minutes later*," "*Once Ann was warm*," "*From that day on*"). Some elaboration is evident. Sentence formation and variety are adequate, and the use of dialogue enhances the narrative successfully. The narrative concludes by cleverly identifying the role model ("*Ann Bancroft*"). Any errors in grammar, usage, spelling, and punctuation are minor and do not interfere with meaning.

After you have checked your work, close this answer booklet so your teacher will know you are finished.



E08.C.1.3 Response Score: 2



Narrative Writing Prompt
Final Copy

Josh and his little brother Jacob entered the Wawa planning to purchase their breakfast just like they always did. After placing the order, Josh stepped to the side. On the floor he noticed a brand new \$100 bill. Jacob spied the bill laying on the floor at the same time. Jacob looked around to see if anyone was watching him. He picked up the bill and put it in his pocket. Jacob did not know Josh was watching him. When their order was ready, they started to walk out the door. Josh stopped Jacob and asked him if there was something he forgot. Josh shook his head no. Jacob asked again. Josh showed Jacob the money. Josh told Jacob that wasn't his money to keep, and that he would have to turn it in. Jacob told the cashier what happened and handed him the money. The cashier thanked Jacob and said he could have his breakfast for free the next day. By making Jacob do the right thing Josh was a good role model to Jacob.

There is a weakly established context that orients the reader and introduces the characters ("Jacob and Josh"). The narrative pattern is brief, and the flow of the story is interrupted by character misidentification ("Josh for Jacob," "Jacob for Josh"). There is limited use of details; no details about what they ate or how they felt were provided. Adequate control of sentence formation is demonstrated, and few errors are present in grammar, usage, spelling, and punctuation; however, this alone is not enough to move the response to a higher score point.

If you need additional space, please continue on the next page.



E08.C.1.3 Response Score: 1



Narrative Writing Prompt
Final Copy

My uncle is a positive role model. When he was 18, he joined the Army. He was sent to Afghanistan and won some medals for bravery. He went through some very rough times over there. He doesn't talk about them very much, but I know they were bad. My mom said so. I want to be just like my uncle so I'm joining the Army.

The response is brief with minimal evidence of a situation/theme. The story line does not sequence events, lacks elaboration, and uses no transitions or sensory language. Adequate control of sentence formation is demonstrated, and few convention errors are present.

If you need additional space, please continue on the next page.



PSSA Grade 8 English Language Arts Item and Scoring Sampler

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