

**Connecticut Mastery Test
Fourth Generation
Language Arts Handbook**

CONTENTS

Foreword	v
Introduction	vi
Position Statement on Language Arts.....	vii
Part I: Summary of Changes from CMT 3 to CMT 4.....	1
I. Overview of Global Changes	2
II. Changes in Reading Comprehension	2
III. Changes in the Degrees of Reading Power (DRP ®)	3
IV. Changes in Editing & Revising.....	4
V. Changes in the Direct Assessment of Writing	4
VI. Changes in Testing Time	5
Part II: Reading Comprehension	7
I. Overview	8
II. Reading Comprehension Strands and Objectives	10
III. Sample Questions Reported by Strand/Objective	12
IV. Types of Reading Text	21
V. Reading Comprehension Test Blueprint	22
VI. Reading Comprehension Scoring Rubrics	23
VII. Multiple-Choice and Open-Ended Sample Items by Grade.....	27
Part III: Degrees of Reading Power (DRP ®)	195
I. Overview	196
II. Description of DRP Tests.....	196
III. Preparing Students to Take DRP Tests	197
IV. Using DRP-Like Materials to Teach Reading Comprehension	197
V. DRP Scoring.....	197
VI. Contact Information	199
VII. DRP Sample Passages.....	199
Part IV: Editing & Revising.....	209
I. Overview	210
II. Editing & Revising Skills Test Objectives.....	210
III. Test Blueprint.....	213
IV. Editing & Revising Samples	213

Part V: Direct Assessment of Writing	245
I. Overview	246
II. Modes of Writing	246
III. Direct Assessment of Writing Guidelines and Rubrics by Grade.....	248
IV. Samples of Student Writing	254
 Part VI: How to Get More Information	 305
I. Information available from the Connecticut State Department of Education (CSDE)	306
II. What is NAEP?	308

FOREWORD

On behalf of the Connecticut State Department of Education, I am pleased to present the *Connecticut Mastery Test (CMT) Fourth Generation Language Arts Handbook*. This handbook has been developed to provide Connecticut’s public school teachers and school administrators with important information about the CMT language arts subtests. It is designed to answer many of the frequently asked questions about how to prepare students for the CMT language arts subtests. Questions like, “How is the test changing?”, “What precisely will our students be expected to know and be able to do?”, and “How should I best prepare my students to succeed on the CMT?” often are asked when a new generation of the test is discussed. In this handbook, you will find:

- a summary of the changes in both the content to be assessed and the item formats;
- an explanation of test design;
- sample items that illustrate each strand to be assessed in reading and writing; and
- sample anchor papers and rubrics used for scoring open-ended student responses in Reading Comprehension and the Direct Assessment of Writing.

The materials in this handbook represent a comprehensive survey of the important elements of the Fourth Generation CMT. It is my hope that this handbook will be helpful in your efforts to improve language arts instruction in Connecticut’s classrooms.

Dr. Betty J. Sternberg
Commissioner of Education

INTRODUCTION

The Connecticut Mastery Test (CMT) is designed to measure student performance in the areas of mathematics, reading and writing. The assessment focuses on content that is reasonable to expect students at each grade to master. On the CMT, students are not compared to one another in terms of performance; rather, student performance is compared to an absolute standard of specific learning goals and objectives. These goals and objectives are identified by the Connecticut curriculum frameworks. The frameworks guide educators throughout Connecticut in designing instructional programs across all grades to bring about continued improvement in student achievement.

Federal No Child Left Behind (NCLB) legislation now requires states to administer a statewide assessment to all public school students in Grades 3 through 8 in reading and writing. To meet this mandate, Connecticut will expand the CMT test population from Grades 4, 6 and 8 to Grades 3 through 8 in the spring of 2006.

This language arts handbook outlines the changes for the fourth generation of the CMT. New generations of the test offer opportunities to adjust content, re-establish standards and reflect changes in philosophy and technology that have occurred since the previous generation was developed. Dozens of Connecticut educators have had significant roles in this work. The Connecticut State Department of Education extends its thanks to those who served as members of the Reading and Writing Advisory Committees, Reading and Writing Anchor Committees, Fairness Committee and the Handbook Advisory Committee.

This handbook contains information comparing CMT 3 and CMT 4, a description of content areas, test blueprints, rubrics, and examples of items and student responses across content areas. Please note that the information in this handbook, if used in isolation, will not sufficiently prepare students for CMT testing. Rather, this handbook is designed to be used with the Connecticut frameworks and the *Connecticut Blueprint for Reading Achievement* to implement high-quality instruction in all Connecticut classrooms.

Position Statement on Language Arts

Adopted February 4, 2004

The State Board of Education believes that a strong language arts program is essential to ensure that students develop the skills they need to comprehend and communicate effectively. The language arts are unique among the subjects because the underlying domains – reading, writing, speaking, listening and viewing – include skills and competencies that are applied to learning in all of the disciplines. These domains are the means by which we communicate and receive ideas and acquire new information. The ability to communicate with others through these domains is essential for a productive life.

The Board believes that the language arts contribute to children's education and preparation for life in numerous ways. For example, the language arts program:

- provides a foundation for students' success in all content areas and in future careers;
- enables students to obtain and communicate information;
- provides exposure to others' lives and to worlds beyond their own through literary text;
- helps students use language to think critically and to solve problems in everyday life; and
- provides students with the tools and motivation to continue their learning beyond school.

A quality language arts education should therefore be part of the core curriculum for all Connecticut students. PreK-12 language arts education program should enable students to achieve the goals and standards outlined in *Connecticut's Common Core of Learning* and the *Connecticut Language Arts Framework*. By the end of high school, all graduates should be able to:

- develop and communicate informed opinions through reading, interpreting and evaluating various texts;
- recognize the influences of individual, social, cultural and historical contexts on readers and writers;
- read and interpret texts in a variety of disciplines;
- write in a variety of formats;
- write and speak in acceptable standard English;
- construct meaning from communications in a variety of forms;
- read and respond to a variety of authors, texts and genres, and share responses to extend understanding and enjoyment;
- compose, revise and edit written materials using conventions of standard English, including correct spelling, grammar and legible writing;
- view theatre, film and art with an eye toward appreciation and evaluation;
- apply effective listening and speaking skills in a variety of settings;
- communicate with others to create interpretations and evaluations of written, oral and visual text; and
- appreciate the influence that contemporary and classical artists and authors have on human thought.

Improving student achievement in the language arts is therefore an important component of implementing the Board's general education agenda outlined in *Working Together for Student Achievement*.

(continued)

In providing all children with a quality language arts education, everyone has a role.

Teachers and schools play an essential role in ensuring quality language arts education by:

- providing a quality language arts program which includes reading, writing, speaking, listening and viewing;
- providing a comprehensive PreK-12 reading program, which includes instruction in phonemic awareness, phonics, oral language, fluency, vocabulary and comprehension;
- setting high expectations for all students to ensure earlier and more equitable opportunities to learn to read and write;
- providing a rigorous study of language arts skills and concepts and their applications to reading and writing in real-world contexts;
- creating classrooms that are rich learning environments that foster literacy in all students;
- providing more active student involvement with language arts, including:
 - reading and writing that relate to students' current world and their future career needs and demands; and
 - using a variety of skills to foster effective communication and lifelong love of reading and writing;
- fostering more systematic and appropriate use of technological tools to enhance instruction in language arts;
- assessing students' knowledge and skills and providing appropriate instruction based on that assessment;
- providing students with evaluations that are continuous and based on many sources of evidence;
- using a variety of teaching strategies to guide students in developing literacy, critical thinking, and problem-solving abilities;
- collaborating with colleagues such as speech language pathologists, English as a Second Language professionals and teachers of sign language in the acquisition of literacy; and
- serving as role models in speaking and writing.

Parents play an essential role in children's language arts learning by:

- providing multiple opportunities to engage their children in conversations and communications about life experiences;
- talking to and questioning their children from a very young age and carefully listening to their responses;
- reading to their children regularly and listening to their children read; and
- setting up the home environment with many print, media and visual materials.

Teacher and administrator preparation and professional development programs play an essential role in improving the quality of language arts education by:

- providing programs to develop skilled educators in the language arts;
- providing faculty members and administrators with opportunities to improve their ability to deliver quality instruction, including participation in local, statewide and regional in-service sessions and conferences specifically designed for employing the language arts in their discipline; and
- providing more professional collaboration and teacher externships to provide a stronger focus on language arts.

PART I:

Language Arts

Summary of Changes from CMT 3 to CMT 4

PART I :

Summary of Changes from CMT 3 to CMT 4

I. OVERVIEW OF GLOBAL CHANGES

There are significant changes in the Fourth Generation of the Connecticut Mastery Test (CMT). First, the testing window for the CMT will move from a fall administration to an early spring administration in the spring of 2006. Second, students in Grades 3-8 will be tested as a result of the federal No Child Left Behind (NCLB) Act. Finally, all CMT 4 test booklets will be consumable. This change means that students will record their answers directly in the test booklets, not on separate answer documents.

Additionally, changes have been made throughout the CMT content areas. These changes address national language arts trends and respond to input from Connecticut educators regarding the creation of a better, more useful assessment. These changes are reflected below:

II. CHANGES IN READING COMPREHENSION

The major changes in the CMT 4 Reading Comprehension Test are as follows:

- In previous generations, reading passages were written specifically to meet the requirements of the CMT. In CMT 4, most reading passages are authentic, published works, but there still may be passages which are written specifically for the test.
- The types of reading passages for the CMT 4 include a new category. In addition to Reading for Literary Experience and Reading for Information, Reading to Perform a Task has been included in Grades 5-8.
- All CMT 4 reading strands have been revised to reflect recent changes to the National Assessment of Educational Progress (NAEP) reading framework. Most notably, some of the objectives tested under Demonstrating a Critical Stance are now measured under Making Reader/Text Connections and Examining Content and Structure. The four content strands are listed below:

CMT 3 Content Strands	CMT 4 Content Strands
1. Forming an Initial Understanding	1. Forming a General Understanding
2. Developing an Interpretation	2. Developing Interpretation
3. Demonstrating a Critical Stance	3. Making Reader/Text Connections
	4. Examining the Content and Structure

Reading Comprehension Objectives and Items for CMT 3

	Grade 4	Grade 6	Grade 8
# of sessions	1	1	1
# of strands	3	3	3
# reading contexts	2	2	2
# of items	25	23	22

Item Mix: multiple-choice and open-ended

Reading Comprehension Objectives and Items for CMT 4

	Grades 3 and 4	Grades 5 and 6	Grades 7 and 8
# of sessions	2	2	2
# of strands	4	4	4
# reading contexts	2	3	3
# of items	32	31	30

Item Mix: multiple-choice and open-ended

III. CHANGES IN THE DEGREES OF READING POWER (DRP®)

The DRP test has been reduced in length from 70-75 minutes (depending on grade) on CMT 3 to 45 minutes for Grades 3-8 on CMT 4.

On CMT 4, third and fourth graders will complete six passages on the DRP, while fifth through eighth graders will complete seven passages. Each passage contains seven multiple-choice items for a total of 42 multiple-choice items for Grades 3 and 4 and 49 multiple-choice items for Grades 5-8.

Degrees of Reading Power (DRP®) for CMT 3

	Grade 4	Grade 6	Grade 8
Number of passages	8	11	11
Number of items	56	77	77
Testing time (in minutes)	70	75	70

Degrees of Reading Power (DRP®) for CMT 4

	Grades 3 and 4	Grades 5 and 6	Grades 7 and 8
Number of passages	6	7	7
Number of items	42	49	49
Testing time (in minutes)	45	45	45

IV. CHANGES IN EDITING & REVISING

- On CMT 4, each passage will contain both Editing & Revising questions at each grade level. There will no longer be separate editing passages and separate revising passages at any of the grades.
- The structure of the Editing & Revising test has been changed to minimize the need for students to flip back and re-examine the passage when responding to test items. Where appropriate, test items targeting a specific sentence will include a reproduction of that sentence as part of the question.
- For all grades, each sentence will be numbered instead of passages being numbered by line as was done in CMT 3 for Grade 8.
- Changes have been made to some of the objectives tested; tone questions have been removed from Grades 5-6 and sentence combining has been added in Grade 4.

V. CHANGES IN THE DIRECT ASSESSMENT OF WRITING

The following writing modes will be used:

- Grades 3 and 4 will be narrative;
- Grades 5 and 6 will be expository; and
- Grades 7 and 8 will be persuasive.

The narrative mode includes fictional and personal narrative prompts. The expository mode is a straight explanatory piece or a prompt that includes a compare and contrast element. Persuasive prompts at Grade 7 will look similar to the traditional CMT persuasive prompt of previous generations. At Grade 8, however, students will be given more background information that potentially could be used to support a paper's position. A detailed discussion of the modes and how they are scored holistically is found on pages 246 through 253. Examples of each type of prompt begin at page 255.

VI. CHANGES IN TESTING TIME

Testing Times for the CMT 3

	Grade 4	Grade 6	Grade 8
Reading Comprehension	3 passages (One 70-minute session)	3 passages (One 70-minute session)	3 passages (One 70-minute session)
DRP®	8 passages; 70 minutes	11 passages; 75 minutes	11 passages; 70 minutes
Editing and Revising	4 passages; 60 minutes		
Direct Assessment of Writing	1 writing prompt; 45 minutes		

Testing Times for the CMT 4:

	Grades 3 and 4	Grades 5 and 6	Grades 7 and 8
Reading Comprehension	2 passages per session (4 passages total); two 45-minute sessions (90 minutes total)		
DRP®	6 passages; 45 minutes	7 passages; 45 minutes	
Editing and Revising	4 passages; 60 minutes		
Direct Assessment of Writing	1 writing prompt; 45 minutes		

PART II:

CMT 4 Language Arts

Reading Comprehension

PART II:

Reading Comprehension

I. OVERVIEW

1. Most passages will be authentic works of literature representing the three contexts for reading:
 - **Reading for Literary Experience**
 - **Reading for Information**
 - **Reading to Perform a Task** (Grades 5-8)
2. The passages will be appropriate for students at the grade level tested in terms of interests (i.e., sports, rock stars and pop culture) and experiences. Passages will represent a variety of cultures and ethnicities, interest students from urban, suburban and rural areas, and avoid stereotyping or bias toward racial, ethnic, gender, age or religious groups. Passages germane to Connecticut and New England will be used whenever possible.
3. Readability scales (i.e., Fry, Bormouth) will be used to guide the selection of reading comprehension passages. The following readability guidelines will be followed for each grade level.

Readability Guidelines for Grades 3-8

- Grade 3 passages will range between 3.5 and 4.5
 - Grade 4 passages will range between 4.5 and 5.5
 - Grade 5 passages will range between 5.5 and 6.5
 - Grade 6 passages will range between 6.5 and 7.5
 - Grade 7 passages will range between 7.5 and 8.5
 - Grade 8 passages will range between 8.5 and 9.5
4. Word counts for the passages will follow the specific guidelines for each grade listed below. Reading to Perform a Task passage word counts may be shorter than the word counts listed below.

Word Counts Per Passage

Grade 3	200-400
Grade 4	350-500
Grade 5	450-600
Grade 6	550-750
Grade 7	700-900
Grade 8	800-1000

5. Each test form will have four passages.

Passages	Literary	Informational	Performing a Task
Grades 3-4	2	2	
Grades 5-8	1	2	1

6. All nonfiction passages will be illustrated with appropriate photographs/pictures/graphic aids to support student comprehension.
7. Passages will be preceded by the title, author and a brief introduction. This will provide students with a context for reading and will encourage them to activate relevant background knowledge about the topic. This introduction will directly relate to the main idea or topic in the text and establish a purpose for reading. The titles of a passage will be a direct reference to the information explained in the passage.
8. Passages will be formatted to reflect the type of text they intend to represent (e.g., trade book, content-area textbook, magazine article, journal entry, etc.).
9. Reading passages and corresponding graphic aids will appear on the same page or facing page.
10. In Grade 8, two readings with similar topics or themes (e.g., two poems with different treatments of the same topic, two newspaper articles describing the same event from different perspectives, etc.) may be used together as one passage.
11. No vocabulary on the test will exceed the grade level being tested, unless approved by the reading committees (e.g., all words used on the Grade 3 test must be at a third grade reading level or below).

II. READING COMPREHENSION STRANDS AND OBJECTIVES

CMT reading items are written to measure the following:

A. Forming a General Understanding

The reader will demonstrate understanding of the text's general content by:

1. determining the main idea (nonfiction) or theme (fiction) within the text;
2. identifying *or* inferring important characters, settings, problems, events, relationships and details (*relationships are not tested at Grade 3*);
3. selecting and using relevant information from the text in order to summarize events and/or ideas in the text;
4. using information from the text to make a prediction based on what is read; and
5. using context clues to determine meanings of unknown or multiple-meaning words or figurative language (*figurative language is not tested at Grade 3*).

B. Developing Interpretation

The reader will interpret and/or explain the text by:

1. identifying or inferring the author's use of structure/organizational patterns;
2. drawing conclusions about the author's purpose for choosing a genre or for including or omitting specific details in the text (*objective is not tested at Grade 3*); and
3. using stated or implied evidence from the text to draw and/or support a conclusion (*more stated evidence than implied at Grade 3*).

C. Making Reader/Text Connections

The reader will connect or associate the text with one's own life by:

1. making connections between the text and outside experiences and knowledge; and
2. selecting, synthesizing and/or using relevant information within the text to write a personal response to the text (*synthesize is not tested at Grade 3*).

D. Examining the Content and Structure

The reader will elaborate on the text and make judgments about the text's quality and themes by:

1. analyzing and evaluating the author's craft, including the use of literary devices and textual elements;

Literary Devices Assessed By Grade Level

	3	4	5	6	7	8
Humor		X	X	X	X	X
Flashback					X	X
Point of View			X	X	X	X
Simile		X	X	X	X	X
Metaphor			X	X	X	X
Personification		X	X	X	X	X
Imagery			X	X	X	X
Use of Interesting Words (Word Choice)	X	X	X	X	X	X
Onomatopoeia			X	X	X	X
Tone (narratives only)					X	X
Style			X	X	X	X
Bias					X	X
Irony/Satire						X

2. selecting, synthesizing and/or using relevant information within the text(s) to extend or evaluate the text(s) (*synthesize is not tested at Grade 3*); and
3. demonstrating an awareness of an author's or character's customs and beliefs included in the text (*customs are not tested at Grade 3*).

III. SAMPLE QUESTIONS REPORTED BY STRAND/OBJECTIVE

To provide teachers with the variety of multiple-choice and open-ended items tested by content strand, a subset of sample items has been included below. It is important to note that many of the questions can appear across grade levels and, in some cases, across content strands. **This list includes a few examples of the types of items created to measure each content strand.**

A. Forming a General Understanding The reader will demonstrate understanding of the text’s general content.	
1. Objective: Determine the main idea (nonfiction) or theme (fiction) within the text.	What is this article mainly about?
	Which sentence best states the main idea of the article?
	What important lesson does _____ (insert character’s name) learn in this story? Use examples from the story to support your answer.
	What is the section of the article called “_____” mainly about? Use information from the article to support your answer.
	What is the main idea presented in the article? Use information from the article to support your answer.
2. Objective: Identify or infer important characters, problems, settings, events, relationships and details (<i>relationships are not tested at Grade 3</i>).	What is _____ (insert character’s name) main problem in the story?
	Where does this story probably take place?
	Which word best describes _____ (insert character’s name)?
	The first paragraph is mostly a description of _____.

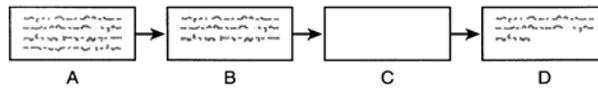
Continued...

A. Forming a General Understanding

The reader will demonstrate understanding of the text's general content.

2. Objective: Identify or infer important characters, problems, settings, events, relationships and details (*relationships are not tested at Grade 3*).

The chart below shows what happened in the story. What belongs in box C?



3. Objective: Select and use relevant information from the text in order to summarize events and/or ideas in the text.

What important facts about _____ have you learned from this article? Use details from the article to explain why those facts are important.

Explain why _____ (include a situation from the passage). Use information from the story to support your answer.

How does _____ (insert character's name) change in the story? Use details from the story to explain your answer.

Briefly summarize the main events of the poem/story in the order that they occur.

Explain how _____ (insert character's name) life has changed. Use information from the article to support your answer.

4. Objective: Use information from the text to make a prediction based on what is read.

If the author added another paragraph to the end of the story, it would **most likely** have described the _____.

What will _____ (insert character's name) **probably** do next?

According to the article, "_____" (insert title), which of these is **most likely** to happen?

If the author added a section on _____ (insert topic) to the passage, it would **most likely** describe _____.

Continued...	
A. Forming a General Understanding The reader will demonstrate understanding of the text's general content.	
4. Objective: Use information from the text to make a prediction based on what is read.	Based on information in the article, which of these is mostly likely to happen?
5. Objective: Use context clues to determine meanings of unknown or multiple-meaning words or figurative language (<i>figurative language is not tested at Grade 3.</i>)	Read this sentence from the story. _____ (insert sentence). Which word means about the same as _____ in the sentence above?
	(Insert vocabulary word) _____ is probably another way of saying _____.
	Read this sentence from the article _____ (insert sentence). The underlined part of the sentence means the same as _____.
	Read the sentence from paragraph _____. (Insert sentence). In this sentence, _____ (vocabulary word from sentence) means that _____.
	Read this sentence from the story. _____ (insert sentence). What does this sentence mean?

B. Developing Interpretation The reader will interpret and/or explain the text.	
1. Objective: Identify or infer the author's use of structure/organizational patterns.	Paragraph _____ contains A a definition. B a comparison. C a description. D an opinion.
	In paragraph _____ the author A states his or her main idea and gives examples of it. B asks a question and answers it. C states the opposite of what the author believes. D gives details and states the main idea later.

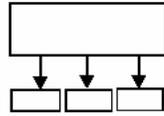
Continued...

B. Developing Interpretation

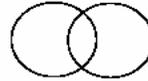
The reader will interpret and/or explain the text.

1. Objective: Identify or infer the author's use of structure/organizational patterns.

Which of these graphics below best shows how this article is organized?
(This type of question will reference a specific paragraph at Grades 3 and 4. Students in Grade 3 will not be tested on cause and effect).



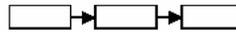
a. Main idea/support



c. Compare/contrast

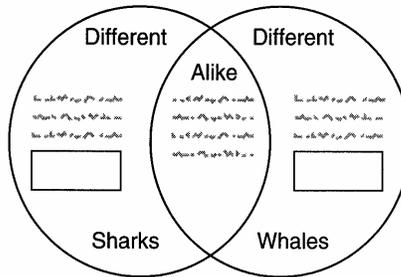


b. Cause/effect



d. Sequence of events*

The chart below shows some facts about sharks and whales. What is another difference between sharks and whales?



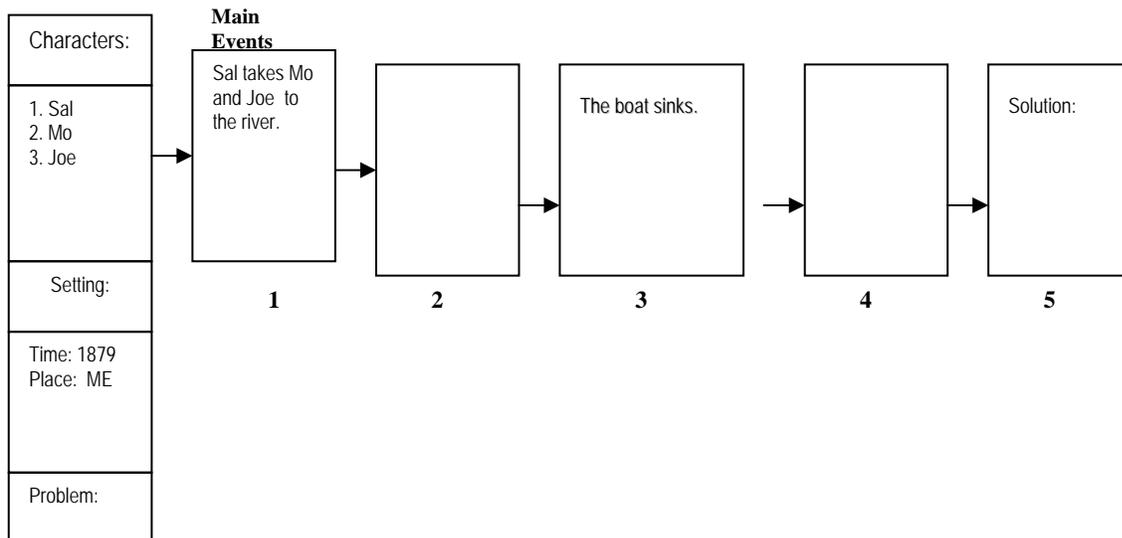
Continued...

B. Developing Interpretation

The reader will interpret and/or explain the text.

1. Objective: Identify or infer the author's use of structure/organizational patterns. Use the story map below to help you answer questions 1–4.
(This type of question will reference a specific paragraph and not the whole article at Grades 3 and 4.)
(Use story map and sequence of events for Grade 3.)
(Leave only two boxes empty.)

1. Where or when does this story take place?
2. Which of these events belongs in box 2?
3. Based on what you've read, which of these belongs in box 4?
4. Name the most important characters that appear in the passage.



Continued...

B. Developing Interpretation

The reader will interpret and/or explain the text.

2. Objective: Draw conclusions about the author's purpose for choosing a genre or including or omitting specific details in the text (<i>objective is not tested at Grade 3</i>).	The author includes paragraph _____ in order to _____.
	Why did the author include paragraph _____?
	One of the author's purposes in this passage is to_____.
	Write one fact and one opinion included in paragraph _____. (Informational passages only and open-ended items only).
	Using information from the article, explain how _____ and _____ are similar.
3. Objective: Use stated or implied evidence from the text to draw and/or support a conclusion.	Which sentence can be supported with information in the story?
	With which statement would the author probably agree?
	If you were writing a paragraph describing how _____ (insert character's name) changed in the story, which details would you include? (<i>not tested at Grade 3</i>)
	What type of person do you think _____ was? Use details from the passage to support your answer.
	Do you think _____ can be described as _____? Use details from the story to explain why you do or do not think so.

C. Making Reader/Text Connections The reader will connect or associate the text with one's own life.	
1. Objective: Make connections between the text and outside experiences and knowledge.	Which character in the story would you like to know and why? (<i>Grade 8</i>)
	Think about someone who did something courageous. Tell how that experience was like the experience of _____ in the story.
	Think about what this story says about people in general. In what ways does it remind you of people you have read about? Support your answer with evidence from the story.
	If _____ (insert character's name) were alive today, what would you most like to ask him/her? Use information from the article to support your answer.
2. Objective: Select, synthesize and/or use relevant information within the text to write a personal response to the text (<i>synthesize is not tested at Grade 3</i>).	Which part of the story do you think was most important? Use information from the story and your own life to explain why you chose that part.
	What are your likes, dislikes and attitudes about the text? (<i>Grade 8</i>)
	Using information from the passage, write a brief paragraph telling why you would or would not have enjoyed _____. Use information from the story to support your answer.
	What kind of person do you think the author is? Use information from the story to support your answer. (<i>Grade 8</i>)
	Which part of the story was most interesting or surprising? Use information from the story to support your answer.

D. Examining the Content and Structure The reader will elaborate on the text and make judgments about the text's quality and themes.	
1. Objective: Analyze and evaluate the author's craft, including use of literary devices and textual elements.	A simile is a comparison of unlike things using "as" or "like." Choose a simile from the story and explain why the author used that simile.
	Imagery is the use of words that make the reader imagine what the characters see, hear, taste, touch or smell. Choose two words or phrases from paragraph _____ that help you _____.
	Personification is making ideas or objects appear to be human. Identify the personification in paragraph _____ and explain why the author used it. (<i>At Grades 3 and 4 give the example of personification</i>)
	How did the author create humor in paragraph _____? Explain.
	Why would an author mix genre in a single text? (<i>Grades 7-8</i>)
2. Objective: Select, synthesize and/or use relevant information within the text(s) to extend or evaluate the text(s) (<i>synthesize is not tested at Grade 3</i>).	If you wanted to describe how the main character changed in the story, which event would you write about?
	Using the information in the passage, write a paragraph that could have appeared in _____ (insert character's name) journal.
	Imagine that you were going to give a talk to your class about _____. Using information from the passage, write two important ideas that you would use in your speech.
	Choose the part of the story that you think was most important. Use details from the story to explain why you chose that part.
	If the author had added another paragraph to the end of the story, it would most likely have described _____. (<i>Informational passages only</i>)

Continued...

D. Examining the Content and Structure

The reader will elaborate on the text and make judgments about the text's quality and themes.

3. Objective: Demonstrate an awareness of an author's or character's values, customs and beliefs included in the text <i>(customs are not tested at Grade 3).</i>	How did _____'s beliefs guide his/her actions?
	How does the author show that ___ is important to him/her?
	Using information from the passage, explain how the author showed that the _____ was important to _____.
	Why do you think the author chose to write about _____?
	How are your customs the same or different from the customs described in the passage? Use information in the passage to support your answer.

IV. TYPES OF READING TEXT

	3	4	5	6	7	8
Reading for Literary Experience						
Narrative	X	X	X	X	X	X
Adventure	X	X	X	X	X	X
Historical Fiction	X	X	X	X	X	X
Folklore (folktale, legend, myth, fable, tall tale, fairy tale)	X	X	X	X	X	X
Modern Fantasy	X	X	X	X	X	X
Poetry	X	X	X	X	X	X
Biographies	X	X	X	X	X	X
Autobiographies					X	X
Journal Entries	X	X	X	X	X	X
Memoirs	X	X	X	X	X	X
Reading for Information						
Science-related informational text (nature, technology)	X	X	X	X	X	X
Social science-related informational text (history, sociology, cultures and local history)	X	X	X	X	X	X
Magazine articles	X	X	X	X	X	X
Newspaper articles	X	X	X	X	X	X
Editorials			X	X	X	X
Textbooks			X	X	X	X
Art, drama and music content-area text					X	X
Set of two short articles, letters to the editor, journal entries, essays, etc., with the same topic or theme						X
Reading to Perform a Task						
Bus or train schedules			X	X	X	X
Step-by-step directions			X	X	X	X
Recipes			X	X	X	X
Catalogs			X	X	X	X
Manuals (first aid, school handbook)			X	X	X	X
Classifieds			X	X	X	X

V. READING COMPREHENSION TEST BLUEPRINT

(Refer to pages 10 through 20 to view content strands, objectives and sample questions.)

Grade	Number of Test Items Per Content Strand/Objective					Test Time
	A. General Understanding (See pages 10, 12-14.)	B. Developing Interpretation (See pages 10, 14-17.)	C. Making Connections (See pages 10, 18.)	D. Content and Structure (See pages 11, 19, 20.)	Total	
3	12 mc, 1 oe	7 mc, 1 oe	0 mc, 4 oe	5 mc, 2 oe	24 mc, 8 oe	90 minutes total (Two 45 minute sessions)
	A1 – 2mc	B1 – 2mc	C1 – 2oe	D1 – 1mc, 1oe		
	A2 – 5mc	B2 – 0	C2 – 2oe	D2 – 2mc, 1oe		
	A3 – 1oe	B3 – 5mc, 1oe		D3 – 2mc		
	A4 – 1mc					
	A5 – 4mc					
4	8 mc, 2 oe	10 mc, 0 oe	0 mc, 4 oe	6 mc, 2 oe	24 mc, 8 oe	
	A1 – 1mc, 1oe	B1 – 2mc	C1 – 2oe	D1 – 2mc, 1oe		
	A2 – 4mc	B2 – 4mc	C2 – 2oe	D2 – 2mc, 1oe		
	A3 – 1oe	B3 – 4mc		D3 – 2mc		
	A4 – 1mc					
	A5 – 2mc					
5-6	7 mc, 2 oe	8 mc, 1 oe	0 mc, 4 oe	7 mc, 2 oe	22 mc, 9 oe	
	A1 – 1mc, 1oe	B1 – 2mc	C1 – 2oe	D1 – 2mc, 1oe		
	A2 – 3mc	B2 – 3mc, 1oe	C2 – 2oe	D2 – 2mc, 1oe		
	A3 – 1oe	B3 – 3mc		D3 – 3mc		
	A4 – 1mc					
	A5 – 2mc					
7-8	6 mc, 2 oe	8 mc, 1 oe	0 mc, 4 oe	6 mc, 3 oe	20 mc, 10 oe	
	A1 – 1oe	B1 – 2mc	C1 – 2oe	D1 – 2mc, 1oe		
	A2 – 3mc	B2 – 3mc, 1oe	C2 – 2oe	D2 – 2mc, 1oe		
	A3 – 1oe	B3 – 3mc		D3 – 2mc, 1oe		
	A4 – 1mc					
	A5 – 2mc					

Key: oe = open-ended, mc = multiple-choice

VI. READING COMPREHENSION SCORING RUBRICS

In CMT 3, the open-ended scoring rubrics were item specific, meaning a rubric was written to score each specific question. In CMT 4, rubrics address all of the objectives within a strand. There are four rubrics; one for each strand, and they are the same for all grade levels. The open-ended items are scored on a 2-point scale, ranging from 0-2. The rubrics are listed below. To interpret the rubrics, a general explanation of each score point has been included in regular font, while an elaboration of the score point is italicized.

A. Forming a General Understanding

Each score category contains a range of student responses that reflect the descriptions given below.

Score Point 0

The response demonstrates very limited or no understanding of the text. The response may be illogical, vague or irrelevant.

The response may include misunderstandings of portions or the whole text. It demonstrates limited or no reflection upon relevant information from the text.

Score Point 1

The response demonstrates some understanding of the text. A basic understanding is indicated by the inclusion of some relevant information from the text.

The response demonstrates some understanding of the text, but includes limited or no examples from the text to support ideas.

Score Point 2

The response demonstrates a clear understanding of the text. A strong conceptual understanding is indicated by the inclusion of specific and relevant information from the text.

The response is thoughtful and demonstrates a clear understanding of the text. The understanding is clearly supported with examples from the text.

B. Developing Interpretation

Each score category contains a range of student responses that reflect the descriptions given below.

Score Point 0

The response demonstrates very limited or no exploration or development of ideas presented in the text. The response shows little, if any, understanding of the text. The response may be illogical, vague or irrelevant.

The response may include incomplete or limited inferences, connections between ideas in the text, or references to prior knowledge and/or experiences.

Score Point 1

The response demonstrates some exploration or development of ideas presented in the text. A fundamental understanding is indicated by the inclusion of some relevant information from the text.

The extension of ideas lacks depth, although the response may include some inferences, connections between ideas in the text, or references to prior knowledge and/or experiences.

Score Point 2

The response demonstrates an exploration or development of the ideas presented in the text. A conceptual understanding is indicated by the inclusion of specific and relevant information from the text.

This extension of ideas may include extensive and/or insightful inferences, connections between ideas in the text, and references to prior knowledge and/or experiences.

C. Making Reader/Text Connections

Each score category contains a range of student responses that reflect the descriptions given below.

Score Point 0

The response shows little ability to use textual information and does not make important associations and/or connections between the text, other texts and or outside experiences and knowledge.

The response shows little or no ability to make connections and/or makes irrelevant connections between the text and prior knowledge and/or experiences.

Score Point 1

The response demonstrates some ability to make connections between the text, other texts and/or outside experiences and knowledge, but fails to provide relevant information from the text as support.

The response shows some ability to make some connections between texts and outside experience and knowledge, but lacks depth and/or support.

Score Point 2

The response demonstrates thoughtful and clear connections between texts, other texts and/or outside experiences and knowledge. Connections and responses are supported with relevant examples.

The response shows the ability to make understandable connections and provides adequate support.

D. Examining the Content and Structure

Each score category contains a range of student responses that reflect the descriptions given below.

Score Point 0

The response demonstrates a cursory examination of the text, but does not make judgments beyond the boundaries of the text. There is little or no consideration of how, why or for whom the text was written.

The response shows little or no ability to evaluate explicit or implicit information and/or makes superficial judgments about the text and the author's craft, including literary devices. The response may be simplistic and unsupported, illogical, vague or irrelevant.

Score Point 1

The response demonstrates a sufficient, though limited, examination of the text and makes some attempt to use this information to make judgments beyond the boundaries of the text. The response may include consideration of how, why or for whom the text was written.

The response shows some ability to evaluate explicit or implicit information and/or makes plausible judgments about the text or relationship to the text. It may include an evaluation of the author's craft, including literary devices, and/or a projection of the implications raised by the text.

Score Point 2

The response demonstrates a thoughtful and thorough examination of the text and the ability to use this information to make judgments beyond the boundaries of the text. The response may include consideration of how, why or for whom the text was written.

The response shows the ability to evaluate explicit or implicit information and/or makes insightful judgments about the text or relationship to the text. It may include an evaluation of the author's craft, including literary devices, and/or a projection of the implications raised by the text.

VII. Multiple-Choice and Open-Ended Sample Items by Grade

Pages 27 through 193 include sample reading passages, and multiple-choice and open-ended items. Each of the passages and items was included in the pilot testing for CMT 4. Items appear the same way they appeared on the pilot test, including the item numbers. An answer key for the multiple-choice items and a chart listing the scores of open-ended items precede each reading comprehension passage. Scores for the open-ended items also can be found in the annotation that follows each item (If teachers choose to use open-ended items for instructional purposes and in doing so delete the score points, the answer key can be referenced). The multiple-choice items are scored electronically, while the open-ended items are scored holistically by trained readers using a 0-2 rubric. Therefore, more preparation is needed to ensure accurate scoring of the open-ended items. After each pilot test, the Anchor Committee (consisting of test-scoring consultants, Connecticut State Department of Education assessment and curriculum specialists, and Connecticut teachers and reading specialists) convene to review a selection of student responses. The purpose of this review is to select the “anchor”, or training papers needed to conduct hand-scoring.

This handbook provides a representative sample of student work at each score point. For each sample, an annotation describing the rationale for the score is included. Typically, there are three samples per score point for each open-ended item. The three samples are designed to show the diversity and range of acceptable responses within a score point. The responses are arranged from high to low, beginning with score point 2 and ending with score point 0. Generally, the first “2” displayed is a “high-two”, followed by a “solid-two”, followed by a “lower-two”. It is important to note that, despite the variability in responses at a given score point, each response is equally worthy of the assigned score.

Grade 3: Fishing with Friends

Answer key for multiple-choice and open-ended items

Multiple-Choice

Number	Correct Answer	Strand/Objective
1	B	A1
2	H	A2
3	D	B1
4	F	B1
5	D	D2
6	H	D3
7	C	A5
8	F	D2

Open-Ended

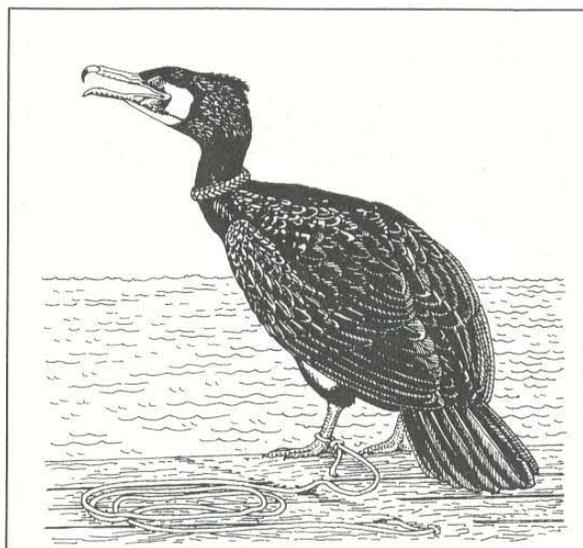
Document ID	Score Point
4190015530	2
4574004420	2
4055055290	2
4654028440	1
4190040350	1
3405003110	1
40565054850	0
4190039970	0
4190015710	0
4574003220	2
4574003560	2
4190016010	2
4574003800	1
4574003860	1
3405001850	1
4190015590	0
4190015470	0
4574003600	0
4055004160	2
3405031360	2
3880026390	2
3405031380	1
3880026230	1
3880026590	1
3405031540	0
3405031460	0
3880037070	0
3880026390	2

Document ID	Score
6514045460	2
4055004200	2
3880026650	1
3880036750	1
3405032160	1
8260015350	0
3880025550	0
8260015430	0

Jolene's class at school is studying ways people fish in different cultures. Her teacher started the lesson by reading this story to the class.

Fishing with Friends

1. I watched as Grandpa Kenji loaded the things we would need onto his fishing boat. I looked forward to these special times, catching fish and listening to his stories.
2. The setting sun was red, purple, and orange. We had just enough time to get to our favorite fishing spot.
3. "Do you have the lanterns, Yoshi?" Grandpa asked.
4. I nodded, and Grandpa smiled at me. I was proud that I had remembered the small lanterns that we would light. When the fish see the light, they come close to the boat.
5. Grandpa's birds, called cormorants, gathered around him as he pushed off from the dock. These large birds were very good at catching fish. Each had a length of rope tied to one foot. When it was time to fish, Grandpa would hold the loose ends of the long ropes in his hands to keep the birds from flying away. The wide collars the birds wore stopped them from swallowing the fish.
6. "Tell me again why the birds work for you," I asked Grandpa.
7. He laughed because he had told me this story many times before. Then, he began his tale.
8. "My cormorants came to me from Japan's largest island," he began. "The bird catchers brought them to me, and I became their keeper so they would trust me. They now believe that I will never leave them."
9. I imagined Grandpa feeding and caring for the young birds. He fed them pieces of fish and rubbed their wings.



10. "You even gave them baths, didn't you, Grandpa?" I asked.
11. "Yes, I did," he answered. "They learned to be with me and to trust me. Now, they work for me."
12. Just as he finished his story, we arrived at our fishing spot. Grandpa lowered the anchor and then lit the small lanterns. When they were burning brightly, he fastened them to the boat.
13. One by one, the cormorants slipped into the water and stuck their heads under to look for fish. Suddenly, a school of fish swam by, and the birds dove after them. In just seconds, they bobbed up with their beaks full of wiggling fish. They returned to the boat each time and gave their catch to Grandpa.
14. Soon, it was time to head home. Grandpa brought the birds back onto the boat and removed their collars.
15. "Well done, little friends," he said, showing a clear fondness for his birds.

Answer questions 1 through 8 on your answer sheet.

- 1 This story is **mainly** about how
- a fishing at night is scary.
 - b animals can help people with their work.
 - c fishing with birds is expensive.
 - d feeding and caring for birds can be difficult.
- 2 According to paragraph 4, Grandpa used the lanterns to
- f light the way to the fishing spot.
 - g help the birds see the fish.
 - h bring the fish near to the boat.
 - j keep Yoshi and himself warm.

Use this story map to help you answer questions 3 and 4.

Characters

1. Grandpa 2. Yoshi 3. Cormorants

Setting

Time — _____
Place — Ocean

Main Events

The sun begins to set.

Box 1

Yoshi asks Grandpa to again tell his story about the birds.

Box 2

Box 3

The cormorants catch fish and take them back to Grandpa.

Box 4

- 3 What belongs on the blank line in the "Setting" box next to the word "Time"?
- a Early afternoon
 - b Late morning
 - c Noon
 - d Sunset
- 4 What belongs in Box 3 in the story map above?
- f Grandpa tells Yoshi why the birds trust him.
 - g Grandpa removes the birds' collars.
 - h Grandpa asks Yoshi about the lanterns.
 - j Grandpa loads the boat.

- 5 If the author had added another sentence to paragraph 15, which of these would best belong?
- a He hoped the birds would not fly away.
 - b Grandpa thought that they had not caught enough fish.
 - c Grandpa wanted more fish, but we had no more time.
 - d It was now time for the hard-working birds to eat.
- 6 In this story, what was the most important thing to Yoshi?
- f What the birds were named
 - g Where the birds had come from
 - h Being with Grandpa
 - j Knowing the moon was full
- 7 In paragraph 15, the word fondness means
- a lesson.
 - b gift.
 - c love.
 - d breath.
- 8 If the author added another paragraph to the end of the story, it most likely would have told
- f how Grandpa took care of the birds after the fishing trip.
 - g where Yoshi went to school.
 - h what color Grandpa painted his boat.
 - j what Grandpa's childhood had been like.

GRADE 3
FISHING WITH FRIENDS
OPEN-ENDED SAMPLE ITEMS

The following open-ended items are examples of the wording and format that will be used on the CMT 4. The strand and objective that each item assesses is indicated below the item. Scoring rubrics and samples of student responses with annotations can be found on the following pages.

- S-1 Think about a fishing trip that you have heard about, seen on TV, or been on. Write a **brief** paragraph telling how that fishing trip was different from the one in this story. Use information from the story to explain your answer.
C. Making Reader/Text Connection
1. Make connections between the text and outside experiences and knowledge.
- S-2 What does this story tell the reader about how people and animals work together? Use details from the story to explain your answer.
B. Developing Interpretation
3. Use stated or implied evidence from the text to draw and/or support a conclusion.
- S-3 In a **short** paragraph, summarize the story.
A. Forming a General Understanding
3. Select and use relevant information from the text in order to summarize events and/or ideas in the text.
- S-4 Write a **brief** paragraph telling why you would or would not have enjoyed the fishing trip with Yoshi and Grandpa Kenji. Use ideas from the story to explain your answer.
C. Making Reader/Text Connection
2. Select, synthesize and/or use relevant information within the text to write a personal response to the text (synthesize is not tested at Grade 3).

SCORING RUBRIC FOR OPEN-ENDED S-1

Think about a fishing trip you have heard about, seen on TV, or been on. Write a brief paragraph telling how that fishing trip was different from the one in this story. Use information from the story to explain your answer.

C. Making Reader/Text Connections

Each score category contains a range of student responses that reflect the descriptions given below.

Score Point 0

The response shows little ability to use textual information and does not make important associations and/or connections between the text, other texts and or outside experiences and knowledge.

The response shows little or no ability to make connections and/or makes irrelevant connections between the text and prior knowledge and/or experiences.

Score Point 1

The response demonstrates some ability to make connections between the text, other texts and/or outside experiences and knowledge, but fails to provide relevant information from the text as support.

The response shows some ability to make some connections between texts and outside experience and knowledge, but lacks depth and/or support.

Score Point 2

The response demonstrates thoughtful and clear connections between texts, other texts and/or outside experiences and knowledge. Connections and responses are supported with relevant examples.

The response shows the ability to make understandable connections and provides adequate support.

S-1 Think about a fishing trip you have heard about, seen on TV, or been on. Write a **brief** paragraph telling how that fishing trip was different from the one in this story. Use information from the story to explain your answer.

In my fishing trip we used fishing poles.
But when Yoshi went fishing they used birds.
We also use hooks and worms, Yoshi used
birds, a color, and a rope. But when

4190015530
Score Point 2:

This response presents a clear connection between the text and the student's personal experience. Relevant personal examples ("In my fishing trip we used fishing poles... We also use hooks, and worms") contrasted with specific examples from the text ("...Yoshi used birds, a color [sic], and rope") provide strong support.

S1B

S-1 Think about a fishing trip you have heard about, seen on TV, or been on. Write a **brief** paragraph telling how that fishing trip was different from the one in this story. Use information from the story to explain your answer.

On my fishing trip we had lots of fun. We ate
lunch at the pond. We used worms and a fishing
pole. I didn't use birds to catch fish. The only kind
of fish we caught was sunny fish. We did not
keep them or eat them!

4574004420
Score Point 2:

This response presents a reasonable connection between the text and the student's personal experience. Differences are supported with specific personal examples ("We used worms and a fishing pole.") and implicit textual information ("I didn't use birds to catch the fish... We did not keep them or eat them!"). Additional personal details ("...We had lots of fun. We ate lunch at the pond") do not detract from the effectiveness of this response.

S-1 Think about a fishing trip you have heard about, seen on TV, or been on. Write a brief paragraph telling how that fishing trip was different from the one in this story. Use information from the story to explain your answer.

When I went camping we went fishing but it was nothing like this story because we didn't have birds who could dive into the water and catch fish like that. And we were fishing in a lake not an ocean.

4655055290

S1D

S-1 Think about a fishing trip you have heard about, seen on TV, or been on. Write a brief paragraph telling how that fishing trip was different from the one in this story. Use information from the story to explain your answer.

The fishing trip I saw on TV was different because there was only one person and he had no birds with him.

4654029440

S-1 Think about a fishing trip you have heard about, seen on TV, or been on. Write a brief paragraph telling how that fishing trip was different from the one in this story. Use information from the story to explain your answer.

One day on tv. I saw a mom and a kid named John fishing with his mom. They used fishing poles to catch fish. They put worms on the hooke's for the fish could put there mouth's on the hooke to eat the worms that is on the hooke and pulled the poles out to catch the fish.

4190040350

Score Point: 1

This response demonstrates some ability to make connections between the text and personal experience. While this response relates several details about a fishing trip that the student has seen on TV, it does not contrast this experience with relevant information from the text.

S-1 Think about a fishing trip you have heard about, seen on TV, or been on. Write a brief paragraph telling how that fishing trip was different from the one in this story. Use information from the story to explain your answer.

This one was difent from the story because...
the one I went on did not have birds.

3405003110

Score Point: 1

The student demonstrates some ability to make a connection between the text and personal experience. However, the response lacks depth and supporting details.

S-1 Think about a fishing trip you have heard about, seen on TV, or been on. Write a brief paragraph telling how that fishing trip was different from the one in this story. Use information from the story to explain your answer.

In the trip birds have no collars

40565054850

Score Point: 0

While the response includes references to a trip and birds without collars, no clear connection between the text and personal experience is evident.

S1H

S-1 Think about a fishing trip you have heard about, seen on TV, or been on. Write a brief paragraph telling how that fishing trip was different from the one in this story. Use information from the story to explain your answer.

I seen it on TV, they were for fish to give to the shark's and othre things to give.

4190039970

Score Point: 0

This response shows little ability to connect the text to the student's personal experience. Supporting details ("...fish to give to the shark's [sic] and othre [sic] things to give" are irrelevant or vague.

S-1 Think about a fishing trip you have heard about, seen on TV, or been on. Write a **brief** paragraph telling how that fishing trip was different from the one in this story. Use information from the story to explain your answer.

one time I went on a field trip
to the aquarium. It was different
than the one in the story because
we saw fish

4190015710

Score Point: 0

This response does not respond to the prompt (“Think about a fishing trip...”). Instead, the response includes an irrelevant connection (“...I went on a field trip to the aquarium”) between the text and personal experience.

SCORING RUBRIC FOR OPEN-ENDED S-2

What does this story tell the reader about how people and animals work together? Use details from the story to explain your answer.

B. Developing Interpretation

Each score category contains a range of student responses that reflect the descriptions given below.

Score Point 0

The response demonstrates very limited or no exploration or development of ideas presented in the text. The response shows little, if any, understanding of the text. The response may be illogical, vague or irrelevant.

The response may include incomplete or limited inferences, connections between ideas in the text, or references to prior knowledge and/or experiences.

Score Point 1

The response demonstrates some exploration or development of ideas presented in the text. A fundamental understanding is indicated by the inclusion of some relevant information from the text.

The extension of ideas lacks depth, although the response may include some inferences, connections between ideas in the text, or references to prior knowledge and/or experiences.

Score Point 2

The response demonstrates an exploration or development of the ideas presented in the text. A conceptual understanding is indicated by the inclusion of specific and relevant information from the text.

This extension of ideas may include extensive and/or insightful inferences, connections between ideas in the text, and references to prior knowledge and/or experiences.

S-2 What does this story tell the reader about how people and animals work together? Use details from the story to explain your answer.

This story tells that people and animals work together by saying the birds get the fish for the grandpa. The grandpa takes care of the birds by giving them baths and feeding them.

4574003220

Score Point: 2

The student demonstrates a clear understanding of the reciprocal relationship between people and animals presented in the text. Specific, relevant examples (“...the birds get the fish for the grandpa, ...grandpa takes care of the birds by giving them baths and feeding them”) support the response.

S2B

S-2 What does this story tell the reader about how people and animals work together? Use details from the story to explain your answer.

In this story, Grandpa's birds worked for him because he worked them when they were young. He feed them, raised them, and gave them baths.

4574003560

Score Point: 2

This response indicates a conceptual understanding of how people and animals work together through the inclusion of explicit, relevant details from the text.

S-2 What does this story tell the reader about how people and animals work together? Use details from the story to explain your answer.

The birds trust grandpa because he
cared for them and now they work for
him and catch fish.

4190016010

Score Point: 2

This concise response clearly indicates the student's conceptual understanding. Relevant details from the text support the response.

S2D

S-2 What does this story tell the reader about how people and animals work together? Use details from the story to explain your answer.

This story tells the reader that
people can work together because
the story says that Grandpa's
birds help him catch fish.

4574003800

Score Point: 1

This student demonstrates some understanding of the ideas presented in the text, but the response lacks depth. The response includes supporting details regarding how the birds help Grandpa, but does not explain Grandpa's role in helping the birds.

S-2 What does this story tell the reader about how people and animals work together? Use details from the story to explain your answer.

The story tells the reader about how animals and people work together by say that a bird can use its beak for many thing, such as for fishing and to help people in different ways.

4574003860

Score Point: 1

This response indicates a fundamental understanding of the ideas presented in the text. Details refer to ways that birds can help people (“...a bird can use its beak for many things, such as for fishing”), but specific references to the text are not present.

S2F

S-2 What does this story tell the reader about how people and animals work together? Use details from the story to explain your answer.

Some dogs work for the police Dept, and the fire Dept, like the birds got food for the grampa

3405001850

Score Point: 1

This response indicates some understanding of how animals and people work together, as presented in the text. While the student offers a connection between the text and his/her personal knowledge, ideas are not developed fully.

S-2 What does this story tell the reader about how people and animals work together? Use details from the story to explain your answer.

People and animals work together by helping eather. Like some one is holding a big box then some one helps him.

4190015590

Score Point: 0

This response indicates very limited understanding of the ideas presented in the text. Some general information ("People and animals work together by helping eather [sic]") is restated from the prompt, but other details are irrelevant.

S2H

S-2 What does this story tell the reader about how people and animals work together? Use details from the story to explain your answer.

he did it by telling birds to do good things, probably they know maners or go on their own to get fish, er swim on the water.

4190015470

Score Point: 0

This response shows little understanding of the text. Information is vague and irrelevant.

S-2 What does this story tell the reader about how people and animals work together? Use details from the story to explain your answer.

grandpa thout they did not
catch enough fish, after a
while he said it was time
to go home

4574003600

Score Point: 0

Details presented in the response are incorrect.

SCORING RUBRIC FOR OPEN-ENDED S-1

In a **short** paragraph, summarize the story.

A. Forming a General Understanding

Each score category contains a range of student responses that reflect the descriptions given below.

Score Point 0

The response demonstrates very limited or no understanding of the text. The response may be illogical, vague or irrelevant.

The response may include misunderstandings of portions or the whole text. It demonstrates limited or no reflection upon relevant information from the text.

Score Point 1

The response demonstrates some understanding of the text. A basic understanding is indicated by the inclusion of some relevant information from the text.

The response demonstrates some understanding of the text, but includes limited or no examples from the text to support ideas.

Score Point 2

The response demonstrates a clear understanding of the text. A strong conceptual understanding is indicated by the inclusion of specific and relevant information from the text.

The response is thoughtful and demonstrates a clear understanding of the text. The understanding is clearly supported with examples from the text.

S-1 In a short paragraph, summarize the story.

Yoshi and his grandpa were going fishing. Yoshi's grandpa took birds from Japan's largest island. The birds worked for Yoshi's grandpa. When the two of them got to their fishing spot the birds swam after a school of fish. Yoshi could tell grandpa loved them.

4055004160

4055004160

Score Point: 2

The student demonstrates a clear understanding of the text by effectively summarizing most of the story's main points. The response includes relevant information and specific details from the text ("...birds from Japan's largest island. The birds worked for Yoshi's grandpa").

S-1 In a short paragraph, summarize the story.

Grandpa has those birds that help him catch fish for him. And when the fish see the light, they come close to the boat. Grandpa's birds called cormorants, gathered around him as he pulled off from the dock. These large birds were very good at catching fish.

3405031360

3405031360

Score Point: 2

The response effectively summarizes the story's main points. Details are relevant and specific.

S-1 In a short paragraph, summarize the story.

This story was about a boy, his grandfather and these birds that helps to fish. It's also about how the birds can't fly away; and grandpa telling a story about how the bird got to trust him. It also talked about how they stop the birds from eating the fishes and how they get the fishes near to the boat.

3880026390

3880026390

Score Point: 2

The response demonstrates a clear understanding of the text. Most of the story's main points are included and supporting details are relevant.

S-1 In a short paragraph, summarize the story.

Grandpa and Yoshi went fishing. Yoshi asked grandpa to tell his story about why the birds trust him. That's why they catch fish for him.

3405031380

3405031380

Score Point: 1

The response indicates a basic understanding of the text. Supporting details are relevant, but limited.

S-1 In a short paragraph, summarize the story.

The story was about two people who name
is Grandpa and Yoshi. They were on a
Fishing trip but they did not use lines
to get the fish they use birds. They use
birds because it was easy to get
the fish with the bird. 3880026230

3880026230

Score Point: 1

The response demonstrates a basic understanding of the text. Details are limited and not always supported by the text (“...it was easy to get the fish with the bird”).

S-1 In a short paragraph, summarize the story.

The story is about Yoshi and
his grand father went on a
fishing trip and caught fishes by
using birds.

3880026590

Score Point: 1

The response indicates a basic understanding of the text, but supporting details are very limited.

S-1 In a short paragraph, summarize the story.

the story about when they met a bird
they loved him so much and they
also took some fish to eat for Gr
andpa's also to eat and was also
tied up around his neck and ar
und his back to. 3405031540

3405031540

Score Point: 0

The response includes significant misunderstandings of the text. Many details are incorrect ("the story about when they met a bird").

S-1 In a short paragraph, summarize the story.

He most of love these birds very mach. He
Proplem was so sad when they left. They
had so much fun with these birds. They
didn't no were these birds come from.

3405031460

Score Point: 0

The response demonstrates little understanding of the key events of the text and does not summarize the story. Some details are incorrect ("they didn't no [sic] were [sic] these birds come from").

S-1 In a short paragraph, summarize the story.

The sun rose and Grampa catch Fish and
now he treat the other Bird.

3880037070

Score Point: 0

The response demonstrates little understanding of the text. Details are vague.

SCORING RUBRIC FOR OPEN-ENDED S-2

Write a **brief** paragraph telling why you would or would not have enjoyed the fishing trip with Yoshi and Grandpa Kenji. Use ideas from the story to explain your answer.

C. Making Reader/Text Connections

Each score category contains a range of student responses that reflect the descriptions given below.

Score Point 0

The response shows little ability to use textual information and does not make important associations and/or connections between the text, other texts and or outside experiences and knowledge.

The response shows little or no ability to make connections and/or makes irrelevant connections between the text and prior knowledge and/or experiences.

Score Point 1

The response demonstrates some ability to make connections between the text, other texts and/or outside experiences and knowledge, but fails to provide relevant information from the text as support.

The response shows some ability to make some connections between texts and outside experiences and knowledge, but lacks depth and/or support.

Score Point 2

The response demonstrates thoughtful and clear connections between texts, other texts and/or outside experiences and knowledge. Connections and responses are supported with relevant examples.

The response shows the ability to make understandable connections and provides adequate support.

S-2 Write a brief paragraph telling why you would or would not have enjoyed the fishing trip with Yoshi and Grandpa Kenji. Use ideas from the story to explain your answer.

I wouldn't enjoy the trip because they use birds, and if grandpa holds on to the ropes on the birds while sitting there, on the boat doing nothing I would probably be bored, but when grandpa starts telling the story about how the birds got to trust him I might not be bored for a second, and then when the fishes come wiggling out of the birds mouth I might get excited.

3880026390

Score Point: 2

This response demonstrates a clear connection between the student's personal feelings and the text. The response is rich with relevant supporting details.

S2B

S-2 Write a brief paragraph telling why you would or would not have enjoyed the fishing trip with Yoshi and Grandpa Kenji. Use ideas from the story to explain your answer.

I would have enjoyed it because I have never seen cormorants fish, with a collar and rope, or a lantern to attract fish. I also like spending time with my relatives. I love to fish with a fishing pole and probably with birds. It sounds fun and I know I would have enjoyed it.

6514045460

Score Point: 2

This response indicates a strong reader-text connection. The response includes numerous specific examples from the text (“...cormorants fish, with a collar [sic] and rope, or a lantern to attract fish”) and the reader's personal experience (“...like spending time with my relatives ... love to fish with a fishing pole”).

S-2 Write a brief paragraph telling why you would or would not have enjoyed the fishing trip with Yoshi and Grandpa Kenji. Use ideas from the story to explain your answer.

I would have liked to go fishing.

I would have spent some time

with my grandfather, his cormorants,

fishing in our fishing spots and

being able to bring the lantern

to lure the fish to the fishing

boats.

4055004200

Score Point: 2

This response shows the student's ability to make a clear connection with the text. Adequate supporting details are included to justify the student's assertion that he/she would have enjoyed the fishing trip.

S2D

S-2 Write a brief paragraph telling why you would or would not have enjoyed the fishing trip with Yoshi and Grandpa Kenji. Use ideas from the story to explain your answer.

I would want to go fishing with them because

it would be fun

fishing with birds

3880026650

Score Point: 1

The student demonstrates a basic understanding of the text and presents a limited response to the prompt. Additional supporting details from the text are needed.

S-2 Write a brief paragraph telling why you would or would not have enjoyed the fishing trip with Yoshi and Grandpa Kenji. Use ideas from the story to explain your answer.

I would not enjoy a fishing trip
with granpa, and yoshi, and knji becaus
I will smell like fish and my
hands will get slimy and maybe
I will fall in the water.

3880036750

Score Point: 1

The student demonstrates some ability to make a personal connection with the text. However, supporting details are limited to personal examples. Specific textual support is not offered. While some misunderstanding about the characters (“...granpa [sic], and Yoshi, and Knji [sic]”) is evident, this error does not detract from the score of this response.

S2F

S-2 Write a brief paragraph telling why you would or would not have enjoyed the fishing trip with Yoshi and Grandpa Kenji. Use ideas from the story to explain your answer.

No I would not have
enjoyed the fishing trip. I would
not like to yous birds to catch the
fish.

3405032160

Score Point: 1

This response includes evidence of some reader-text connection. However, support is quite limited (“...I would not like to yous [sic] birds to catch the fish”).

S-2 Write a brief paragraph telling why you would or would not have enjoyed the fishing trip with Yoshi and Grandpa Kenji. Use ideas from the story to explain your answer.

There were catch fish their were
up in the sky. It was a sunset.

8260015350

Score Point: 0

This response does not address the prompt in a meaningful way. The student makes irrelevant connections to the text.

S-2 Write a brief paragraph telling why you would or would not have enjoyed the fishing trip with Yoshi and Grandpa Kenji. Use ideas from the story to explain your answer.

I will enjoyed the fishing trip
because I would have so much
to say to him.

3880025550

Score Point: 0

This response does not demonstrate the ability to use textual information to support a significant connection between the reader and the text.

S-2 Write a brief paragraph telling why you would or would not have enjoyed the fishing trip with Yoshi and Grandpa Kenji. Use ideas from the story to explain your answer.

I would love to go on the trip because I love trips.

8260015430

Score Point: 0

This response shows little evidence of a reader-text connection beyond the most basic level. There are no relevant supporting details from either the text or the student's personal experience or knowledge.

Grade 4: The Hawk

Answer key for multiple-choice and open-ended items

Multiple-Choice

Number	Correct Answer	Strand/Objective
10	H	A2
11	B	D3
12	J	B3
13	B	A1
14	H	A5
15	A	B1
16	J	B1
17	A	A4

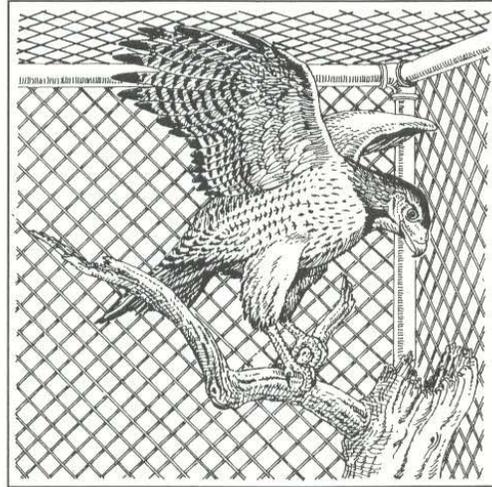
Open-Ended

Document ID	Score
7692034450	2
7351036700	2
6514032300	2
7413004470	1
7351037100	1
3728001390	1
7440023800	0
7413004620	0
74113004570	0
7370021300	2
8180006400	2
7413004470	2
7440024100	1
7422024100	1
8321030700	1
3728001930	0
7440024000	0
8321030450	0
7692034970	2
7370021400	2
7351036800	2
7692034450	1
3316008700	1
7422024300	1
7422024400	0
7692034510	0
8321030550	0

Kelly and her father like to take walks and name the birds they see. When her father found this story in a young people's magazine, he gave it to Kelly to read.

The Hawk

1. When Wally entered their lives, Alana Keene and her brother Daniel had been doing homework. A loud whack at the living room window interrupted the scratching of their pencils on paper. They called to their dad, and the three of them rushed outside to see what had happened.
2. On the ground beneath the window lay a huge brown bird with a white head. It tossed and turned, thrashing its wings about on the ground.
3. "That's an unusual looking bird!" exclaimed Daniel. "What kind is it?"
4. "It looks like a hawk," said Mr. Keene.
5. The bird continued struggling, sometimes hitting a wing against the side of the house. "It's going to hurt itself!" cried Alana.
6. "Let's call County Wildlife Refuge," said Mr. Keene.
7. A woman at the refuge, Rita Banner, told Mr. Keene to throw a blanket over the bird. Then, it wouldn't see things that might frighten it and cause it to hurt itself more. She said she'd come get the bird and soon arrived in a van. The Keenes watched as she pulled on long, heavy gloves. Carefully, she removed the blanket covering the bird.
8. "Won't it try to bite you?" asked Daniel, looking at the bird's sharp, hooked beak.
9. "That's less possible when it's held by its claws," said Rita. "A hawk is more likely to use its claws than its beak for protection."
10. Rita explained that the hawk had knocked itself out when it flew into the window. The County Wildlife Refuge would be the place to find out how badly it had hurt itself. She put the bird in a special box in the van and drove away.
11. The next day, Rita called and invited Mr. Keene, Alana, and Daniel to come to County Wildlife Refuge to see the bird. Mr. Keene thanked her and mentioned that his children had named the hawk "Wally."
12. Rita met them at the gate of the refuge center when they visited a few days later. "We have many special areas to take care of sick or hurt animals," she said. "Let's begin with the clinic where hurt birds are brought."
13. They walked through the clinic and the grounds. Then Rita showed them enormous cages containing birds of all sizes and varieties. Finally, she led them to one where a large brown bird sat on a limb.



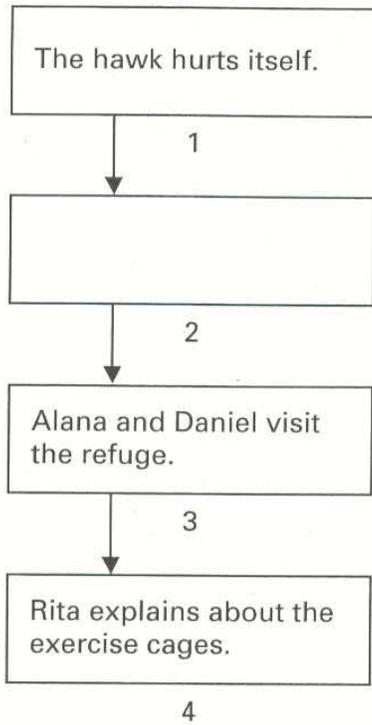
14. "There's Wally," she said.
15. They were amazed at the change in Wally. His huge claws grasped the branch as he looked at them with curiosity. He flapped his wings several times as if preparing for flight.
16. "This is one of our exercise cages," Rita said. "We bring birds here after they've healed and before returning them back into the wild, so they can repair their flying muscles. Wally is almost ready to head back to the woods. He was lucky; he's going to be fine."
17. Alana and Daniel said, "Goodbye" to Wally. He seemed to know who they were and made a swoop around the cage as if to say "Thank you!"

Answer questions 10 through 17 on your answer sheet.

- 10 According to paragraph 7, the blanket was important because it kept the bird
- f alone.
 - g warm.
 - h from being more frightened.
 - j from seeing its friends.

- 11 What was the **most** important thing to the writer of this story?
- a **Knowing the different types of hawks**
 - b **Teaching people to handle hurt wildlife with care**
 - c **Making sure wild birds don't scratch people**
 - d **Saving money for bigger cages for the largest birds**
- 12 From the information in the story, you can tell that Rita is
- f **sneaky.**
 - g **artistic.**
 - h **anxious.**
 - j **skilled.**
- 13 Paragraph 11 is **mostly** about
- a **a health report.**
 - b **an invitation to visit Wally.**
 - c **a wildlife refuge.**
 - d **an outing for a family.**
- 14 In paragraph 13, the word varieties means
- f **truths.**
 - g **approaches.**
 - h **kinds.**
 - j **facts.**

Use the chart below to help you answer question 15.



15

Which event belongs in box 2?

- a Rita comes to rescue the hawk.
- b The family says goodbye to Wally.
- c Alana and Daniel do their homework.
- d The family walks through the clinic.

16 The ideas in paragraph 15 are arranged to show

- f a list of details.
- g the order in which things happened.
- h how two things are alike.
- j a main idea with supporting details.

17 If the writer had added another paragraph to the end of the story, it would **most likely** have described

- a Wally flying back into the woods.
- b Rita placing Wally in a smaller cage.
- c Alana and Daniel doing their homework.
- d County Wildlife Refuge's oldest buildings.

GRADE 4
THE HAWK
OPEN-ENDED SAMPLE ITEMS

The following open-ended items are examples of the wording and format that will be used on the CMT 4. The strand and objective that each item assesses is indicated below the item. Scoring rubrics and samples of student responses with annotations can be found on the following pages.

- S-3 This story is called “The Hawk.” What could be another title for it? Explain your answer with information from the story.
A. Forming a General Understanding
1. Determine the main idea (nonfiction) or theme (fiction) within the text.
- S-4 Write a **brief** summary of the story.
A. Forming a General Understanding
3. Select and use relevant information from the text in order to summarize events and/or ideas in the text.
- S-5 Imagine that you are Daniel. Using information from the story, write a **brief** paragraph that could have appeared in your journal on the day Wally crashed into your window.
D. Examining the Content and Structure
2. Select, synthesize and/or use relevant information within the text to extend or evaluate the text.

SCORING RUBRIC FOR OPEN-ENDED S-3

This story is called “The Hawk.” What could be another title for it? Explain your answer with information from the story.

A. Forming a General Understanding

Each score category contains a range of student responses that reflect the descriptions given below.

Score Point 0

The response demonstrates very limited or no understanding of the text. The response may be illogical, vague or irrelevant.

The response may include misunderstandings of portions or the whole text. It demonstrates limited or no reflection upon relevant information from the text.

Score Point 1

The response demonstrates some understanding of the text. A basic understanding is indicated by the inclusion of some relevant information from the text.

The response demonstrates some understanding of the text, but includes limited or no examples from the text to support ideas.

Score Point 2

The response demonstrates a clear understanding of the text. A strong conceptual understanding is indicated by the inclusion of specific and relevant information from the text.

The response is thoughtful and demonstrates a clear understanding of the text. The understanding is clearly supported with examples from the text.

S-3 This story is called "The Hawk." What could be another title for it? Explain your answer with information from the story.

It could also be The Rescue because what the story was mainly about a Hawk getting rescued. When the Hawk bumped into the window the called the County Wildlife Refuge and when they came they healed the bird and helped. So to me that is a big rescue.

7692034450

Score Point: 2

The response presents a reasonable new title for the story. The student's title is supported with relevant details that demonstrate a clear understanding of the text ("...the story was mainly about a hawk getting rescued").

S3B

S-3 This story is called "The Hawk." What could be another title for it? Explain your answer with information from the story.

Another good name for the story would be "The Injured Hawk." This would be a good title because in the story the hawk gets injured, when he gets injured, afterwards he is taken care of by the CWR (County Wildlife Refuge).

7351036700

Score Point: 2

The response presents a reasonable new title for the story. The student's title is supported with specific details from the text.

S-3 This story is called "The Hawk." What could be another title for it? Explain your answer with information from the story.

The Hawk who got hurt. I picked this title because in this story the bird got hurt and they took him and they put him in a cage and they left him in there in till he receive his flying muscles.

6514032300

Score Point: 2

The response presents a reasonable new title for the story. The student's title demonstrates an understanding of the main idea of the text and is supported with relevant details.

S-3 This story is called "The Hawk." What could be another title for it? Explain your answer with information from the story.

"The Helpful Family"
I pick that because this is a story about a family that saves a bird. That's why I pick that.

7413004470

Score Point: 1

The response presents a new title that is related to the story, but based on general details ("...this is a story about a family that saves a bird").

S-3 This story is called "The Hawk." What could be another title for it? Explain your answer with information from the story.

The badley hurt Hawk they should call it that because it was it was about a hurt hawk. And how - it hurt its self. So that what I think the title should be. It would be a better title.

1

7351037100

Score Point: 1

The response presents an acceptable new title for the story. Limited supporting details ("...it was about a hurt hawk...it hurt it's [sic] self") indicate a basic understanding of the text.

S3F

S-3 This story is called "The Hawk." What could be another title for it? Explain your answer with information from the story.

"The Hawk called Wally" because that is his name in the story.

1

3728001390

Score Point: 1

The response presents a new title that is based on general details from the story.

S-3 This story is called "The Hawk." What could be another title for it? Explain your answer with information from the story.

The big bird is a neat r bird because
it is cool looking

0

7440023800

Score Point: 0

The response does not address the prompt. A new title for the story is not suggested.

S3H

S-3 This story is called "The Hawk." What could be another title for it? Explain your answer with information from the story.

The person is in chropole By Bringing
in a hawk in the house

0

7413004620

Score Point: 0

The response does not address the prompt. A new title for the story is not suggested.

S-3 This story is called "The Hawk." What could be another title for it? Explain your answer with information from the story.

This story is called the Hawk because the hawk got hurt and this animal saver helped the hawk and he got better.

74113004570

Score Point: 0

The response restates the title of the story. A new title is not suggested.

SCORING RUBRIC FOR OPEN-ENDED S-4

Write a **brief** summary of the story.

A. Forming a General Understanding

Each score category contains a range of student responses that reflect the descriptions given below.

Score Point 0

The response demonstrates very limited or no understanding of the text. The response may be illogical, vague or irrelevant.

The response may include misunderstandings of portions or the whole text. It demonstrates limited or no reflection upon relevant information from the text.

Score Point 1

The response demonstrates some understanding of the text. A basic understanding is indicated by the inclusion of some relevant information from the text.

The response demonstrates some understanding of the text, but includes limited or no examples from the text to support ideas.

Score Point 2

The response demonstrates a clear understanding of the text. A strong conceptual understanding is indicated by the inclusion of specific and relevant information from the text.

The response is thoughtful and demonstrates a clear understanding of the text. The understanding is clearly supported with examples from the text.

S-4 Write a brief summary of the story.

In this story a Hawk flew into a very kind family's yard and started to bang his wing against the window. The family saw him + didn't know what to do. So they called the County Wildlife Refuge + found out what to do. The woman named Rita came + took him to the animal shelter. Couple of days after that the family went to visit Wally. In a few days Wally would be free to go back to the woods.

7370021300

Score Point: 2

The response demonstrates a clear understanding of the text. The response effectively summarizes the main points of the story. Specific supporting details from the text are included.

S4B

S-4 Write a brief summary of the story.

Well, two kids were doing their homework one day and a hawk hit the window. They called the County Wildlife Refuge and they took the bird away to try and help it. Soon the Keene's went to see the hawk they named Wally. The lady at the County Wildlife Refuge said Wally would be better in a few days!

8180006400

Score Point: 2

The response demonstrates a clear understanding of the text. The response includes the main points of the story and relevant textual support.

S-4 Write a brief summary of the story.

The Keenes are in their house and they hear a bang or a whack at the window. They look out the window and see a bird laying on the ground they call a Animal Patrol and they come and save the bird. The Keenes name the bird Wally. They also get to come see the bird.

7413004470

Score Point: 2

The response summarizes most of the story's main points. A combination of general and specific details provides adequate support.

S4D

S-4 Write a brief summary of the story.

A bird named wally flow throw a window. And the owners of the house called the county Wildlife Refuge. And they took wally And cured its and wen it was ready to fly again they lett wally free again into the wild.

7440024100

Score Point: 1

The response indicates a basic understanding of the text. Details are general, but relevant. One misunderstanding ("...Wally flow [sic] throw [sic] a window") is present, but it does not detract from the overall score of the response.

S-4 Write a brief summary of the story.

A Hawk crashed into a window and the people who lived there got help by calling Country Wildlife Refuge. They healed the Hawk and set it free.

7422024100

Score Point: 1

The response indicates a basic understanding of the text. The summary is very general. Specific supporting details are very limited.

S4F

S-4 Write a brief summary of the story.

The story is about 2 children that are doing their homework. Their names are Daniel, Alana. They heard a loud whack in the living room window. Daniel and Alana called their dad and the three of them ran outside to see what happened. On the ground under the window was a big brown bird. They said it looks like a hawk.

8321030700

Score Point: 1

In this response, the student retells the first four paragraphs of the story, but does not summarize the story.

S-4 Write a brief summary of the story.

This story is good because when you find a hawk hurt you now what to do with it, like what's it eat, how big the cage should be.

3728001930

Score Point: 0

The response does not summarize the story. Limited understanding of the story is evident.

S4H

S-4 Write a brief summary of the story.

I think it was a good story and tells lots about hawks

7440024000

Score Point: 0

The response does not address the prompt. No summary is present.

S-4 Write a brief summary of the story.

Exfiting would lick to read more.

8321030450

Score Point: 0

The response does not address the prompt. No summary is present.

SCORING RUBRIC FOR OPEN-ENDED S-5

Imagine that you are Daniel. Using information from the story, write a **brief** paragraph that could have appeared in your journal on the day Wally crashed into your window.

D. Examining the Content and Structure

Each score category contains a range of student responses that reflect the descriptions given below.

Score Point 0

The response demonstrates a cursory examination of the text, but does not make judgments beyond the boundaries of the text. There is little or no consideration of how, why or for whom the text was written.

The response shows little or no ability to evaluate explicit or implicit information and/or makes superficial judgments about the text and the author's craft, including literary devices. The response may be simplistic and unsupported, illogical, vague or irrelevant.

Score Point 1

The response demonstrates a sufficient, though limited, examination of the text and makes some attempt to use this information to make judgments beyond the boundaries of the text. The response may include consideration of how, why or for whom the text was written.

The response shows some ability to evaluate explicit or implicit information and/or makes plausible judgments about the text or relationship to the text. It may include an evaluation of the author's craft, including literary devices, and/or a projection of the implications raised by the text.

Score Point 2

The response demonstrates a thoughtful and thorough examination of the text and the ability to use this information to make judgments beyond the boundaries of the text. The response may include consideration of how, why or for whom the text was written.

The response shows the ability to evaluate explicit or implicit information and/or makes insightful judgments about the text or relationship to the text. It may include an evaluation of the author's craft, including literary devices, and/or a projection of the implications raised by the text.

S-5 Imagine that you are Daniel. Using information from the story, write a brief paragraph that could have appeared in your journal on the day Wally crashed into your window.

I was at the kitchen table working on math, I heard a bang on my window. Me and Alana called my dad. We found ~~an~~ injured bird. We called the refuge and they told us to put a blanket over it so it couldn't see. Rita a wildlife refuge worker came with heavy gloves, I was afraid it might hurt her with it's beak but it didn't. She took him away.

7692034970

Score Point: 2

This response demonstrates a thoughtful examination of the text and the student's ability to use explicit and implicit information to craft a plausible journal entry for Daniel.

S-5 Imagine that you are Daniel. Using information from the story, write a brief paragraph that could have appeared in your journal on the day Wally crashed into your window.

today a hawk crashed in to our window. Me and My sister named him Wally. My dad call the refuge to have them come get wally. today the refuge called and said that in a few days we could come see wally.

7370021400

Score Point: 2

The response shows a thorough understanding of the text and the ability to move beyond the text to create a credible journal entry for Daniel.

S-5 Imagine that you are Daniel. Using information from the story, write a brief paragraph that could have appeared in your journal on the day Wally crashed into your window.

Today was exciting. A hawk
into my window. I then I called
the Wildlife Refuge and put a towel
on the bird and someone came
to get him and we named him
Wally.

7351036800

Score Point: 2

The student demonstrates the ability to evaluate explicit textual information and use the information to craft a plausible journal entry for Daniel.

S5D

S-5 Imagine that you are Daniel. Using information from the story, write a brief paragraph that could have appeared in your journal on the day Wally crashed into your window.

If I was Daniel and a bird crashed
in my window... I would write that I felt
bad for the bird. I wanted to help it. So
I called the wildlife and ask them for
help. It's a good thing I called! I'm happy
for Wally (the bird)

7692034450

Score Point: 1

The student demonstrates some ability to evaluate explicit textual information, but supporting details are quite general ("...I'm happy for Wally").

S-5 Imagine that you are Daniel. Using information from the story, write a brief paragraph that could have appeared in your journal on the day Wally crashed into your window.

Dear Journal,
 Today a hawk crashed into my window.
 I hope it's not hurt. Let me go see. Bye.

1

3316008700

Score Point: 1

This response indicates some examination of the text and offers a plausible journal entry for Daniel, but details are limited.

S5F

S-5 Imagine that you are Daniel. Using information from the story, write a brief paragraph that could have appeared in your journal on the day Wally crashed into your window.

I would write to day was amazing We
 saved a birds life!

1

7422024300

Score Point: 1

This response offers a limited examination of the text. While details are relevant, additional support is needed to strengthen the response.

S-5 Imagine that you are Daniel. Using information from the story, write a brief paragraph that could have appeared in your journal on the day Wally crashed into your window.

If I were Daniel I would tell my parents and tell the to call someone to help and I would be terrified if I were Daniel because I love to watch birds.

7422024400

Score Point: 0

The response demonstrates a cursory examination of the text and does not clearly address the prompt.

S5H

S-5 Imagine that you are Daniel. Using information from the story, write a brief paragraph that could have appeared in your journal on the day Wally crashed into your window.

I might of wrote something like I was scared because I thought someone was braking into our house or someone had fallen from something.

7692034510

Score Point: 0

The response indicates a minimal understanding of the task and includes details that are unrelated to the text.

S-5 Imagine that you are Daniel. Using information from the story, write a **brief** paragraph that could have appeared in your journal on the day Wally crashed into your window.

I would take care of the Hawk
and I would feed it. I would
show it to my friends and let
them take care of it for like 2
or 3 weeks.

8321030550

Score Point: 0

The response indicates a minimal understanding of the prompt. Details are not supported by the text.

Grade 5: Lawala

Answer key for multiple-choice and open-ended items

Multiple-Choice

Number	Correct Answer	Strand/Objective
10	G	D2
11	B	A2
12	F	A2
13	C	B1
14	H	A2
15	D	B3
16	J	A5

Open-Ended

Document ID	Score
7351048590	2
7351048790	2
7576018970	2
8340032050	1
7413042160	1
3817019200	1
7351048890	0
4190003420	0
7413042360	0
7351048590	2
8279018780	2
7357048740	2
7576019020	1
7576018220	1
7576018620	1
9024008210	0
9024008450	0
9024008330	0

Jonathan's gym teacher asked each of the students to find out about a game played in another country. Jonathan read this explanation about a game from the African country of Uganda.

LAWALA

Section A. *Games are fun, entertaining, and challenging. Games are social times shared with friends and family. People around the world enjoy them.*

Section B. *In Uganda (ooh-GAHN-dah), a country in east-central Africa, children develop skill at throwing spears by playing a game called LAWALA. You can play this exciting game outdoors with a group of friends. Since spears are dangerous, you can use balls instead.*

WHAT YOU NEED:

- ▶ hula hoop
- ▶ 1 ball for each player

HOW TO PLAY:

Step 1. Form two teams of equal number. Decide which team is Team A and which is Team B. Team A goes first.

Step 2. Team A lines up side by side. Each player has a ball.

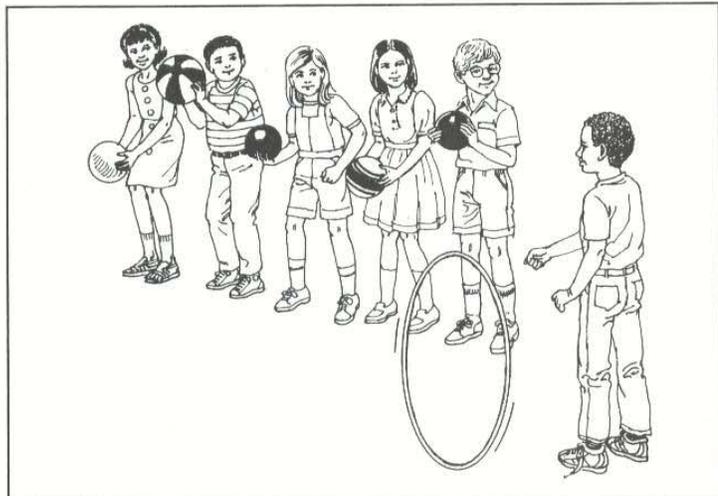
Step 3. The captain of Team B rolls a hula hoop across the ground about fifteen feet in front of Team A's line of players.

Step 4. As the hoop rolls along, members of Team A attempt to throw their balls through the middle of the moving target. Team A scores one point for each ball that passes through the hoop.

Step 5. Team A's turn continues as long as at least one ball goes through the hoop.

Step 6. When Team A fails to score, Team B lines up. The captain of Team A rolls the hoop, and the opponents try to pitch their balls through it.

Step 7. The game ends when the first team scores fifty points.



Reading Comprehension

**Answer questions 10 through 16
on your answer sheet.**

- 10** Which one of these sentences would fit **best** at the end of section A?
- f** Games are meant to be won.
 - g** Games bring people together.
 - h** Games take a long time to play.
 - j** Games are dangerous to play.
- 11** In what way is Lawala different from basketball?
- a** Each side has an equal number of players.
 - b** The hoop doesn't stay still during the game.
 - c** The ball is thrown through a round target.
 - d** Points are given when a ball goes through the hoop.
- 12** According to steps 4 and 5, what happens after Team B's captain rolls the hoop in front of Team A's players?
- f** Members of Team A try to throw balls through the moving target.
 - g** Team A players line up side by side behind the moving target.
 - h** Team B players line up side by side behind the moving target.
 - j** Members of Team B are given a ball to throw at the moving target.

50662 09

GR 5

9

- 13 Step 4 can **best** be described as
- a an opinion.
 - b a definition.
 - c an explanation.
 - d a comparison.
- 14 The game of Lawala is over when
- f one team fails to score any points.
 - g spears destroy the balls.
 - h a team scores fifty points.
 - j balls stop going through the hoop.
- 15 Which sentence can be supported with information in the story?
- a Deciding who will roll the hula hoop first takes time.
 - b Scoring the points needed to win Lawala is easy.
 - c Children like to play a game until they get good at it.
 - d Very few items are needed to play the game of Lawala.
- 16 As it is used in step 6, the word opponents means
- f relatives.
 - g people you know well.
 - h operators.
 - j people on the other team.

**GRADE 5
LAWALA
OPEN-ENDED SAMPLE ITEMS**

The following open-ended items are examples of the wording and format that will be used on the CMT 4. The strand that each item assesses is indicated below the item. Scoring rubrics and samples of student responses with annotations can be found on the following pages.

S-2 Think about a game played by a group at your school. List **two** ways playing that game is like playing Lawala.

C. Making Reader/Text Connections

1. Make connections between the text and outside experiences and knowledge.

S-3 Write a **brief** paragraph telling why you would or would not enjoy playing Lawala. Use information from the passage to support your response.

C. Making Reader/Text Connections

2. Select, synthesize and /or use relevant information within the text to write a personal response to the text.

SCORING RUBRIC FOR OPEN-ENDED S-2

Think about a game played by a group at your school. List **two** ways playing that game is like playing Lawala.

C. Making Reader/Text Connections

Each score category contains a range of student responses that reflect the descriptions given below.

Score Point 0

The response shows little ability to use textual information and does not make important associations and/or connections between the text, other texts and or outside experiences and knowledge.

The response shows little or no ability to make connections and/or makes irrelevant connections between the text and prior knowledge and/or experiences.

Score Point 1

The response demonstrates some ability to make connections between the text, other texts and/or outside experiences and knowledge, but fails to provide relevant information from the text as support.

The response shows some ability to make some connections between texts and outside experiences and knowledge, but lacks depth and/or support.

Score Point 2

The response demonstrates thoughtful and clear connections between texts, other texts and/or outside experiences and knowledge. Connections and responses are supported with relevant examples.

The response shows the ability to make understandable connections and provides adequate support.

S-2 Think about a game played by a group at your school. List two ways playing that game is like playing Lawala.

1. Basketball is like playing Lawala because in the game there are two teams playing against each other. Also, each time the balls go through the hoop that team who gets it in gets points.

2. Another way these two games are alike is both teams that are playing the game have an equal amount of players.

7351048590

Score Point: 2

The student clearly identifies a game that is similar to Lawala. The comparison is supported with text-based information (“...each time the balls go through the hoop that team who gets it in gets points”) and relevant personal knowledge.

S-2 Think about a game played by a group at your school. List two ways playing that game is like playing Lawala.

1. Basketball is like Lawala because you use a circle hoop or metal hoop as a target to make points to win the game.

2. Using a ball to make a point is like Lawala because you use a ball to make a point in basketball and you use a ball to make a point in Lawala.

7351048790

Score Point: 2

The student makes a clear connection between basketball and Lawala by describing the similarities between the targets of the two sports and by explaining how points are accumulated.

S-2 Think about a game played by a group at your school. List two ways playing that game is like playing Lawala.

1. Basketball is like Lawala because you try to shoot a ball into a hoop to score points.

2. Basketball is also like Lawala because you have two teams playing against each other.

7576018970

Score Point: 2

In this concise response, the student points out the similarities between Lawala and basketball and supports the connection with relevant examples.

S2D

S-2 Think about a game played by a group at your school. List two ways playing that game is like playing Lawala.

1. One is soccer and everyone has a team with the same number of people trying to score on the other team.

2. Another one is basketball and you are trying to score through a hoop.

8340032050

Score Point: 1

The response offers some connections to outside experiences by mentioning soccer and basketball. However, the student fails to provide relevant information from the text to support these connections.

S-2 Think about a game played by a group at your school. List two ways playing that game is like playing Lawala.

1. Four square, you have to throw the pin into the target.

2. Bowling, you throw the ball to hit the pin which is your target.

7413042160

Score Point: 1

The student describes activities similar to Lawala, yet fails to make a clear connection to Lawala. Text-based support is not included.

S2F

S-2 Think about a game played by a group at your school. List two ways playing that game is like playing Lawala.

1. Basketball is like Lawala because you do not need a lot of things.

2. Another way is you have to make it go to a hoop.

3817019200

Score Point: 1

In this very general response, the student shows some ability to connect the text to personal experience. However, supporting details lack depth (“...you do not need a lot of things”).

S-2 Think about a game played by a group at your school. List two ways playing that game is like playing Lawala.

1. A game that is dice challenge it's when the odd and the even. One side is even and the other is odd if it lands on odd the odd chaise the even. Or if the even wins they chaise the odds.
2. There is two teams that stand in a line and would have to chaise each other.

7351048890

Score Point: 0

The student describes a game, but includes details that are mostly irrelevant. A clear connection to the text is not evident.

S2H

S-2 Think about a game played by a group at your school. List two ways playing that game is like playing Lawala.

1. A basket ball is when the hoop doesn't move around it stay still.
2. Mumball is when there is no talking and if you drop the ball you're out.

4190003420

Score Point: 0

The student is unable to make a clear connection between outside experiences and the text.

S-2 Think about a game played by a group at your school. List two ways playing that game is like playing Lawala.

1. You throw the ball into the hoop.

2. You use balls to draw.

7413042360

Score Point: 0

The student does not clearly explain an outside experience ("you throw the ball into the hoop"). One cannot clearly determine if the response describes Lawala or another activity.

SCORING RUBRIC FOR OPEN-ENDED S-3

Write a **brief** paragraph telling why you would or would not enjoy playing Lawala. Use information from the passage to support your response.

C. Making Reader/Text Connections

Each score category contains a range of student responses that reflect the descriptions given below.

Score Point 0

The response shows little ability to use textual information and does not make important associations and/or connections between the text, other texts and/or outside experiences and knowledge.

The response shows little or no ability to make connections and/or makes irrelevant connections between the text and prior knowledge and/or experiences.

Score Point 1

The response demonstrates some ability to make connections between the text, other texts and/or outside experiences and knowledge, but fails to provide relevant information from the text as support.

The response shows some ability to make some connections between texts and outside experiences and knowledge, but lacks depth and/or support.

Score Point 2

The response demonstrates thoughtful and clear connections between texts, other texts and/or outside experiences and knowledge. Connections and responses are supported with relevant examples.

The response shows the ability to make understandable connections and provides adequate support.

S-3 Write a brief paragraph telling why you would or would not enjoy playing Lawala. Use information from the passage to support your response.

I would like to play Lawala because I enjoy playing Basket Ball. I like this game because it sounds fun when one team rolls the hoop, the others are up for a challenge to get their balls through it. I enjoy challenging games so this would be exciting. When I think about this game, I think about how hard it must be to get a ball through a moving hoop. All of these reasons are why I would like to play this game.

7351048590

Score Point: 2

The student provides a thoughtful response by taking a position about playing Lawala and providing relevant, detailed text support.

S-3 Write a brief paragraph telling why you would or would not enjoy playing Lawala. Use information from the passage to support your response.

I would not like Lawala because I have bad aiming skills. If the hoop moves, I'd probably miss most of the time. Then my team would get mad at me because I'd probably lose the game. I also wouldn't like Lawala because the hoop might stop rolling and fall down.

8279018780

Score Point: 2

The student clearly understands the text and provides relevant details (“...bad aiming [sic] skills if the hoop moves, I’d probably [sic] miss most of the time”) to explain why he/she would not like to play Lawala.

S-3 Write a brief paragraph telling why you would or would not enjoy playing Lawala. Use information from the passage to support your response.

I would like to play Lawala. I would like to play Lawala because it may improve my picking skills in baseball. It may also help in bowling because you throw a ball at a certain target. The last reason I'd play Lawala is to have fun with friends or family.

7357048740

Score Point: 2

The reader offers clear reasons for choosing to play Lawala. Both personal details and text-based support are included in the response.

53D

S-3 Write a brief paragraph telling why you would or would not enjoy playing Lawala. Use information from the passage to support your response.

I would enjoy Lawala because I like throwing things and the challenge of getting it through a moving target is fun. I've also played it before and I like it.

7576019020

Score Point: 1

The student demonstrates some ability to make connections between the text and personal experience, but details are very general.

S-3 Write a brief paragraph telling why you would or would not enjoy playing Lawala. Use information from the passage to support your response.

I would not like Lawala because it sounds boring, all you do, is roll a hoop and people try to whip balls at it. Plus your arm would get tired

7576018220

Score Point: 1

This response includes minimal text support. Although the student attempts to make some connection to the text, ideas are general (“...it sounds boring, all you do is roll a hoop and people try to whip balls at it”).

33F

S-3 Write a brief paragraph telling why you would or would not enjoy playing Lawala. Use information from the passage to support your response.

Since I like playing the game basketball a lot, Lawala is just like basketball, so I would like Lawala too.

7576018620

Score Point: 1

The student makes a general connection between basketball and Lawala, but does not include relevant examples from the text as support.

S-3 Write a brief paragraph telling why you would or would not enjoy playing Lawala. Use information from the passage to support your response.

because you might not be good
at it and you might feel
embarrassed and if you do not win!

9024008210

Score Point: 0

The response shows little ability to make a personal connection with the text. The response is vague and includes no details from the text (“...you might not be good at it”).

S3H

S-3 Write a brief paragraph telling why you would or would not enjoy playing Lawala. Use information from the passage to support your response.

you have to decide which person is team
captain and if someone picks me I will
be embarrassed because I am not good
at picking people to be on what team!

9024008450

Score Point: 0

The response is an irrelevant response to the prompt.

S-3 Write a **brief** paragraph telling why you would or would not enjoy playing Lawala. Use information from the passage to support your response.

I would not want to play Lawala.
because I

9024008330

Score Point: 0

While the student addresses part of the prompt, the response lacks any connections to or support from the text.

Grade 6: The Ghost of Mutiny Island

Answer key for multiple-choice and open-ended items

Multiple-Choice

Number	Correct Answer	Strand/Objective
1	D	B1
2	H	A2
3	A	A1
4	J	B3
5	B	A5
6	H	A2
7	A	D2
8	F	A2

Open-Ended

Document ID	Score
7816012000	2
7450032330	2
6416011820	2
8410008720	1
8410009650	1
4298035290	1
6416012220	0
6846011250	0
6416011200	0
7816012000	2
6416011000	2
8410009500	2
6416012600	1
6416011510	1
4298033210	1
4298033430	0
4298034190	0
8214004750	0
7182005540	2
7182004340	2
7487004100	2
3307002590	1
4190036630	1
7182006580	1
7182004190	0
3307001330	0
7487032630	0
8321006590	2
7487002750	2
7182004040	1

Document ID	Score
7182006580	1
4190035350	0
4064007460	0
4064007410	0
7816001820	2
3307004500	2
7487032480	2
7736026940	1
7182006140	1
3307001810	1
4190035070	0
4064007460	0
4190034670	0

Sarita's teacher has asked that the students bring a folk legend to share with the class. Since Sarita couldn't remember any she'd heard, her father gave her this story to read.

The Ghost of Mutiny Island

1. Leo pushed his pole off the shallow and muddy bottom of the stream and felt the raft rush ahead. He and his friend Reggie were using their long poles to push the raft deeper into the *bayou*—which was what marshes were called around there.

This part of the *bayou* frightened Leo. The cypress trees blocked out most of the late morning sun, and those trees certainly looked as if they could pounce any minute. The long sheets of Spanish moss hanging in their shadows swayed like ghosts.

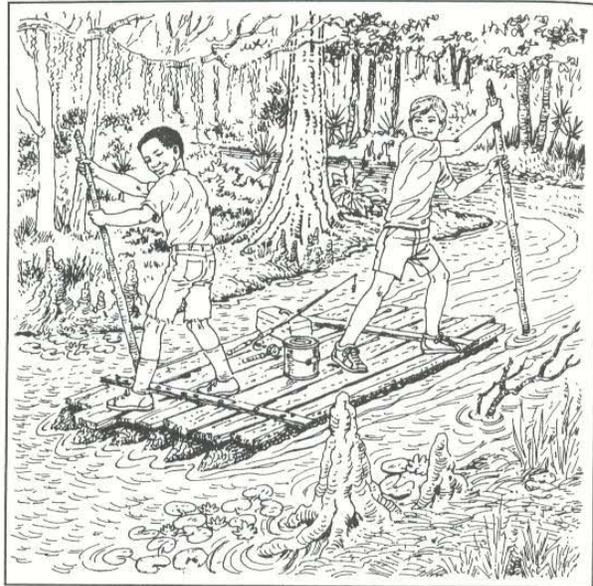
The tip of a low-hanging branch brushed against Leo's back, and for just a moment he imagined it was a hand with its fingers clutching at him. He nearly dropped the pole he was using to help both move and steer the raft.

"Get a grip," Leo whispered to himself. "You're letting all that talk about ghosts get to you."

2. Leo was thinking about the ghosts of Mutiny Island. That was what his grandfather, whom he called Pop, had called the ghosts that morning at breakfast.

"Where are you boys fishing today?" Leo's grandfather had asked Leo and his friend Reggie.

"Mutiny Island," Reggie had answered.



The look on Leo's grandfather's face had surprised both boys.

"What's wrong?" they'd both asked at the same time.

His grandfather had shrugged. "Well, there are the ghosts, for one thing."

Leo and Reggie had looked at one another.

"Ghosts?" Leo had said.

The older man had smiled. "Well, legend has it that pirates named Mutiny Island. They were all through these waters back in those days, using the little islands throughout the bayou for hiding their treasures. They used Mutiny Island for one thing and one thing only." Leo's grandfather had then lowered his voice, "And that was to punish the disloyal among them. They left them there for the alligators to eat."

"Archie!" Leo's grandmother had called from the kitchen. "Stop scaring those boys."

Sitting in his grandparents' house, listening to that story, Leo had considered the whole thing pretty silly. Now, he wasn't so sure.

"Do you hear that?" Reggie asked.

Leo listened. "I don't hear anything."

"Exactly," Reggie said.

Reggie turned to look at Leo. "Do you want to go back?"

"No," Leo said quickly. "Why? Do you?"

Reggie shook his head. "No. No, I don't want to."

"Good," said Leo. "Let's keep going."

They put their poles in the water and pushed the raft into a turn. Now, dead ahead, they saw Mutiny Island. It was smaller than Leo had expected and looked much less frightening. Both boys felt silly that they'd even thought about turning back. There was one cypress growing in the middle of the island, and tall ferns covered the rest.

"That's it?" Reggie said. "That's big, bad Mutiny Island?" He looked at Leo, and they both laughed.

That's when Leo heard it.

"What was that?" he asked.

"What was what?" Reggie said, "I didn't hear anything."

"I thought I heard something." Leo smiled weakly at Reggie. "I guess it was the ghost."

Reggie laughed. "Yeah. We'd better watch out for that ghost." Then, both boys heard something moaning. Neither of them moved, their poles frozen in their hands.

The sound came again. The boys' reaction was to jump, and Leo dropped his pole into the water. He scrambled on his hands and knees to the edge of the raft, near Reggie. Before either one of them knew what had happened, the boys had tipped the raft and found themselves in shallow water, their fishing gear and lunch bag floating beside them.

5. After they had dragged the raft onto the shore, Reggie and Leo sat on the sand in their wet clothes. They soon heard rustling in the ferns behind them and then that same pitiful moaning. Before they could move, a second and more familiar sound followed: growling. Leo and Reggie moved in similar order: they looked at each other and then into the ferns. There, lying on her side with six pups nuzzling at her belly, lay a big, yellow hound dog.

"She looks half starved," Reggie said, digging chicken and cornbread out of the lunch sack.

"You think she'll let us load her onto the raft?" Leo asked.

Reggie fed the last piece of cornbread to the dog, and she licked his fingers. "Yeah, I think she will," he answered.

Leo smiled as he said, "I can't wait until Pop sees the ghost of Mutiny Island."

**Answer questions 1 through 8
on your answer sheet.**

- 1 Section 1 contains
- a a list.
 - b a question.
 - c a comparison.
 - d a description.

- 2 Which question does section 2 answer?
- f What kind of fish do Leo and Reggie catch?
 - g When did pirates live on Mutiny Island?
 - h What was scary about Mutiny Island?
 - j What did Leo and his grandfather eat for breakfast?
- 3 What is the last paragraph in section 4 mainly about?
- a The boys and their things fall from the raft.
 - b The boys decide that fishing is more fun up close.
 - c The raft can't be pushed without the poles.
 - d The food the boys brought for lunch is ruined.
- 4 With information from section 4, you can tell that the boys' raft turns over because
- f it crashes into a boulder.
 - g Reggie starts rocking it.
 - h a river creature bumps into it.
 - j Leo upsets the balance.
- 5 In section 4, the word reaction means
- a complaint.
 - b response.
 - c contact.
 - d argument.

- 6 Section 5 of the story tells all of these **except**
- f Reggie's and Leo's clothes were wet.
 - g the sound wasn't a ghost.
 - h the dog swam to the island.
 - j Reggie and Leo fed the dog.
- 7 If the author had added another paragraph to the end of the story, it would most likely have described
- a the boys loading the dog and her puppies onto the raft.
 - b another loud sound coming from the island.
 - c the pancakes Leo's grandmother made when they got back.
 - d the fish the boys caught on the way back home.
- 8 Where does **most** of this story take place?
- f In the bayou
 - g Under some ferns
 - h In the ocean
 - j At a house

GO ON ►

GRADE 6
THE GHOST OF MUTINY ISLAND
OPEN-ENDED SAMPLE ITEMS

The following open-ended items are examples of the wording and format that will be used on the CMT 4. The strand and objective that each item assesses is indicated below the item. Scoring rubrics and samples of student responses with annotations can be found on the following pages.

- S-1 Write **two** details that the author included to show that the strange noises bothered the boys.
B. Developing Interpretation
2. Draw conclusions about the author’s purpose for choosing a genre or for including or omitting specific details in the text.
- S-2 Using information from the story, explain how the statement “There’s a simple explanation for everything” applies to this story.
D. Examining the Content and Structure
2. Select, synthesize and/or use relevant information within the text to extend or evaluate the text.
- S-1 Personification is making ideas or objects appear to take on human actions. Identify an example of personification in section 1 and explain why the author used it.
D. Examining the Content and Structure
1. Analyze and evaluate the author’s craft, including the use of literary devices and textual elements.
- S-2 Imagine that you are Leo’s grandfather and the boys have just returned from the trip and told you of their adventure. Write a paragraph that could have appeared in your journal that day.
D. Examining the Content and Structure
2. Select, synthesize and/or use relevant information within the text to extend or evaluate the text.
- S-3 This story is called “The Ghost of Mutiny Island.” What could be another title for it? Support your answer with details from the story.
A. Forming a General Understanding
1. Determine the main idea (nonfiction) or theme (fiction) within the text.

SCORING RUBRIC FOR OPEN-ENDED S-1

Write **two** details that the author included to show that the strange noises bothered the boys.

B. Developing Interpretation

Each score category contains a range of student responses that reflect the descriptions given below.

Score Point 0

The response demonstrates very limited or no exploration or development of ideas presented in the text. The response shows little, if any, understanding of the text. The response may be illogical, vague or irrelevant.

The response may include incomplete or limited inferences, connections between ideas in the text, or references to prior knowledge and/or experiences.

Score Point 1

The response demonstrates some exploration or development of ideas presented in the text. A fundamental understanding is indicated by the inclusion of some relevant information from the text.

The extension of ideas lacks depth, although the response may include some inferences, connections between ideas in the text, or references to prior knowledge and/or experiences.

Score Point 2

The response demonstrates an exploration or development of the ideas presented in the text. A conceptual understanding is indicated by the inclusion of specific and relevant information from the text.

This extension of ideas may include extensive and/or insightful inferences, connections between ideas in the text, and references to prior knowledge and/or experiences.

S-1 Write two details that the author included to show that the strange noises bothered the boys.

1. The first detail that the author included to show that the strange noises bothered the boys is that when they both first heard the noise they froze. They didn't move the poles. They just stood there frightened.

2. The second detail that shows that the noises bothered the boys is that they jumped with fright and Leo dropped his pole in the water. They both ran to the back of the raft and before they knew it the raft was flipped over.

7816012000

Score Point: 2

The student demonstrates a clear conceptual understanding of the text and provides extensive supporting details.

S1B

S-1 Write two details that the author included to show that the strange noises bothered the boys.

1. The sound came again. The boys' response was to jump, and Leo dropped his pole into the water.

2. The boys' had tipped the raft and found themselves in shallow water, their fishing gear and lunch bag floating beside them.

7450032330

Score Point: 2

Although the details are cited directly from the text, the student does identify two details that appropriately address the prompt.

S-1 Write two details that the author included to show that the strange noises bothered the boys.

1. Then both of the boys heard something moaning. Neither of them moved, their poles frozen in their hands.

2. The sound came again. The boys' response was to jump and Leo dropped his pole into the water.

6416011820

Score Point: 2

Although the details are cited directly from the text, the student does identify two details that appropriately address the prompt.

S-1 Write two details that the author included to show that the strange noises bothered the boys.

1. They both froze when they heard the noise.

2. The two boys got very close to each other and kept an eye out for any more noise.

8410008720

Score Point: 1

The student provides two details but the extension of ideas lacks depth. One is text-based, but the other appears to be more of a general inference.

S-1 Write two details that the author included to show that the strange noises bothered the boys.

1. That Leo and Reggie were afraid of the noise when they first heard it.

2. Then Leo drops the pole he was so scared.

8410009650

Score Point: 1

The student provides two details, but the first response is a general inference that cannot be supported clearly by the text. The student receives credit based upon the second response, which includes a clear connection to the text.

S1F

S-1 Write two details that the author included to show that the strange noises bothered the boys.

1. The story tells me that the strange noises bother the boys because it said "Leo smiled weakly."

2.

4298035290

Score Point: 1

Although the response is very general and limited, the student provides a general text-based detail ("...Leo smiled weakly"). Given the context of this detail within the story, the response is sufficient to score a low one.

S-1 Write two details that the author included to show that the strange noises bothered the boys.

1. The author included the dog growling to show that the strange noises bothered the boys.

2. The author also included a strange, pitiful moaning sound.

6416012220

Score Point: 0

The response focuses on the author's techniques rather than the boys' responses to the strange noises.

S1H

S-1 Write two details that the author included to show that the strange noises bothered the boys.

1. He included the dialogue, that showed that they were petrified.

2. He also showed the description of the setting that they were at.

6846011250

Score Point: 0

The student provides two general ideas, but does not include specific supporting evidence from the passage ("...the description of the setting that they were at").

S-1 Write two details that the author included to show that the strange noises bothered the boys.

1. Leo was heating thing and Reggie didn't heat anything.

2. or when Reggie ask Leo if he want to go home and he said no. Then Leo ask why do you and Reggie said NO NO I am fine

6416011200

Score Point: 0

The response is very limited and provides minimal development of text ideas.

SCORING RUBRIC FOR OPEN-ENDED S-2

Using information from the story, explain how the statement “There’s a simple explanation for everything” applies to this story.

D. Examining the Content and Structure

Each score category contains a range of student responses that reflect the descriptions given below.

Score Point 0

The response demonstrates a cursory examination of the text, but does not make judgments beyond the boundaries of the text. There is little or no consideration of how, why or for whom the text was written.

The response shows little or no ability to evaluate explicit or implicit information and/or makes superficial judgments about the text and the author’s craft, including literary devices. The response may be simplistic and unsupported, illogical, vague or irrelevant.

Score Point 1

The response demonstrates a sufficient, though limited, examination of the text and makes some attempt to use this information to make judgments beyond the boundaries of the text. The response may include consideration of how, why or for whom the text was written.

The response shows some ability to evaluate explicit or implicit information and/or makes plausible judgments about the text or relationship to the text. It may include an evaluation of the author’s craft, including literary devices, and/or a projection of the implications raised by the text.

Score Point 2

The response demonstrates a thoughtful and thorough examination of the text and the ability to use this information to make judgments beyond the boundaries of the text. The response may include consideration of how, why or for whom the text was written.

The response shows the ability to evaluate explicit or implicit information and/or makes insightful judgments about the text or relationship to the text. It may include an evaluation of the author’s craft, including literary devices, and/or a projection of the implications raised by the text.

S-2 Using information from the story explain how the statement "There's a simple explanation for everything" applies to this story.

The statement "There's a simple explanation for everything" applies to this story because there is a simple explanation to the strange noises the boys heard. The explanation is a hungry dog with puppies. When dogs are hungry they make growling noises. That's what happened in this case.

7816012000

Score Point: 2

In this response, the student demonstrates a strong ability to make judgments beyond the boundaries of the text. The student's interpretation of "There's a simple explanation for everything," as it applies to the text, is supported with relevant, specific details.

S-2 Using information from the story explain how the statement "There's a simple explanation for everything" applies to this story.

The statement "There's a simple explanation for everything" relates to this story because the boys thought that there were ghosts on the island. The simple explanation was that the noises that they heard had really been a hungry dog and her puppies.

6416011000

Score Point: 2

The response indicates the student's ability to make an insightful judgment about the relationship between the statement ("There's a simple explanation for everything") and the text. Specific text details are included to support the student's response.

S-2 Using information from the story explain how the statement "There's a simple explanation for everything" applies to this story.

The boys' got scared because of the noise they were hearing. They thought it was a ghost. Ghosts don't exist. soon they came to find that they let their imagination run away with them. The sound was just a dog. There's a simple explanation for everything.

8410009500

Score Point: 2

The student demonstrates the ability to evaluate the statement given in the prompt and connects this statement to text information. Both general details ("...they let their imagination run away with them") and specific details ("the sound was just a dog") support the response.

S2D

S-2 Using information from the story explain how the statement "There's a simple explanation for everything" applies to this story.

This statement, "There's a simple explanation for everything," applies to this story because there is no such thing as "ghosts" or "mutant pirates".

6416012600

Score Point: 1

The response demonstrates a limited examination of the text and includes some attempt to link the text to the statement provided in the prompt. However, relevant supporting details from the text are needed.

S-2 Using information from the story explain how the statement "There's a simple explanation for everything" applies to this story.

He means that there is a reason for everything that happens.
Like when the boys thought that there was really a ghost.

6416011510

Score Point: 1

The response demonstrates a limited examination of the text. While some interpretation of the statement is offered, additional supporting details from the text are needed.

S2F

S-2 Using information from the story explain how the statement "There's a simple explanation for everything" applies to this story.

It applies to this story because the boys thought that the explanation was the ghosts noise because they thought that there was a ghosts in the island that's why that applies with the story.

4298033210

Score Point: 1

Though somewhat repetitive, this response indicates a limited examination of the text. The student makes an attempt to link the statement to details from the text ("...the explanation was the ghosts noise because they thought that their [sic] was a ghosts [sic] in the island"), but more specific text details are needed.

S-2 Using information from the story explain how the statement "There's a simple explanation for everything" applies to this story.

That it was so simple to find out what it was then just being scared and telling every body else that there are ghosts there.

4298033430

Score Point: 0

This response is somewhat vague. The response shows little evaluation of textual information and does not include an explanation of the statement provided in the prompt.

S2H

S-2 Using information from the story explain how the statement "There's a simple explanation for everything" applies to this story.

That everything that is done can be explained

4298034190

Score Point: 0

The student restates the main idea of the statement. An interpretation of the statement, as it applies to the text, is not included in the response.

S-2 Using information from the story explain how the statement "There's a simple explanation for everything" applies to this story.

It explains that the story can be true, and there could be ghosts on the island.

8214004750

Score Point: 0

This response is not supported by the text and indicates some student misunderstanding.

SCORING RUBRIC FOR OPEN-ENDED S-1

Personification is making ideas or objects appear to take on human actions. Identify an example of personification in section 1 and explain why the author used it.

D. Examining the Content and Structure

Each score category contains a range of student responses that reflect the descriptions given below.

Score Point 0

The response demonstrates a cursory examination of the text, but does not make judgments beyond the boundaries of the text. There is little or no consideration of how, why or for whom the text was written.

The response shows little or no ability to evaluate explicit or implicit information and/or makes superficial judgments about the text and the author's craft, including literary devices. The response may be simplistic and unsupported, illogical, vague or irrelevant.

Score Point 1

The response demonstrates a sufficient, though limited, examination of the text and makes some attempt to use this information to make judgments beyond the boundaries of the text. The response may include consideration of how, why or for whom the text was written.

The response shows some ability to evaluate explicit or implicit information and/or makes plausible judgments about the text or relationship to the text. It may include an evaluation of the author's craft, including literary devices, and/or a projection of the implications raised by the text.

Score Point 2

The response demonstrates a thoughtful and thorough examination of the text and the ability to use this information to make judgments beyond the boundaries of the text. The response may include consideration of how, why or for whom the text was written.

The response shows the ability to evaluate explicit or implicit information and/or makes insightful judgments about the text or relationship to the text. It may include an evaluation of the author's craft, including literary devices, and/or a projection of the implications raised by the text.

S-1 Personification is making ideas or objects appear to take on human actions. Identify an example of personification in section 1 and explain why the author used it.

One Personification in section 1 was those trees certainly looked as if they could pounce any minute. I think the author used this to set a mood of fear and describe the trees that way so you could imagine it in your mind like you were there.

7182005540

Score Point: 2

The student clearly identifies an example of personification (“...those trees certainly looked as if they could pounce any minute”) and offers an insightful explanation for the author’s use of this literary device (“...to set a mood of fear...so you could imagine it in your mind like you were there”).

S-1 Personification is making ideas or objects appear to take on human actions. Identify an example of personification in section 1 and explain why the author used it.

The personification in section 1 is when a branch brushed against Leo's back, and he thought that it was a hand. I think the author used personification in section 1 was to give you a clue about what is going to happen later on. It draws you in to the story.

7182004340

Score Point: 2

The student identifies an example of personification (“...when a branch brushed against Leo’s back, and he thought it was a hand”) and presents a plausible evaluation of the author’s use of this device (“...to give you a clue about what is going to happen ...draws you into the story”).

S-1 Personification is making ideas or objects appear to take on human actions. Identify an example of personification in section 1 and explain why the author used it.

The branch brushed against Leo's back like a hand with its fingers. The author did this to make the story more scary.

7487004100

Score Point: 2

In this concise response, the student identifies an example of personification and offers a reasonable evaluation of the author's rationale for using this literary device.

S-1 Personification is making ideas or objects appear to take on human actions. Identify an example of personification in section 1 and explain why the author used it.

An example of personification is in section 1, where Leo is rowing the raft and a branch sweeps across his shoulder. He imagines that it's a hand with fingers clutching him.

3307002590

Score Point: 1

The student identifies correctly an example of personification. However, an explanation of why the author used this literary device is not included in the response.

S-1 Personification is making ideas or objects appear to take on human actions. Identify an example of personification in section 1 and explain why the author used it.

The tip of a low-hanging branch brushed against Leo's back, the author used it because he was trying to say that it hit him like it was a hand

4190036630

Score Point: 1

The response indicates a sufficient, but limited, examination of the text. The student is able to identify an example of personification, but does not offer an adequate explanation of the author's use of this device.

S-1 Personification is making ideas or objects appear to take on human actions. Identify an example of personification in section 1 and explain why the author used it.

Leo how he thought the
branch was a ghost

7182006580

Score Point: 1

The response offers a vague reference to the author's use of personification in section 1 of the text. No explanation or supporting details are included in the response.

S-1 Personification is making ideas or objects appear to take on human actions. Identify an example of personification in section 1 and explain why the author used it.

Leo pushed his pole of the shallow and muddy shore. I think the author used that line to really show how they set off in to the bayou.

7182004190

Score Point: 0

The student is unable to identify accurately an example of personification from section 1 of the text. Lack of understanding of this literary device is evident.

S-1 Personification is making ideas or objects appear to take on human actions. Identify an example of personification in section 1 and explain why the author used it.

The reason why the author used this was because he wants to catch the audience attention and to talk about the so called ghost.

3307001330

Score Point: 0

The student fails to identify an example of personification. For this reason, the explanation of the author's craft ("...to catch the audience attanchen [sic]") is unsupported.

S-1 Personification is making ideas or objects appear to take on human actions. Identify an example of personification in section 1 and explain why the author used it.

When the author said that Leo was scared
of that part of the bayou.

7487032630

Score Point: 0

The student is unable to identify accurately an example of personification from section 1 of the text. Lack of understanding is evident.

SCORING RUBRIC FOR OPEN-ENDED S-2

Imagine that you are Leo’s grandfather and the boys have just returned from the trip and told you of their adventure. Write a paragraph that could have appeared in your journal that day.

D. Examining the Content and Structure

Each score category contains a range of student responses that reflect the descriptions given below.

Score Point 0

The response demonstrates a cursory examination of the text, but does not make judgments beyond the boundaries of the text. There is little or no consideration of how, why or for whom the text was written.

The response shows little or no ability to evaluate explicit or implicit information and/or makes superficial judgments about the text and the author’s craft, including literary devices. The response may be simplistic and unsupported, illogical, vague or irrelevant.

Score Point 1

The response demonstrates a sufficient, though limited, examination of the text and makes some attempt to use this information to make judgments beyond the boundaries of the text. The response may include consideration of how, why or for whom the text was written.

The response shows some ability to evaluate explicit or implicit information and/or makes plausible judgments about the text or relationship to the text. It may include an evaluation of the author’s craft, including literary devices, and/or a projection of the implications raised by the text.

Score Point 2

The response demonstrates a thoughtful and thorough examination of the text and the ability to use this information to make judgments beyond the boundaries of the text. The response may include consideration of how, why or for whom the text was written.

The response shows the ability to evaluate explicit or implicit information and/or makes insightful judgments about the text or relationship to the text. It may include an evaluation of the author’s craft, including literary devices, and/or a projection of the implications raised by the text.

S-2 Imagine that you are Leo's grandfather and the boys have just returned from the trip and told you of their adventure. Write a paragraph that could have appeared in your journal that day.

Dear Journal,

I told those boys or warned them about the ghost of Munity Island, but they went off in their raft without a worry in the world, but when they came back I was shocked they were soaked, but weirdest of all they had found the ghost of Munity Island a mother and six puppies.

Goodbye.

8321006590

Score Point: 2

The response indicates a thoughtful examination of the text. The student is able to use text-based information to create a plausible journal entry for Leo's grandfather.

2D

S-2 Imagine that you are Leo's grandfather and the boys have just returned from the trip and told you of their adventure. Write a paragraph that could have appeared in your journal that day.

Today my grandson Leo and his friend went on an exciting journey down the bayou. On their travels they had fallen into the water and got soaked as they were looking for the ghost of Munity Island but as they approached the island they realized that they discovered a newborn puppis and their mom.

7487002750

Score Point: 2

The response indicates a thorough examination of the text. The student presents a plausible journal entry that is supported by explicit textual details.

S-2 Imagine that you are Leo's grandfather and the boys have just returned from the trip and told you of their adventure. Write a paragraph that could have appeared in your journal that day.

The boys found a dog on their short trip to Nutroy island. They thought it was a ghost. When they heard moaning sounds, Leo walked to the edge of the raft and tipped it over, but they both came home safe.

7182004040

Score Point: 1

The student demonstrates a limited examination of the text. The student attempts to use textual details to create a plausible journal entry, but greater clarity is needed.

S-2 Imagine that you are Leo's grandfather and the boys have just returned from the trip and told you of their adventure. Write a paragraph that could have appeared in your journal that day.

The boy just came home with a dog and some pups. They said that was the ghost of the island.

7182006580

Score Point: 1

In this limited response, the student attempts to create a journal entry for Leo's grandfather, but stronger supporting details are needed.

S-2 Imagine that you are Leo's grandfather and the boys have just returned from the trip and told you of their adventure. Write a paragraph that could have appeared in your journal that day.

When they went back home the kids start telling me what they did and about the view of the place and more and they start giving me fish and cooking them and about how they got back!

4190035350

Score Point: 0

The response demonstrates a cursory examination of the text. The student shows little ability to evaluate text information or use this information to create a plausible journal entry.

S-2 Imagine that you are Leo's grandfather and the boys have just returned from the trip and told you of their adventure. Write a paragraph that could have appeared in your journal that day.

I would tell about how my boys are grounded, and that I am very disappointed in them.
THE END

4064007460

Score Point: 0

The response is irrelevant and cannot be supported by the main ideas of the text.

S-2 Imagine that you are Leo's grandfather and the boys have just returned from the trip and told you of their adventure. Write a paragraph that could have appeared in your journal that day.

These two boys are crazy and obviously
dumm

4064007410

Score Point: 0

The response is simplistic and cannot be supported by the main ideas of the text.

SCORING RUBRIC FOR OPEN-ENDED S-3

This story is called “The Ghost of Mutiny Island.” What could be another title for it? Support your answer with details from the story.

A. Forming a General Understanding

Each score category contains a range of student responses that reflect the descriptions given below.

Score Point 0

The response demonstrates very limited or no understanding of the text. The response may be illogical, vague or irrelevant.

The response may include misunderstandings of portions or the whole text. It demonstrates limited or no reflection upon relevant information from the text.

Score Point 1

The response demonstrates some understanding of the text. A basic understanding is indicated by the inclusion of some relevant information from the text.

The response demonstrates some understanding of the text, but includes limited or no examples from the text to support ideas.

Score Point 2

The response demonstrates a clear understanding of the text. A strong conceptual understanding is indicated by the inclusion of specific and relevant information from the text.

The response is thoughtful and demonstrates a clear understanding of the text. The understanding is clearly supported with examples from the text.

S-3 This story is called "The Ghost of Mutiny Island." What could be another title for it?
Support your answer with details from the story.

I think another name for the story can be, "The dog that moaned on Mutiny Island." I think this is a good name because they're going to Mutiny Island to fish and when they got there they found a yellow hound dog who was hungry with six puppies. The grandfather thought there were ghost but it was really a dog.

7816001820

Score Point: 2

The student demonstrates a clear understanding of the text and presents a plausible new title for the story. The choice of title is supported with relevant, specific details from the text.

S-3 This story is called "The Ghost of Mutiny Island." What could be another title for it?
Support your answer with details from the story.

The Legend of Ghost on Mutiny Island. I use this name because there were no real ghost that have been seen and proved. This is because when Leo and Reggie heard the sound of moans they found that it was not ghost, but a dog half starved with puppies.

3307004500

Score Point: 2

The response indicates a clear understanding of the text. A plausible new title is suggested and supported with relevant details from the text.

S-3 This story is called "The Ghost of Mutiny Island." What could be another title for it?
Support your answer with details from the story.

"The Surprise at Munity Island"
This would be a good title
because they talked to their grand
father about the ghost and when
they got there they heard moaning.
What a surprise it was to them
when they looked in the bushes and
instead of finding a ghost, they
found a mother dog and her six
babies.

7487032480

Score Point: 2

The response indicates a clear understanding of the text. The student suggests a new title that is appropriate ("The Surprise at Munity [sic] Island") and supports his/her idea with specific details from the text ("...what a surprise it was to them...found a mother dog and her six babies").

S-3 This story is called "The Ghost of Mutiny Island." What could be another title for it?
Support your answer with details from the story.

I think another good title for this
story is "The legend of Mutiny Island"
because the only reason they thought
the dog was a ghost was because
of Pop's spooky legend.

7736026940

Score Point: 1

The response demonstrates a basic understanding of the text. An acceptable new title is suggested, but supporting details lack specificity.

S-3 This story is called "The Ghost of Mutiny Island." What could be another title for it? Support your answer with details from the story.

"# One Frightful day" would be a good title because the bayou was a swampy type of area. After Leo heard about Mutiny Island, he started to get even more afraid.

7182006140

Score Point: 1

The response demonstrates some understanding of the text. A new title is suggested, but more relevant and specific supporting details are needed.

S-3 This story is called "The Ghost of Mutiny Island." What could be another title for it? Support your answer with details from the story.

The Fear of the legend, never to appear:!

I think that another title that could fit this story is The fear of the legend, never to appear because mostly it is about a legend told to two boys about an Island that is not true and is proved in the end.

3307001810

Score Point: 1

The student suggests a creative new title for the story. However, supporting details lack specificity ("It is about a legend...that is not true and is proved in the end").

S-3 This story is called "The Ghost of Mutiny Island." What could be another title for it?
Support your answer with details from the story.

Because it was a trip to go and Leo come with his
friend Reggie they were the best friend they think
that they were going to die but they were fine the
both boy were not scared and they were brave.

by

4190035070

Score Point: 0

The response is irrelevant and does not address the prompt. Little understanding of the text is evident.

S-3 This story is called "The Ghost of Mutiny Island." What could be another title for it?
Support your answer with details from the story.

The haunted mutiny island

4064007460

Score Point: 0

This response does not fully address the prompt. While this student does suggest a new title for the story, no supporting details are offered.

S-3 This story is called "The Ghost of Mutiny Island." What could be another title for it?
Support your answer with details from the story.

The trees blocked

4190034670

Score Point: 0

This response does not address the prompt.

Grade 7: Mark Twain

Answer key for multiple-choice and open-ended items

Multiple-Choice

Number	Correct Answer	Strand/Objective
8	F	B1
9	B	A2
10	H	B2
11	A	A2
12	J	A5
13	D	B1
14	G	B3
15	B	B2

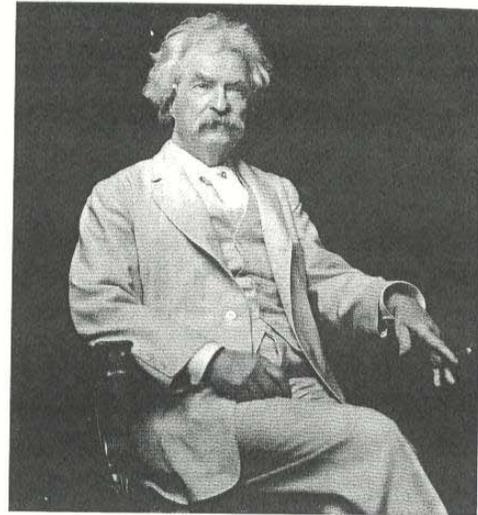
Open-Ended

Document ID	Score
7100023360	2
7450005400	2
7100022410	2
3325013410	1
3728028400	1
7450003420	1
3728029790	0
5660038220	0
3325015800	0
7164007950	2
6416043670	2
8081004590	2
7100005550	1
6416042760	1
7164008730	1
6416043800	0
7100005290	0
4654044150	0
7164007950	2
6416041980	2
8081004290	2
8081004950	1
6416042100	1
6416042760	1
7360008620	0
6416042090	0
8081004630	0

Shelly and her classmates are writing reports on famous Connecticut residents. She told her father about the project, and he gave her this article to read.

Mark Twain

1. Have you ever heard of the famous Connecticut resident, Mark Twain? That is the pen name chosen by Samuel Clemens, one of America's greatest authors. A pen name is a name that an author chooses to use instead of his or her real name when writing books. Twain's books include *The Adventures of Tom Sawyer* and *A Connecticut Yankee in King Arthur's Court*. His most famous novel, *The Adventures of Huckleberry Finn*, takes place along the Mississippi River. This river played an important role in Twain's early life. Later, he wrote many of his books while living in Connecticut. The state's residents are proud of his accomplishments. That is why his family home in Hartford has been preserved, and a celebration is held there in his honor each year.
2. Twain worked at many jobs before he began writing the novels that finally made him one of America's most respected authors. When he was twelve or thirteen years old, he worked for a printer. When he was twenty-one, he began apprenticing with a steamboat pilot named Horace Bixby. This man taught him how to navigate a boat on the Mississippi River. Twain showed a talent for piloting boats, and in 1859 he became a licensed riverboat pilot. He used this experience to write books such as *Life on the Mississippi* and *The Adventures of Huckleberry Finn*. His river boating days ended when the Civil War began in 1861, which caused riverboat traffic along the Mississippi River to cease.
3. For a short time during the Civil War, Twain was a volunteer soldier. He later tried logging



© Bettmann/CORBIS

- and mining in Nevada. Then, in 1862, Twain became a reporter for the *Territorial Enterprise*, a Virginia City, Nevada, newspaper. While there, he began using the pen name "Mark Twain." He chose this name because it was a term used by riverboat pilots when they were measuring the water's depth, and "twain" meant a depth of twelve feet, which was just barely safe for navigation. The time Twain had spent on the Mississippi River was important to him, and it greatly influenced his writing.
4. The next year, he left Nevada and went to California, where he settled in San Francisco for a short while. Twain met other writers and received encouragement from them while living in California. Twain wrote his most famous short story, "The Celebrated Jumping Frog of Calaveras County," when he lived in California. The story became a big hit, and people around the country commended Mark Twain for being a talented author. Readers began noticing what he wrote. He continued his work as a reporter and traveled all over the world. In 1867, Twain traveled to Europe and the Holy Land. He sent stories of his travels back to newspapers and magazines in New York and San Francisco.

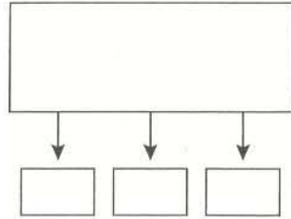
5. When Twain returned to the United States, he settled in Connecticut. He chose Hartford because his publisher and other authors lived there. His most creative years as an author were those he spent in Hartford in the home he built for his family.
6. Twain's wife sketched the layout of the house she wanted, and he hired an architect to design it. One interesting room is the library, where Twain entertained guests by reading from his writings. He also liked to recite poetry and tell stories to his friends and family. The room has a fireplace mantle that Twain brought from a castle in Scotland.
7. After Twain sold the house, it was used as a private school, an apartment building, and a branch of the Hartford Public Library. It became the Mark Twain museum in the 1960s. Today, Twain's home called *Nook Farm* is a national historic landmark.
8. Often, Hartford hosts the "Mark Twain Days" celebration. The events include a frog-jumping contest, a raft race, and riverboat rides. Actors represent Mark Twain, his family, and his neighbors. These people talk with visitors as if they really were Twain and his family and friends. The Mark Twain museum and celebration honor one of this country's most loved and respected authors.

**Answer questions 8 through 15
on your answer sheet.**

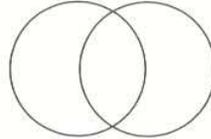
8. In paragraph 1, the author used a question to
 - f **introduce the topic of the article.**
 - g **state the main idea of the article.**
 - h **present facts about Twain.**
 - j **compare Twain to Clemens.**

9. According to information in the first three paragraphs, which of the following **most** influenced Twain's life?
 - a **Scotland**
 - b **The Mississippi River**
 - c **San Francisco**
 - d **The Nevada forests**
10. In paragraph 2, the author mentions details about the Civil War in order to
 - f **give readers a quick history lesson.**
 - g **discuss Twain's time as a soldier.**
 - h **explain why Twain stopped river boating.**
 - j **give the reader a glimpse of the Mississippi.**
11. According to information in paragraph 2, when he was young, Twain
 - a **did more than write books.**
 - b **settled in Connecticut.**
 - c **traveled around the world.**
 - d **knew the career he wanted.**
12. In paragraph 4, the word commended means
 - f **denied.**
 - g **promised.**
 - h **suspected.**
 - j **praised.**

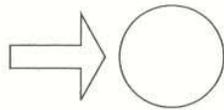
13 Which of these shows **best** how paragraph 4 is organized?



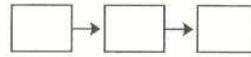
a Main idea/support



c Compare/contrast



b Cause/effect



d Sequence of events

14 From information in paragraphs 5 and 6, you can tell that

- f Twain's wife persuaded him to move to Connecticut.
- g Both Twain and his wife planned their house.
- h Twain enjoyed warming himself near the fireplace.
- j Twain liked reading his work out loud as much as writing it.

- 15 The author includes paragraph 5 in order to
- a explain why Twain decided to return to the United States.
 - b give reasons for Twain's move to Connecticut.
 - c show that Twain liked living in Connecticut best.
 - d discuss the years when Twain wrote his most famous story.

0

GO ON ►

GRADE 7
MARK TWAIN
OPEN-ENDED SAMPLE ITEMS

The following open-ended items are examples of the wording and format that will be used on the CMT 4. The strand and objective that each item assesses is indicated below the item. Scoring rubrics and samples of student responses with annotations can be found on the following pages.

- S-5 Write a **brief** paragraph summarizing the article.
A. Forming a General Understanding
3. Select and use relevant information from the text in order to summarize events and/or ideas in the text.
- S-2 The title of this article is “Mark Twain.” What could be another title for it?
Support your answer with information from the story.
A. Forming a General Understanding
1. Determine the main idea (nonfiction) or theme (fiction) within the text.
- S-3 Think about a person you know or have heard about who has had many different experiences. Using information from the article, explain how this person is or is not like Twain.
C. Making Reader/Text Connections
1. Make connections between the text and outside experiences and knowledge.

SCORING RUBRIC FOR OPEN-ENDED S-5

Write a **brief** paragraph summarizing the article.

A. Forming a General Understanding

Each score category contains a range of student responses that reflect the descriptions given below.

Score Point 0

The response demonstrates very limited or no understanding of the text. The response may be illogical, vague or irrelevant.

The response may include misunderstandings of portions or the whole text. It demonstrates limited or no reflection upon relevant information from the text.

Score Point 1

The response demonstrates some understanding of the text. A basic understanding is indicated by the inclusion of some relevant information from the text.

The response demonstrates some understanding of the text, but includes limited or no examples from the text to support ideas.

Score Point 2

The response demonstrates a clear understanding of the text. A strong conceptual understanding is indicated by the inclusion of specific and relevant information from the text.

The response is thoughtful and demonstrates a clear understanding of the text. The understanding is clearly supported with examples from the text.

S-5 Write a brief paragraph summarizing the article.

Mark Twain is not really Mark Twain. That's his pen name. His real name is Samuel Clemens. He worked as a river boat pilot, which inspired him to write novels and short stories. He traveled Europe and the Holy Land. Then he came to the U.S. and lived in Connecticut. Now his house is a museum.

7100023360

Score Point: 2

The response effectively summarizes the main points of the article (“...real name is Samuel Clemens...inspired him to write novels and short stories [sic]...lived in Connecticut. Now his house is a museum.”). Details are relevant and specific.

S-5 Write a brief paragraph summarizing the article.

When Mark Twain was around 12, he liked printing. But when he turned 21 he began piloting boats. After the Civil War he started mining. Then he moved to Hartford CT to start writing. He read to people and enjoyed it. This became his career.

7450005400

Score Point: 2

The response effectively summarizes most of the article's main points. Specific and relevant supporting details (“...began piloting boats...moved to Hartford, CT to start writing”) are included.

S-5 Write a brief paragraph summarizing the article.

This Article is about Mark Twain and his life. He had many jobs before becoming a writer. If it wasn't for his river boating job he would have never used the pen name Mark Twain. After moving to Connecticut he still entertained friends by reading his stories.

7100022410

Score Point: 2

The response indicates a clear understanding of the text and effectively summarizes most of the article's main points. Specific and relevant textual information is included ("...had many jobs before becoming a writer...entertained friends by reading his stories").

S-5 Write a brief paragraph summarizing the article.

In this article Twain lived in Connecticut and loved to drive boats, he also loved to write many books. Now every year people celebrate and go to his house in Hartford.

3325013410

Score Point: 1

The response demonstrates a basic understanding of the text. The summary includes some key facts from the article, but supporting details are limited.

S-5 Write a brief paragraph summarizing the article.

Mark Twain wrote books that we are reading now. His last name twain meant a depth of twelve feet.

3728028400

Score Point: 1

The response demonstrates some understanding of the text. The summary includes a few keys points from the article, but supporting details are very limited.

S-5 Write a brief paragraph summarizing the article.

The article was about Mark Twain's life and how he got his name.

7450003420

Score Point: 1

This very brief response demonstrates a basic understanding of one of the article's key points. Although the reference to this detail ("...Mark Twain's life and how he got his name") is minimal, it is sufficient to earn a score point of one.

S-5 Write a brief paragraph summarizing the article.

That, in 1862, Twain became a reporter for the Territorial Enterprise, a Virginia City, Nevada, newspaper.

3728029790

Score Point: 0

The response restates a sentence from the article and offers no summarization.

S-5 Write a brief paragraph summarizing the article.

It was about a guy who wrote books and traveled the world w/ his wife.

5660038220

Score Point: 0

The response demonstrates limited understanding of the text. Details are vague.

S-5 Write a brief paragraph summarizing the article.

It is about a man saying that he did
lots of things in his life and how he
came to Connecticut.

3325015800

Score Point: 0

The response demonstrates limited understanding of the text. Details are vague.

SCORING RUBRIC FOR OPEN-ENDED S-2

The title of this article is “Mark Twain.” What could be another title for it? Support your answer with information from the story.

A. Forming a General Understanding

Each score category contains a range of student responses that reflect the descriptions given below.

Score Point 0

The response demonstrates very limited or no understanding of the text. The response may be illogical, vague or irrelevant.

The response may include misunderstandings of portions or the whole text. It demonstrates limited or no reflection upon relevant information from the text.

Score Point 1

The response demonstrates some understanding of the text. A basic understanding is indicated by the inclusion of some relevant information from the text.

The response demonstrates some understanding of the text, but includes limited or no examples from the text to support ideas.

Score Point 2

The response demonstrates a clear understanding of the text. A strong conceptual understanding is indicated by the inclusion of specific and relevant information from the text.

The response is thoughtful and demonstrates a clear understanding of the text. The understanding is clearly supported with examples from the text.

S-2 The title of this article is "Mark Twain." What could be another title for it? Support your answer with information from the story.

This article could be titled "The life and writings of Mark Twain." This article has been written in a chronological order, this tells not as much about the person Mark Twain but the life of Mark Twain. Also there are many examples of his writing such as The Adventures of Huckleberry Finn. This article is more about Mark Twain's life and writing than his personal self.

7164007950

Score Point: 2

The response indicates a clear understanding of the article. A plausible new title is suggested and supported with relevant information from the text.

S-2 The title of this article is "Mark Twain." What could be another title for it? Support your answer with information from the story.

Another possible title for this passage could be "A Journey to the Top" This would be a very good, and an even more interesting title than the first in my opinion. This article is all about Mark Twain's life, and all he did before he became such a well-known and respected author. I think a title should cover the subject or main idea, but should be more specific than just a person's name. That is why I believe that, "A Journey to the Top," would be a better title for this passage.

6416043670

Score Point: 2

The student demonstrates a clear understanding of the text and presents a thoughtful new title. The student's title is supported with relevant information from the text ("...article is all about Mark Twain's life, and all he did before he became such a well-known and respected author").

S-2 The title of this article is "Mark Twain." What could be another title for it? Support your answer with information from the story.

It could be "How Mark Twain came to be". I think so because it explains all of the reasons on how he became to be a writer. It explains how being on the Mississippi River gave him ideas for some of his books, like "Huckleberry Finn" and "Life on the Mississippi". It also states how much he liked being in Connecticut.

8081004590

Score Point: 2

The response demonstrates a clear understanding of the text and suggests a plausible new title. Specific, relevant details support the student's title choice ("...how he became [sic] to be a writer...how being on the Mississippi River gave him ideas for some of his books").

S-2 The title of this article is "Mark Twain." What could be another title for it? Support your answer with information from the story.

I think it could be called "The Adventures of Mark Twain". This is because the story talks about where he went, what he did, where he worked, where he lived, and these are really adventures.

7100005550

Score Point: 1

The response indicates some understanding of the text. A new title is suggested, but supporting details are general ("...the story talks about where he went, what he did, where he worked, where he lived").

S-2 The title of this article is "Mark Twain." What could be another title for it? Support your answer with information from the story.

another title for this story could be "Connecticut's great author" because twain wrote some of the world most famous books which makes him a good author. Twain also grew up in Connecticut.

6416042760

Score Point: 1

The response demonstrates some understanding of the text. A new title is suggested, but supporting details are general ("...wrote some of the world [sic] most famous books"). Evidence of some misunderstanding ("Twain also grew up in Connecticut.") does not detract from the score.

S-2 The title of this article is "Mark Twain." What could be another title for it? Support your answer with information from the story.

Samuel Clemens can be the title for this story because that is Mark Twain's real name. Mark Twain is 'Samuel Clemens' pen name.

7164008730

Score Point: 1

The response indicates a basic understanding of the text. While a relevant new title is suggested, supporting details are very limited.

S-2 The title of this article is "Mark Twain." What could be another title for it? Support your answer with information from the story.

"My Move to Connecticut" I would have this story My Move to Connecticut because threw out the whole story he thinks of rather to move or not move to Connecticut.

6416043800

Score Point: 0

This response demonstrates very limited understanding of the text. Evidence of misunderstanding is present ("threw [sic] out the whole story he thinks of wather [sic] to move or not move to Connecticut").

S-2 The title of this article is "Mark Twain." What could be another title for it? Support your answer with information from the story.

The title could be Mark Twain the famous writer because they have a national holiday after him

7100005290

Score Point: 0

This response demonstrates very limited understanding of the text. While a new title is suggested, the supporting detail is incorrect ("...they have a national holiday after him").

S-2. The title of this article is "Mark Twain." What could be another title for it? Support your answer with information from the story.

Another title could be Mark Twain's Adventure because he did alot of stuff he went to alot of places to

4654044150

Score Point: 0

This response indicates limited understanding of the text. Supporting details are vague.

SCORING RUBRIC FOR OPEN-ENDED S-3

Think about a person you know or have heard about who has had many different experiences. Using information from the article, explain how this person is or is not like Twain.

C. Making Reader/Text Connections

Each score category contains a range of student responses that reflect the descriptions given below.

Score Point 0

The response shows little ability to use textual information and does not make important associations and/or connections between the text, other texts and/or outside experiences and knowledge.

The response shows little or no ability to make connections and/or makes irrelevant connections between the text and prior knowledge and experiences.

Score Point 1

The response demonstrates some ability to make connections between the text, other texts and/or outside experiences and knowledge, but fails to provide relevant information from the text as support.

The response shows some ability to make some connections between texts and outside experiences and knowledge, but lacks depth and/or support.

Score Point 2

The response demonstrates thoughtful and clear connections between texts, other texts and/or outside experiences and knowledge. Connections and responses are supported with relevant examples.

The response shows the ability to make understandable connections and provides adequate support.

S-3 Think about a person you know or have heard about who has had many different experiences. Using information from the article, explain how this person is or is not like Twain.

My Grandma has had many different experiences. She is not like Twain though. She doesn't write and does not have the experience of being on the Mississippi River. She speaks Spanish but never had the feeling of living in the U.S. During the 1870's. And most of all my Grandma isn't famous.

7164007950

Score Point: 2

In this response, the student demonstrates the ability to make a clear connection between the text and personal experience. The student thoughtfully contrasts his/her grandma with Mark Twain by using specific supporting details (“...doesn’t write...does not have the experience of being on the Mississippi River...speaks Spanish”).

S-3 Think about a person you know or have heard about who has had many different experiences. Using information from the article, explain how this person is or is not like Twain.

One person I know is not like Twain is me. I have not gone anywhere out of the country - he went to the Holy Land. I have not written anything really good - he's still a famous author. And I'm not rich - obviously he was because he had his house custom made; and in his study he had a fireplace all the way from a castle in Scotland!

6416041980

Score Point: 2

The student demonstrates the ability to make a thoughtful and clear connection between Mark Twain and him/herself. The response is supported with three relevant examples.

S-3 Think about a person you know or have heard about who has had many different experiences. Using information from the article, explain how this person is or is not like Twain.

My father has had many different experiences. He owned a grinder shop for ten years. Now, he is an accountant. My father is like Twain, because he has done many different jobs. My father is not like Twain, because he hasn't lived in many different places.

8081004290

Score Point: 2

This response shows the student's ability to make a clear reader-text connection. The student includes relevant textual and personal details to support the comparison of the student's father and Mark Twain.

S-3 Think about a person you know or have heard about who has had many different experiences. Using information from the article, explain how this person is or is not like Twain.

My grandfather is like Twain because they both have seen the Civil War times, they are both dead, and they were both miners for a short time.

8081004950

Score Point: 1

This response demonstrates some ability to make connections between the text and personal experience. However, greater depth and more supporting details are needed.

S-3 Think about a person you know or have heard about who has had many different experiences. Using information from the article, explain how this person is or is not like Twain.

My Mom is not like mark twain.
she doesnt fight stolics or read poetry,
she hasnt had multible jobs either.

6416042100

Score Point: 1

The student shows some ability to make a connection between Mark Twain and his/her mother. However, relevant supporting details from the text are needed.

S-3 Think about a person you know or have heard about who has had many different experiences. Using information from the article, explain how this person is or is not like Twain.

One person that is a little like twain is
my dad. My dad first lived in Idaho then moved
to connecticut and twain once lived in Europe
then moved to connecticut.

6416042760

Score Point: 1

The response shows some ability to form a reader-text connection. However, relevant supporting details are limited.

S-3 Think about a person you know or have heard about who has had many different experiences. Using information from the article, explain how this person is or is not like Twain.

~~Adrian~~ That person is me because I have made a lot of experiences. and I am not like Twain.

7360008620

Score Point: 0

This response is very limited and shows little ability to use textual information to form an important connection between the text and personal experience.

S-3 Think about a person you know or have heard about who has had many different experiences. Using information from the article, explain how this person is or is not like Twain.

The person I've heard of is not like Twain, because he did different things in his life from Twain and wasn't as well known. He was more of a legend to people unlike Twain.

6416042090

Score Point: 0

In this response, the student fails to clearly identify a person who has had many different experiences. Supporting details are vague.

S-3 Think about a person you know or have heard about who has had many different experiences. Using information from the article, explain how this person is or is not like Twain.

I don't really know anyone who is like Mark Twain.

8081004630

Score Point: 0

The student is unable to make a connection between the text and personal experience.

Grade 8: Pet-Sitter

Answer key for multiple-choice and open-ended questions

Multiple-Choice

Number	Correct Answer	Strand/Objective
22	b	B2
23	a	A4
24	a	A5
25	b	D1
26	d	B1
27	d	B1

Open-Ended

Document ID	Score
722310677	2
722308454	2
722347114	2
722058537	1
2041991	1
722119733	1
722359219	0
722312106	0
722058259	0
722201308	2
722059157	2
722194199	2
722059623	1
722059304	1
722058205	1
722772553	0
722774091	0
722325298	0
722643158	2
722313180	2
722314724	2
722347953	1
722058141	1
722347419	1
722357833	0
722502823	0
722609167	0

DIRECTIONS

This article is from a chapter in a book about different ways young people can earn extra spending money. Some families want help caring for their pets while they are at work or on vacation. The article provides information about how to become a pet-sitter. Read the article and then answer Numbers 22 through 30.

Pet-Sitter

by Art Beroff and T.R. Adams

The Inside Story

1 A pet is a lot of fun and quickly becomes a part of the family. And like anybody else in the family, he or she is a major responsibility. When people leave town on business or pleasure—or even when they're at work for long hours at a stretch, what to do with Pooch, Puss, Tweetie, or even Finny the fish becomes a pressing concern. They can't be left alone to fend for themselves—besides the food, water, and bathroom issues, there's loneliness to contend with. Pets need companionship as much as people do.



But if you love pets of all kinds, you can ride to the rescue as a pet-sitter.

3 You'll provide fresh food and water as well as love and attention, giving hugs and pats along with a good romp in the yard or walk in the park. Some pet-sitters also handle medical needs, administering insulin injections or providing in-home after-surgery care. (If you'll take on this responsibility, you'll need to make sure medical treatments aren't necessary during the hours you're in school.)

The advantages to this business are that you can start on a shoestring¹ and you get all the advantages of having lots of pets on a daily basis without your parents going ballistic like they might if you brought home 15 dogs and cats.

5 The only real disadvantage is that you'll most likely be on duty during holidays like Thanksgiving, Christmas and the Fourth of July. So if your family usually takes off for foreign parts or drives upstate to visit relatives during these times, you'll need to take this potential problem into consideration when planning your business. (You may be able to compensate² by taking on clients who need day care while they're at work rather than holiday care.)

¹start on a shoestring: begin with very little money

²compensate: make up for

GO ON ►

All you need is a love for animals and the ability to relate to them. If you plan to take on birds and fish besides dogs and cats, you'll need to know how to care for them and clean their living areas. If you'll do medical care, you'll need to know the basics of animal treatment like administering pills or insulin injections or changing bandages.

Necessities

- 7 Because pet owners provide all the food and other supplies, you'll need next to nothing in the way of materials or equipment. If you plan to offer after-surgery or sick animal care, you should take animal-care classes or work for a veterinarian—even as a volunteer—for a few months. This is not a must because owners can show you what to do, but it's a valuable bonus on your flier or brochure.

Starter Costs

This is another minimum start-up business—you can get up and running with costs of about \$150.

Charge It!

- 9 Your rates will depend on how much time and care you provide for each client. A household with one laid-back cat where the owners will be out of town for a week will require a lot less work than a home with two frisky Labradors and a poodle where the humans will be on holiday for a month. You can charge by the hour, a flat rate per service, or—for day-care clients—on a weekly basis. Most pet-sitters charge a flat fee per week, say \$25 for five days of routine care. You might also want to figure a separate fee schedule for ailing animals or long-term fish care that requires tank cleaning because they take more time and responsibility.

Earn It!

As a pet-sitter, you can expect to earn annual gross revenue of \$4,000 and up, depending on what services you offer and how many clients you have.

Advertising Blitz

- 11 Since your clients will be pet owners, you'll want to make the rounds of pet shops and veterinary offices with your brochures and business cards. Introduce yourself, leave your materials and ask for referrals. Distribute fliers around your neighborhood, and meow up publicity with press releases to local publications.

Next Up

Start learning whatever you don't know and will need, like caring for sick pets or cleaning fish tanks. Then design a brochure and go for it!



22 In paragraph 1, the author **probably** included the statement, “pets need companionship as much as people do,” in order to

- make the article more interesting to readers.
- stress the importance of animals’ emotional needs.
- point out that pet-sitting is a time-consuming job.
- suggest that owners sometimes neglect their pets.

23 According to the article, someone who is planning to become a pet-sitter would **most likely** need to

- decide which services to provide.
- purchase pet bedding for a variety of animals.
- supply pet owners with materials and equipment.
- arrange to bring animals home over the holidays.

24 Read this sentence from paragraph 1.

When people leave town on business or pleasure—or even when they’re at work for long hours at a stretch, what to do with Pooch, Puss, Tweetie, or even Finny the fish becomes a pressing concern.

In this sentence, the word *pressing* means

- critical.
- discouraging.
- frightening.
- medical.

GO ON ►

Page 17

Session 1

25 The tone of this article can **best** be described as

- admiring.
- enthusiastic.
- respectful.
- thoughtful.

26 The section titled "Charge It!" can **best** be described as

- a definition.
- a summary.
- an argument.
- an explanation.

27 The information in the article is organized by

- cause and effect.
- steps in a process.
- order of importance.
- topics and examples.

28 What additional information could the writer have included to help a student like you decide whether or not to become a pet-sitter? Use information from the article to support your answer.

**GRADE 8
PET-SITTER
OPEN-ENDED SAMPLE ITEMS**

The following open-ended items are examples of the wording and format that will be used on the CMT 4. The strand and objective that each item assesses is indicated below the item. Scoring rubrics and samples of student responses can be found on the following pages.

28. What additional information could the writer have included to help a student like you decide whether or not to become a pet-sitter. Use information from the article to support your answer.
B. Developing Interpretation
2. Draw conclusions about the author’s purpose for choosing a genre, or for including or omitting specific details in the text.
29. According to the article, what is an important quality that a pet-sitter should have? Explain why this quality is important. Use information from the article to support your answer.
A. Forming a General Understanding
3. Select and use relevant information from the text in order to summarize events and/or ideas in the text.
30. After reading the article, explain why you **would** or **would not** like to be a pet-sitter. Use information from the article to support your answer.
C. Making Reader/Text Connections
2. Select, synthesize and/or use relevant information within the text to write a personal response to the text.

SCORING RUBRIC FOR OPEN-ENDED ITEM NUMBER 28

What additional information could the writer have included to help a student like you decide whether or not to become a pet-sitter? Use information from the article to support your answer.

B. Developing Interpretation

Each score category contains a range of student responses that reflect the descriptions given below.

Score Point 0

The response demonstrates very limited or no exploration or development of ideas presented in the text. The response shows little, if any, understanding of the text. The response may be illogical, vague or irrelevant.

The response may include incomplete or limited inferences, connections between ideas in the text, or references to prior knowledge and/or experiences.

Score Point 1

The response demonstrates some exploration or development of ideas presented in the text. A fundamental understanding is indicated by the inclusion of some relevant information from the text.

The extension of ideas lacks depth, although the response may include some inferences, connections between ideas in the text, or references to prior knowledge and/or experiences.

Score Point 2

The response demonstrates an exploration or development of the ideas presented in the text. A conceptual understanding is indicated by the inclusion of specific and relevant information from the text.

This extension of ideas may include extensive and/or insightful inferences, connections between ideas in the text, and references to prior knowledge and/or experiences.

- 28 What additional information could the writer have included to help a student like you decide whether or not to become a pet-sitter? Use information from the article to support your answer.

The writer could have included more information on how to care for certain pets or what you will be required to do on your job. All the author mentioned was that you will have to clean a fish tank for fish. I'm not a person who knows a lot about animals and how to take care of them so more of that information would be nice

722310677

Score Point: 2

The student presents a thoughtful extension of the ideas presented in the text. Strong conceptual understanding is indicated by the inclusion of specific information from the text ("All the author mentioned was that you will have to clean a fish tank") and additional information that would be useful to the reader ("...how to care for certain pets...what you will be required to do").

- 28 What additional information could the writer have included to help a student like you decide whether or not to become a pet-sitter? Use information from the article to support your answer.

The author could have actually described how much work it is. For example with the dogs you would have to walk them, feed them, make sure they have water, let them out, and maybe even brush them. The author didn't go into depth about responsibilities so people may not realize how much work there actually is until they do the job.

722308454

Score Point: 2

The response indicates an exploration of the ideas presented in the article. The student includes several specific suggestions (“...with the dogs you would have to walk them, feed them, make sure they have water...author didn’t go into depth about responsibilities”) for additional information that could be included in the article.

- 28 What additional information could the writer have included to help a student like you decide whether or not to become a pet-sitter? Use information from the article to support your answer.

The additional information the writer could have included to help someone to decide whether or not to become a pet-sitter is be sure you know what you are doing when it comes to feeding and medicine because you don't want to over feed or over dose anyones pet.

722347114

Score Point: 2

This response includes an extension of the ideas presented in the article. A specific suggestion for additional information is supported with relevant reasons (“...be sure you know what you are doing when it comes to feeding and medicine because you don’t want to over feed or over dose [sic] anyone’s pet”).

- 28 What additional information could the writer have included to help a student like you decide whether or not to become a pet-sitter? Use information from the article to support your answer.

Some additional information that the writer could have added was the times or schedule the pet is on or the amount of care the pet needs.

722058537

Score Point: 1

This response demonstrates some exploration of the ideas presented in the article. Despite references to additional information that would be helpful to the reader (“...the times or schedule the pet is on or the amount of care the pet needs”), supporting details lack depth.

What additional information could the writer have included to help a student like you decide whether or not to become a pet-sitter? Use information from the article to support your answer.

To see if you like animals because if you don't you won't be a lot of fun. know how much money you get paid for what kind of animal because you wouldn't want to be getting paid for a large dog.

2041991

Score Point: 1

This response indicates a fundamental understanding of the ideas from the article and presents suggestions for additional information (“...see if you like animals...know how much money you get paid for what kind of animal”), but relevant text-based information is needed for support.

2041991

A-5

SP1

- 28 What additional information could the writer have included to help a student like you decide whether or not to become a pet-sitter? Use information from the article to support your answer.

You would have to clean after
it. You would be missing time
with your family on holidays.

722119733

Score Point: 1

The student presents two suggestions for additional information that would be helpful to the reader, but does not support these suggestions with relevant information from the text.

A-6

- 28 What additional information could the writer have included to help a student like you decide whether or not to become a pet-sitter? Use information from the article to support your answer.

yes because if was him I would want
him to help me

722359219

Score Point: 0

This response demonstrates no exploration of the ideas presented in the article. The response to the prompt is vague.

SP0

- 28 What additional information could the writer have included to help a student like you decide whether or not to become a pet-sitter? Use information from the article to support your answer.

They could of been more
explainable to the idea.

722312106

Score Point: 0

This response is vague. Little understanding of the article and prompt is evident.

- 28 What additional information could the writer have included to help a student like you decide whether or not to become a pet-sitter? Use information from the article to support your answer.

more specific
things you can do...

722058259

Score Point: 0

This response demonstrates very limited exploration of the ideas presented in the text. The suggestion for additional information (“more specific things you can do”) is too vague to earn a higher score point.

SCORING RUBRIC FOR OPEN-ENDED ITEM NUMBER 29

According to the article, what is an important quality that a pet-sitter should have? Explain why this quality is important. Use information from the article to support your answer.

A. Forming a General Understanding

Each score category contains a range of student responses that reflect the descriptions given below.

Score Point 0

The response demonstrates very limited or no understanding of the text. The response may be illogical, vague or irrelevant.

The response may include misunderstandings of portions or the whole text. It demonstrates limited or no reflection upon relevant information from the text.

Score Point 1

The response demonstrates some understanding of the text. A basic understanding is indicated by the inclusion of some relevant information from the text.

The response demonstrates some understanding of the text, but includes limited or no examples from the text to support ideas.

Score Point 2

The response demonstrates a clear understanding of the text. A strong conceptual understanding is indicated by the inclusion of specific and relevant information from the text.

The response is thoughtful and demonstrates a clear understanding of the text. The understanding is clearly supported with examples from the text.

SP2

- 29 According to the article, what is an important quality that a pet-sitter should have? Explain why this quality is important. Use information from the article to support your answer.

An important quality needed to become a pet-sitter is a love for animals. You need to be able to care for them just as you would a human being. You need to make time in a busy schedule to play with them, feed them, and provide companionship.

722201308

Score Point: 2

This response demonstrates a clear understanding of the text. The student identifies an important quality that a pet-sitter should possess and supports his/her idea with specific, relevant details (“...make time in a busy schedule to play with them, feed them, and provide companionship”).

A-1

SP2

- 29 According to the article, what is an important quality that a pet-sitter should have? Explain why this quality is important. Use information from the article to support your answer.

A love for animals is important.
If you don't love them, then you wouldn't want to inject, put a dog, much less show pills down its throat or clean up after it. Love is important in a pet sitter.

722059157

Score Point: 2

The student demonstrates a clear understanding of the text. The student identifies an important quality for a pet-sitter to possess ("a love for animals") and supports this choice with relevant examples and details.

A-2

Doc_ID: 722059157
Grade: 8
Section: S1

SP2

- 29 According to the article, what is an important quality that a pet-sitter should have? Explain why this quality is important. Use information from the article to support your answer.

You need to be able to give the animals as much love as possible because they are just like humans and they need companionship.

722194199

Score Point: 2

This concise response identifies an important quality for a pet-sitter to have (“...able to give the animals as much love as possible”) and supports this quality with relevant information.

A-3

Doc_ID: 722194199
Grade: 8
Section: S1

SP1

- 29 According to the article, what is an important quality that a pet-sitter should have? Explain why this quality is important. Use information from the article to support your answer.

an important quality all pet-sitters should have is a love of pets. this is important, because you'll need to know what to do for each kind of pets.

722059623

Score Point: 1

The student demonstrates some understanding of the text. The student identifies an important quality that pet-sitters should possess (“...a love of pets”), but the response lacks specific, relevant supporting details.

A-4

Doc_ID: 722059623
Grade: 8
Section: S1

- 29 According to the article, what is an important quality that a pet-sitter should have? Explain why this quality is important. Use information from the article to support your answer.

The most important quality is caring for the pets. It says in the article that they have emotions too, and you need to care for them.

722059304

Score Point: 1

The student shows a basic understanding of the text. A quality needed to be a good pet-sitter is identified, but supporting information lacks specificity.

29 According to the article, what is an important quality that a pet-sitter should have? Explain why this quality is important. Use information from the article to support your answer.

A pet sitter should like to be around pets.

722058205

Score Point: 1

The student presents a quality that a pet-sitter should possess (“A pet sitter should like to be around pets”), but does not support his/her idea with relevant information from the text.

Doc_ID: 722058205
Grade: 8
Section: S1

A-6

- 29 According to the article, what is an important quality that a pet-sitter should have? Explain why this quality is important. Use information from the article to support your answer.

Because help you to start working in other place.

722772553

Score Point: 0

This response is vague and does not suggest a quality that a pet-sitter should have.

A-7

Doc_ID: 722772553
Grade: 8
Section: S1

- 29 According to the article, what is an important quality that a pet-sitter should have? Explain why this quality is important. Use information from the article to support your answer.

A triams to work on the
pets to be care.

722774091

Score Point: 0

This response shows little understanding of the text and does not suggest a quality that a pet-sitter should have.

Doc_ID: 722774091
Grade: 8
Section: S1

A-8

- 29 According to the article, what is an important quality that a pet-sitter should have? Explain why this quality is important. Use information from the article to support your answer.

because it is in my pet

722325298

Score Point: 0

This response shows little understanding of the text and does not suggest a quality that a pet-sitter should have.

SCORING RUBRIC FOR OPEN-ENDED ITEM NUMBER 30

After reading the article, explain why you **would** or **would not** like to be a pet-sitter. Use information from the article to support your answer.

C. Making Reader/Text Connections

Each score category contains a range of student responses that reflect the descriptions given below.

Score Point 0

The response shows little ability to use textual information and does not make important associations and/or connections between the text, other texts and/or outside experiences and knowledge.

The response shows little or no ability to make connections and/or makes irrelevant connections between the text and prior knowledge and experiences.

Score Point 1

The response demonstrates some ability to make connections between the text, other texts and/or outside experiences and knowledge, but fails to provide relevant information from the text as support.

The response shows some ability to make some connections between texts and outside experiences and knowledge, but lacks depth and/or support.

Score Point 2

The response demonstrates thoughtful and clear connections between texts, other texts and/or outside experiences and knowledge. Connections and responses are supported with relevant examples.

The response shows the ability to make understandable connections and provides adequate support.

SP2

- 30 After reading the article, explain why you would or would not like to be a pet-sitter. Use information from the article to support your answer.

I would like to become a pet-sitter. I do love animals, like the article said, and the article also makes it sound very easy, you just have to learn how to take care of the animals. Also, the article said that you could make up to \$4000 a year. That is good motivation to help someone want to do a good job taking care of pets.

722643158

Score Point: 2

The student presents a thoughtful and clear connection between the text and personal information. The student supports the assertion that he/she would like to be a pet-sitter with relevant personal and text-based examples ("I do love animals... the article also makes it sound very easy ...you could make up to \$4000 a year").

SP2

30

After reading the article, explain why you **would** or **would not** like to be a pet-sitter. Use information from the article to support your answer.

I would not like to be a pet sitter yes i do love pets but the pets would want there owners, and be sad and I would want it to be happy and I dunno if I would be able to meet all the kneeds of sitting lots of pets, and making them happy. I would not want that responsibility.

722313180

Score Point: 2

The student demonstrates the ability to connect the text with personal information. The student indicates that he/she would not like to be a pet-sitter and supports this choice with relevant details (“...pets would want [sic] there [sic] owners, and be sad...I dunno [sic] if I would be able to meet all the kneeds [sic] of sitting lots of pets...would not want that responsibility”).

SP2

30

After reading the article, explain why you **would** or **would not** like to be a pet-sitter. Use information from the article to support your answer.

I would not like to be a pet
sitter because I am rarely ever home
and I don't like many animals. I
usually go away for holiday and if
I am home I am busy with
homework or activities.

722314724

Score Point: 2

The student demonstrates a clear connection between the text and personal information. The student indicates that he/she would not like to be a pet-sitter and supports this decision with relevant, text-based details (“...don’t like many animals...usually go away for holiday...busy with homework or activities”).

SP1

- 30 After reading the article, explain why you would or would not like to be a pet-sitter. Use information from the article to support your answer.

*I would not want to be a pet sitter because
thats to much responsibility you have to treat
them with care and respect and your attension.*

722347953

Score Point: 1

The student demonstrates some ability to make a connection between the text and personal experience, but supporting details lack depth and specificity (“...treat them with care and respect and your attension [sic]”).

SP1

- 30 After reading the article, explain why you would or would not like to be a pet-sitter. Use information from the article to support your answer.

I would not want to become a pet-sitter because I would rather spend my free time with friends or socializing instead of having an animal as my company.

722058141

Score Point: 1

The student demonstrates the ability to make a connection between the text and personal experience by indicating that he/she would not like to be a pet-sitter. However, relevant information from the text is not included in this response.

SP1

30

After reading the article, explain why you **would** or **would not** like to be a pet-sitter. Use information from the article to support your answer.

I would not because it is too much work

722347419

Score Point: 1

Though sparse, this response does indicate some ability to connect the text to personal experience. Relevant supporting details are needed.

30

After reading the article, explain why you **would** or **would not** like to be a pet-sitter. Use information from the article to support your answer.

Yes I would like to be a pet/bitter pet not
a farmer.

722357833

Score Point: 0

This response shows little ability to use textual information and presents an irrelevant connection (“...I would like to be a pet sitter but not a farmer”).

SP0

- 30** After reading the article, explain why you **would** or **would not** like to be a pet-sitter. Use information from the article to support your answer.

I would like to be a pet-sitter

722502823

Score Point: 0

While the student does indicate that he/she would like to be a pet-sitter, no supporting details are included in the response.

A-8

Doc_ID: 722502823
Grade: 8
Section: S1

SP0

- 30** After reading the article, explain why you **would** or **would not** like to be a pet-sitter. Use information from the article to support your answer.

no I wouldn't want to be a
petsitter.

722609167

Score Point: 0

While the student does indicate that he/she would not like to be a pet-sitter, no supporting details are included in the response.

Doc_ID: 722609167
Grade: 8
Section: S1

A-9

PART III:

CMT 4 Language Arts

**Degrees of Reading Power®
(DRP)**

Part III: Degrees of Reading Power®

I. OVERVIEW

The Degrees of Reading Power (DRP®) section of the Connecticut Mastery Test (CMT) measures reading as a process in which students attempt to make sense of the text they read. The DRP® in CMT 4 is similar to that used in CMT 3, although the DRP test has been reduced in length. The test time will be 45 minutes for all grades. Each DRP® test consists of a number of nonfiction passages on a variety of topics. Within these passages, words have been deleted and the student is asked to select the correct word for each deletion in the text. The test measures student reading ability on a readability scale. This scale helps teachers and others to select reading materials that have an appropriate level of difficulty for students with various DRP® scores. Students respond to multiple-choice questions designed to measure how well students process and understand text.

II. DESCRIPTION OF DRP TESTS

Degrees of Reading Power (DRP) tests developed by Touchstone Applied Science Associates, Inc. (TASA) are one component of the Connecticut Mastery Test (CMT) program in Grades 3 through 8.

DRP tests are holistic measures of how well students understand the meaning of text. DRP tests are single-objective tests measuring how well students understand the surface meaning of what they read. They measure the process of reading rather than products of reading, such as main idea and author's purpose.

Close examination of the sample passages included in this handbook will confirm that the test items are not about the subject of the passage, its sentences or grammatical structures. Rather, the items assess the ability to use the information in the text to figure out the meaning of the text. DRP tests have a number of properties which distinguish them from all other reading tests.

- The test items are designed so that the passage in which they are embedded must be read and understood in order for the student to answer correctly. If any sentence containing a blank is considered in isolation, each response option makes a grammatically correct and semantically plausible sentence. When the meaning of the paragraph is taken into account, however, only one response is plausible.
- All of the content information that is needed to select the correct response is contained within the passage. No familiarity with the subject matter is required to answer the test questions correctly. The student needs to have knowledge of syntax, semantics, and other basic linguistic skills to read text for meaning. Regardless of the difficulty of the prose passage, all response options are common words – that is, they occur with extremely high frequency in written materials. Since students should be able to recognize and understand the response options, failure to respond correctly to test items can be attributed to a failure to comprehend the text in which they appear.

III. PREPARING STUDENTS TO TAKE DRP TESTS

Students should be familiar with the directions and format of the tests that will be administered to them. Some specific features of DRP tests include the following:

- There is no information in the sentence containing the blank that will lead (students) to the right answer.
- Comprehension across several sequential sentences is essential to selecting a correct response. The text of the passage must be read (decoded) and understood in order for the student to respond correctly.
- Context cues that determine the correct answer often appear both before and after the sentence containing the blank. Therefore, students should not stop reading when they come to the blank in the text.
- None of the response options appear in the text. Therefore, it is not productive to try to match responses to words in the passage.

IV. USING DRP-LIKE MATERIALS TO TEACH READING COMPREHENSION

An effective alternative to using multiple-choice materials that look like DRP test passages (which often encourage simple drill and practice only) is to remove the multiple-choice response options from the materials. Students can then generate as many words as possible that maintain the meaning of the paragraph.

After students have generated as many words as possible, they should have an opportunity to discuss their answers – either in a small-group activity or as a teacher-led discussion. Students can use the text of the message (context) to support and/or defend their answers. There is great value in the discussion of incorrect answers. Explaining why certain words cannot be used is just as valuable as explaining why certain words can be used.

One of the most important questions teachers may ask students when having a text-based discussion is, “How do you know?” This question forces the students to use the text to explain, defend or elaborate upon an answer.

V. DRP SCORING

Like the Editing & Revising subtest on the CMT, the DRP is made up entirely of multiple-choice items and is scored by machine. Unlike Editing & Revising, or any other component of the CMT, the DRP is a nationally norm-referenced measure and is the only portion of the CMT that is purchased directly from an outside vendor (TASA). As a norm-referenced measure, the DRP is accompanied by percentile information. This can be used to compare student performance directly against students in the pilot population. Though percentile ranking is NOT available at the individual student level for any other component of the CMT, it is available for the DRP. In order to find the percentile rank, it is necessary to consult the DRP conversion table of the same form of the test as was taken by the student. The DRP conversion table can be located by visiting the Connecticut State Department of Education Website: www.csde.state.ct.us .

The Connecticut State Department of Education reports DRP test scores at different levels of comprehension in each grade. DRP scores are reported in terms of P-values, or percent of comprehension.

- Grades 3 and 4 @ P=.70
- Grades 5 and 6 @ P=.75
- Grades 7 and 8 @ P=.80

As a result, the performance of students on these DRP tests cannot be compared directly unless the scores are converted to the same level of comprehension. Connecticut educators can use the DRP conversion tables to convert the DRP scores reported for the CMT in Grades 3 through 8 and make valid comparisons of student performance across these grades.

The goal standard for reading is based on scale scores that have been established by combining, with appropriate weighting, the scores derived from performance on both the DRP and Reading Comprehension tests.

DRP test scores can be used to identify books that a student is able to read. It is important to note, however, that they cannot be used to identify the books that a student may want to read. Student interest, motivation and purpose for reading also need to be considered when identifying books for students to read.

Using DRP tests to determine what books students are able to read and how well they can comprehend them allows teachers to:

- identify instructional materials, including literature and popular titles, that are appropriate for the reading abilities of their students;
- inform parents about what their children are actually able to read;
- involve parents in the education of their children by recommending specific books, based on each child's current reading ability;
- define desired reading outcomes in terms of real-world expectations that students need to achieve, such as being able to read materials as difficult as front-page newspaper articles or freshmen college textbooks; and
- determine whether students are making adequate growth or progress toward school/district reading outcomes.

VI. CONTACT INFORMATION

For additional information about the DRP Program, please call or write:

**TASA DRP Services
Fields Lane, P.O. Box 382
Brewster, NY 10509-0382**

**(914) 277-4900
Fax (914) 277-3548**

**TASA's Home Page:
<http://www.tasa.com>**

**Email:
info@tasa.com**

VII. DRP SAMPLE PASSAGES

The following pages include a series of DRP passages. They have been formatted as they would appear on a test form and are presented in order of increasing difficulty. The passages represent a range of DRP reading levels and correspond roughly to DRP grade-level goals that were used in earlier generations of the CMT, with the difficulty of the first passage of the set corresponding to the goal for the third grade, the second passage to the goal for fourth grade, and so forth.



TO THE STUDENT

This is a test to find out how well you read. Do your best to read the passages and answer the questions. Work carefully and do not rush.

DIRECTIONS

This test contains several reading passages. In each passage, some words are missing. Whenever a word is missing, there is a blank line with a number on it. Next to the passage, you will find the same number and five words. Choose the word that makes the best sense in the blank.

Mark the bubble for the answer you have chosen. Mark only one answer for each question. If you want to change an answer, be sure to erase your first mark completely. Then mark the answer you want.

Read Sample S-1 on the next page and see how the right answer has been marked for you. Then read Sample S-2 and mark the correct answer.



SAMPLES

It was sunny and hot for days. Then the **S-1** changed.
It turned cloudy and cool.

- S-1** price road
 job weather
 size

It isn't safe to go out today. There was too much
 S-2 yesterday. Many streets are flooded with water.

- S-2** rain focus
 mail noise
 work

Look at the answer for Sample **S-1**. The word "weather" is marked because it makes the best sense in the blank.

In Sample **S-2**, you should have marked the word "rain" because it makes the best sense in the blank.

As you can see, you may not be sure of the answer to a question until you have read the sentence that comes after the blank. So be sure to read enough to answer the questions.

You are not expected to read at the same speed as other people or to answer the same number of questions. As you work on this test, you will find that the passages become harder to read. Do your best to read as many passages as you can and to answer as many questions as you can.

You will have 45 minutes to complete this test. Be sure to spend your time on what you can read rather than on what is too hard for you. It is more important to get the answers right for the passages you can read than it is to try to read all the passages on this test.

Remember, mark all your answers clearly and mark only one answer for each question.

DO NOT WRITE HERE
DO NOT WRITE HERE
DO NOT WRITE HERE
DO NOT WRITE HERE
DO NOT WRITE HERE

Plants are able to make their own food. A few plants also catch food. Their leaves act as traps. They catch insects.

The sundew is one such plant. It has a kind of juice, or nectar, on its leaves. The nectar is sweet and sticky. Its odor attracts insects. They land on the leaves. They get stuck. Often they try to pull away. They fight to get free. But 1 does not help the insect. The harder it pulls, the more it gets stuck. Soon, short hairs on the leaf begin to bend. They fold over the insect. Then longer and longer hairs do so. All the hairs 2. They fold over, pinning the insect down.

It may take only a few minutes for this to happen. It may take hours. The 3 varies. It depends on how slowly the plant acts. It depends on how much the insect fights. About a week later, the hairs unfold. The insect has been eaten. The plant is ready for its next victim. But it will have few such 4. It will eat only three or four insects. Then it will die.

The sundew plant traps insects rather slowly. This is not true of some other plants. They are much 5. The Venus flytrap is one of these. It closes in half a second or less. It has six tiny hairs on each leaf. The leaf snaps shut when insects touch the hairs. The insects are caught inside. At first, spaces remain where the leaf edges meet. The insects may try to squeeze out through the openings. Some insects will get through. They will 6. Soon, though, the sides of the leaf draw tightly together. Then there is no way out.

You can see this plant work by putting something on the leaf to touch the hairs. You must 7 it carefully, though. The leaf will snap shut so quickly you will miss it if you glance away.



- 1 struggling drinking
 searching sleeping
 listening
- 2 move dry
 break shine
 disappear
- 3 color shape
 taste time
 distance
- 4 branches flowers
 spots meals
 diseases
- 5 faster safer
 greener taller
 prettier
- 6 hear grow
 gather nest
 escape
- 7 watch seed
 smell water
 pick

GO ON →

In the mid-19th century, a small insect reached Europe from the United States. This insect fed on grapevines, destroying their roots. All over Europe, vines began dying. It was clear that the **8** could not withstand the attack. They had to be pulled out. Some landowners put in new vines, immune to the insects, while others changed crops. The owners of the Lascaux Estate in France replaced their grapes with pine saplings. The trees grew, and brambles and bushes sprouted among them. After many years, there were **9** where the vineyards had been.

- 8** sheep plants
 streams children
 buildings

- 9** lakes roads
 woods valleys
 villages

Removing the vines at Lascaux had loosened the soil, so that when one of the pines blew over, its roots opened a deep hole. Farmers, fearing that cattle, might fall in, filled the pit with branches. That way, the animals could move about safely. The farmers would not have to **10**. For years they kept the pit filled, but in 1940, some youths found the hole. Removing the branches, they went down and found another opening below. They wanted to enter, but the opening was too narrow. None of them could **11**. With a knife, the youths enlarged the opening and squeezed in. They found themselves in a cave and began walking. They moved slowly, for their lamp was weak. It was hard to **12**. However, when they reached a narrow corridor, their light hit the walls. They realized there were paintings of animals on the walls and wondered if the whole cave was decorated. They retraced their steps and looked, holding the lamp to the walls. There were indeed many **13**.

- 10** worry wait
 share trade
 water

- 11** pay swim
 read fit
 shoot

- 12** hear see
 work refuse
 leave

- 13** noises graves
 drops maps
 pictures

News of the paintings spread quickly. People who studied them said they were 25,000 years old. They were the best preserved paintings from that period yet known. Reporters came to Lascaux, wrote about the cave, and photographed it. Stories were printed around the world. The cave grew **14**. Today, photographs of the Lascaux Cave appear in many books.

- 14** cold dry
 famous dark
 large



GO ON →



From 985 A.D. to about 1500 A.D., Scandinavian settlers lived in Greenland. For 300 years, their farms flourished. By 1578, however, the settlements had vanished. No survivors were found. What is the explanation? Why did the people 15?

- 15 delay obey
 forget meet
 disappear

The answer lies partly in the worldwide cooling, or "Little Ice Age," that began during the 13th century. In Europe, cold summers ruined crops, causing grain shortages. Times were hard for Europeans. But in Greenland, conditions were far worse. There, the people 16 more. In the end, they could not survive.

- 16 talked saved
 suffered moved
 earned

The climate changed so much in Greenland that farming and herding became impossible. To make matters worse, the settlers were soon cut off from European goods. Arctic ice, which could do great damage, had begun drifting into the Atlantic trade route. Ships were 17. Because of the danger, trade between Greenland and Europe declined and finally stopped. When this happened, the settlers were deprived of European grain, wood, and iron. These 18 were essential. Settlers needed them in order to prepare their meals, build their ships, and make their weapons.

- 17 burned sighted
 painted powered
 threatened

- 18 roads supplies
 shoes houses
 animals

In 1410, the last ship sailed from Europe to Greenland. After that, visits to the settlements stopped. No more 19 were made. Thus, we have no eyewitness report of what finally happened. But in 1921, in an old cemetery, archaeologists found evidence of what the changing climate did to the land and people. The earliest graves were deep, for in the first years of colonization the ground was soft. Later, though, the deeper ground stayed frozen all year. Burials had to be closer to the 20. The last graves dug were extremely shallow.

- 19 meals trips
 coats fires
 shelters

- 20 surface family
 town shore
 church

In these graves, scientists found the remains of small, weak people. The teeth were badly worn, suggesting that the settlers may have chewed seaweed, leaves, or bark to subsist. Their deformed bones and short stature are signs of poor nutrition. Evidently they had too little 21. Stunted and starved, every last one died.

- 21 water money
 faith food
 clothing



GO ON →

Medieval craft guilds were associations of men practicing the same trade. Guilds cared for members' needs. They nursed sick members, buried dead ones, and found homes for the homeless. Sometimes business was bad or supplies were cut off. Many people were in danger of starving. But guild members were the last to 22. The guild sustained them during hard times.

- 22 vote suffer
 unite advance
 finish

Guilds also set prices and monitored the distribution of raw materials. They governed the number of apprentices and workers that members could have. These controls prevented any member from becoming rich at another's expense. So 23 were limited. In return, members were protected against ruinous competition.

- 23 sources profits
 travelers machines
 universities

Guilds set strict product standards. Members who cheated were quickly and openly punished. So there was good reason to be 24. By setting and maintaining standards, guilds not only protected members but also served an important communal function. The 25 was protected. The buyer was guaranteed a fixed product at a fixed price.

- 24 honest first
 patient friendly
 independent

Apprenticeship, a long training period under expert supervision, was important in the guild economy. Apprenticeship began with a contract between a child's parents and a master craftsman. Entrance fees were also paid. In return, the child was instructed, clothed, and fed. The training began as early as age nine or ten. This 26 then went on for many years.

- 25 public harbor
 property church
 route

The masters had many rights, including the right to beat apprentices. But the guilds knew that apprentices were future masters. So guild members looked after the children's well-being. The masters were 27. Persistent cruelty could thus be detected, and the masters could be warned.

- 26 search decline
 education tax
 revolution

Having learned the fundamentals of the trade, apprentices were quite valuable. They could do useful jobs, and they worked for nothing, since apprentices were never paid. Masters did not like to lose these free workers. They would sometimes extend the apprenticeship period, forcing a youth to continue training. The lad had to 28. He could not leave until formally released.

- 27 prepared respected
 excused watched
 represented

- 28 stop succeed
 reply hide
 remain



GO ON →

Page 7

Today we can hardly imagine the dearth of mass entertainment in 1900. Some segments of the population attended plays, concerts, operas, vaudeville, and burlesques. But, altogether, only about 15 percent of the public was reached by these entertainment media. Most **29** were not.

- 29** ideas times
 people jobs
 materials

Edison is usually credited with inventing the movies, but he didn't do it alone. Others **30** too. Many American and European inventors worked simultaneously on technological advances that made motion pictures possible. Edison did invent the kinoscope, a peepshow cabinet providing a minute's entertainment. Edison viewed it merely as a diverting plaything: he did not recognize the moneymaking potential of moving pictures. Others, however, did foresee the **31**. Recognizing and exploiting the commercial potential of film, these individuals launched the motion picture industry.

- 30** signed danced
 delayed helped
 refused

The first films were only brief depictions of the passing scene, of unstaged events such as waves breaking on shores. There were no real **32** as such. Nonetheless, even without actors, scripts, or plots, the novelty of these films made them an immediate success. Gradually, though, audiences grew tired of watching trains arrive at stations, waves break on shores, and cavalries on parade. Such films had become **33**. So weary had audiences become that vaudeville houses shifted their film programs to the end of the bill to clear the house at the conclusion of the show.

- 31** strikes profits
 colors sets
 characters

An historic breakthrough occurred when filmmakers realized they could create original dramas on film. The earliest films had only recorded naturally occurring, unrehearsed events. But now there were plots. The scenes were planned. The action was **34**. The introduction of melodramas coincided with the opening of nickelodeons, store-front theaters charging only a nickel's admission. The show played continuously from eight in the morning to midnight. Patrons would enter whenever they liked and stay until thoroughly sated. Then they would **35**. The response to this new mass medium was so great that 8,000 nickelodeons opened in this country between 1905 and 1909.

- 32** stories benefits
 prizes contracts
 businesses

- 33** serious boring
 cheap valuable
 excellent

- 34** speeded lost
 limited wasted
 arranged

- 35** tremble gather
 leave listen
 look



GO ON →



Ecological balance depends on delicate interactions between climate, biology, geography, and the existence of predators. Undisturbed, nature acts to maintain balance by restricting living things to appropriate locations.

Thus, species whose food requirements can be satisfied in many places are able to be widely distributed. Their mobility is not seriously curtailed by the need to locate food. Other creatures, however, are not as **36**. Those with specialized diets are severely limited in mobility, needing to remain in those few places where food sources are adequate.

- 36** weak free
 heavy young
 slow

Climatic barriers restrict some species. Although Antarctica's environment seems ideally suited to the Arctic polar bear, the temperate and tropical zones which lie between the Arctic and Antarctic and which are inimical to the bear have prevented its southward passage. There has been no way to **37** these areas. Consequently, the bear has remained localized in the Arctic.

- 37** develop find
 cross defend
 supply

Any intervention which upsets the ecological balance may have serious repercussions. The Welland Canal, connecting Lake Ontario to the other Great Lakes, was constructed to provide uninterrupted water passage for commercial sailing vessels from the Atlantic Ocean halfway across the continent. As expected, the benefits to **38** were large. Unfortunately, the canal was also beneficial to parasitic lampreys, which soon penetrated all five lakes, descending upon and destroying the trout population. The native population was rapidly **39**. The once rich Great Lakes fisheries contained only a fraction of their original trout population. The negative consequences of the canal on the fisheries may have been unintentional. Nevertheless, the resulting **40** was very real.

- 38** health trade
 crops beaches
 streams

- 39** reduced examined
 moved forgotten
 protected

- 40** delay union
 strength profit
 problem

Even well-meaning attempts by people to transplant flora and fauna have backfired. European wild rabbits were imported by Australia to become an easy source of food and furs. Initially, the **41** seemed fine. But in the absence of their natural predators and competitors, the rabbits multiplied beyond all expectations. There was no way to **42** them. Consequently, they became a serious menace, devouring grazing lands needed for livestock.

- 41** plan leaves
 soil quality
 weather

- 42** establish obtain
 select control
 shelter



STOP

Copyright © 2004 by Touchstone Applied Science Associates (TASA ®)
Inc. Reproduced with permission.

Page 9

PART IV:

CMT 4 Language Arts

Editing & Revising

PART IV: Editing & Revising

I. OVERVIEW

The Editing and Revising test is similar to that administered in CMT 3 in that students read passages with embedded errors and answer multiple-choice questions to indicate appropriate corrections. However, editing and revising questions are no longer in isolation. Passages will contain both types of questions. As stated in the global changes section, tone questions have been removed from Grades 5 and 6 and sentence combining will be added for Grade 4.

II. EDITING AND REVISING SKILLS TEST OBJECTIVES

Composing/Revising

A. Content, Organization and Tone	3	4	5	6	7	8
1. Topic sentence		X	X	X	X	X
2. Supporting details	X	X	X	X	X	X
3. Extraneous material			X	X	X	X
4. Chronological order/logical order (logical at Grades 5-8 only)	X	X	X	X	X	X
5. Tone					X	X
6. Redundancy of ideas			X	X	X	X
B. Revision: Syntax						
1. On and on (3 or more sentences connected by “and”)	X	X	X	X	X	X
2. Run-on (connected by a semi-colon at Grade 8 only)	X	X	X	X	X	X
3. Awkward construction		X	X	X	X	X
4. Fragment	X	X	X	X	X	X
5. Sentence combining		X	X	X	X	X
C. Revision: Word Choice						
1. Redundancy of word and phrase		X	X	X	X	X
2. Transition words			X	X	X	X
3. Generality/Specificity	X	X	X	X	X	X
4. Misplaced modifiers						X

EDITING

A. Capitalization	3	4	5	6	7	8
1. Lower case for common nouns	X	X				
2. Pronoun <i>I</i>	X	X				
3. Names of people, places, groups, months, days and holidays	X	X	X	X	X	X
4. Titles of people			X	X	X	X
5. First word in dialogue			X	X	X	X
6. Names of organizations, nationalities, buildings, historical events			X	X	X	X
7. Opening and closing of a letter			X	X	X	X
B. Punctuation						
1. End marks (period and question mark)	X	X				
2. Comma (No comma splice tested in any grade or used in any passage in Grades 3-8 except when testing semi-colon in Grade 8 only)						
a. After letter closing	X	X	X	X	X	X
b. In a series	X	X	X	X	X	X
c. In a date	X	X	X	X	X	X
d. With an appositive					X	X
e. With parenthetical expression					X	X
f. With participial phrase					X	X
g. With quotation marks			X	X	X	X
h. With city and state		X	X	X	X	X
3. Quotation marks			X	X	X	X
4. Apostrophe						
a. contractions		X	X	X	X	X
b. possessive			X	X	X	X
5. Semi-colon						X
6. Colon in a series					X	X

EDITING

C. Usage	3	4	5	6	7	8
1. Subject/verb agreement (number)						
a. singular and plural subject	X	X	X	X	X	X
b. with intervening phrase			X	X	X	X
2. Verb tense (time)	X	X				
a. present and past			X	X		
b. present, past, future						
c. tenses (simple and perfect)					X	X
3. Pronoun reference			X	X	X	X
4. Comparative/Superlative	X	X	X	X	X	X
5. Special problems in usage						
a. a/an			X	X	X	X
b. they're, their, there			X	X	X	X
c. to, too, two	X	X	X	X	X	X
d. good/well					X	X
e. its, it's			X	X	X	X
f. I/me			X	X	X	X
g. know/no			X	X	X	X
h. then/than			X	X	X	X
j. your/you're			X	X	X	X
k. whose/who's					X	X
l. hear/here					X	X
m. who/whom						X
n. were/we're			X	X	X	X
D. Spelling						
1. Grade appropriate words	X	X	X	X	X	X

III. Test Blueprint

Grade	Number of Items			Testing Time
	Editing	Composing/Revising	Total	
3	16 mc	16 mc	32 mc	60 minutes
4	16 mc	16 mc	32 mc	
5	18 mc	18 mc	36 mc	
6	18 mc	18 mc	36 mc	
7	20 mc	20 mc	40 mc	
8	20 mc	20 mc	40 mc	

IV. Editing & Revising Samples

The following pages include sample passages and multiple-choice items. Each of the passages and items was included in pilot testing for CMT 4. Each of the items was piloted with other passages and therefore items are numbered sequentially as they appeared in the pilot test document. An answer key precedes each editing and revising passage.

Grade 3 Old and New Ideas About Bats

Number	Correct Answer
1	C
2	C
3	A
4	B
5	C
6	A
7	B
8	D
9	A
10	B

**DIRECTIONS**

Lisa wrote a draft of a short story about bats. Now, she needs help editing and revising it.

Read Lisa's draft and use it to answer Numbers 1 through 10.

Old and New Ideas About Bats

(1) One evening, Josh was studying at the kitchen table. (2) Suddenly, from the living room, he heard his mom shout, "Josh, get the broom!"

(3) Josh jumped up he grabbed the broom from the closet. (4) He ran into the living room. (5) Mom was waving her arms all around.

(6) "What's wrong?" Josh asked.

(7) "I found bats in the attic. (8) One flew down here, and I'm trying to kill it. (9) Hand me the broom."

(10) Josh held onto the broom. (11) "But, Mom, bats are our friends," he said.

(12) "Give me the broom, Josh. (13) Bats are filthy creepy animals. (14) I won't have them flying in my house."

(15) "Mom, please wait. (16) We studied bats in Mr. Cameron's Science Class last year. (17) Bats do many good things. (18) Did you know that bats eat mosquitoes (19) They also ate many harmful insects that ruin farmers' crops."

(20) "I didn't know that," Mom said. (21) "But I do know that I don't want to bump into one in the dark!"

(22) "They won't bump into you, Mom. (23) Bats use sound to find their way in the dark." (24) Josh looked at the little brown bat hanging there.

(25) "Let me catch it and I'll use a cloth and I'll take it outside."

(26) "No," Mom said. (27) She explained that she had a more better idea. (28) "Let's just open the window and let it fly out. (29) This will work for now, but how are we going to keep bats out of the attic?"

(30) "We could build a bat house and hang it outdoors. (31) I read about it in one of my books," said Josh. (32) "First, we need to block off the opening in the attic. (33) Then we just wait until night. (34) When the bats come out to hunt for bugs. (35) When the bats can't get into the attic, they'll nest in the house we've built for them."

(36) So, Josh and his mom put some stuff over the hole in the attic. (37) A week later, the plan worked.

1 Read sentence 37.

A week later, the plan worked.

Choose the **best** sentence to add right after this sentence.

- Josh received his first "A" in science.
- Mom wondered what Josh's dad would say.
- The bat family moved into its new bat house.
- Josh had some trouble building the bat house.

2 Choose the correct way to write the underlined part of sentence 1.

One evening, Josh was studying at the kichen table.

- kichin
- kitchin
- kitchen
- No change is needed.

3 Read sentence 3. It is poorly written.

Josh jumped up he grabbed the broom from the closet.

What is the **best** way to rewrite this sentence?

- Josh jumped up. He grabbed the broom from the closet.
- Josh jumped up, he grabbed the broom from the closet.
- Josh jumped. Up he grabbed the broom from the closet.
- Josh jumped up he grabbed. The broom from the closet.

GO ON ►

Page 5

4 Choose the correct way to write the underlined part of sentence 13.

Bats are filthy creepy animals.

- filthy, creepy, animals.
- filthy, creepy animals.
- filthy creepy, animals.
- No change is needed.

5 Choose the correct way to write the underlined part of sentence 16.

We studied bats in mr. cameron's Science Class last year.

- Mr. Cameron's Science Class
- mr. Cameron's Science class
- Mr. Cameron's science class
- No change is needed.

6 Choose the correct way to write the underlined part of sentence 18.

Did you know that bats eat mosquitoes

- mosquitoes?
- mosquitoes.
- mosquitoes!
- No change is needed.

DO NOT WRITE HERE

Session 1

- 7 Choose the correct way to write the underlined part of sentence 19.

They also ate many harmful insects that ruin farmers' crops."

- ate many harmful insects that ruined
- eat many harmful insects that ruin
- eat many harmful insects that ruined
- No change is needed.

- 8 Which one of these is **not** a complete sentence?

- He ran into the living room.
- Mom was waving her arms all around.
- Mom, please wait.
- When the bats come out to hunt for bugs.

- 9 Read sentence 25. It is poorly written.

"Let me catch it and I'll use a cloth and I'll take it outside."

What is the **best** way to rewrite this sentence?

- "Let me catch it in a cloth and take it outside."
- "Let me catch it, and take it outside, in a cloth."
- "Let me catch it, and I'll take it in a cloth outside."
- "Let me catch it in a cloth and take it outside in a cloth."

- 10 Choose the correct way to write the underlined part of sentence 27.

She explained that she had a more better idea.

- best
- better
- more good
- No change is needed.

GO ON ►

Page 7

Grade 4 Jane Goodall, Friend of the Chimps

Number	Correct Answer
11	a
12	d
13	a
14	c
15	a
16	c
17	c
18	b
19	a
20	b

DIRECTIONS

Jeremy has decided to write a report about Jane Goodall, who is famous for her work with animals. He has written a draft. Now he needs help editing and revising it.

Read Jeremy's draft, and use it to answer Numbers 11 through 20.

Jane Goodall, Friend of the Chimps

(1) Dr. Jane Goodall is known for her work with animals. (2) She became well known by studying how animals act and live to become famous. (3) For more than 30 years, she studied the chimps in Africa.

(4) Dr. Goodall was born in London, England. (5) She was born on April 3 1934. (6) When Jane was young, she read many Books on wild animals. (7) Later on, she wrote about them as if they were her friends. (8) Sometimes she imagined that she was living with them. (9) She dreamed of going to Africa. (10) She wanted to see wild animals in nature.

(11) In 1957, she went to Africa, when two friends invited her to visit. (12) Finally, her dream of seeing these animals was coming true. (13) A few months after she arrived in Africa, she met a famous scientist. (14) His name was Dr. Louis Leakey. (15) Dr. Leakey needed someone smartt to help him examine chimps in the wild. (16) After meeting Dr. Goodall, he knew that he had found the most finest person for the job. (17) In 1960, she began to study chimps. (18) Dr. Goodall continued studying them for the next 35 years.

(19) She learned that they were more like humans than people used to think. (20) She watched the chimps playing and she watched the chimps eating and she watched the chimps caring for their young and she watched the chimps making tools. (21) She wrote reports about all the things she saw. (22) Her reports taught the rest of the world how chimps behave.

(23) In 1977, Dr. Goodall created the Jane Goodall Institute. (24) Its office is located in Silver Spring Maryland. (25) The group teaches people about chimps. (26) It also teaches people how to save the wild areas where the chimps live. (27) Although Dr. Goodall doesn't live among the chimps any longer, she gives speeches and writes about her experiences. (28) She hopes that more people will become interested in these wonderful animals.

Session 1

- 11 Choose the **best** sentence to add right after sentence 10.
- She wanted to become a scientist.
 - This study of chimps made her famous.
 - This area was known for having wild animals.
 - She had an amazing collection of animal pictures.

- 12 Choose the **best** topic sentence to add to the beginning of the paragraph that starts with sentence 19.
- While in Africa, she enjoyed the weather.
 - Over the years, she wrote many letters home.
 - Now that she was older, she planned to return to England.
 - During this time, she discovered many new things about chimps.

- 13 Read sentence 2. It is poorly written.

She became well known by studying how animals act and live to become famous.

Choose the **best** way to rewrite this sentence.

- She became famous by studying how animals act and live.
 - Well known she became by studying how animals act and live.
 - By studying how animals act and live, she became well known and famous.
 - To become famous and well known, she began studying how animals act and live.
- 14 Choose the correct way to write the underlined part of sentence 5.

She was born on April 3 1934.

- April, 3 1934.
- April, 3, 1934.
- April 3, 1934.
- No change is needed.

GO ON ►

Page 9

DO NOT WRITE HERE

15 Choose the correct way to write the underlined part of sentence 6.

When Jane was young, she read many Books on wild animals.

- she read many books on wild animals.
- she read Many Books on Wild animals.
- she read Many books on Wild animals.
- No change is needed.

16 Choose the best way to combine the ideas of sentences 9 and 10 into one sentence.

She dreamed of going to Africa. She wanted to see wild animals in nature.

- She dreamed of wild animals in nature going to see Africa.
- She dreamed of Africa in nature going to see wild animals.
- She dreamed of going to Africa to see wild animals in nature.
- She dreamed of going to Africa in nature to see wild animals.

17 Choose the correct way to write the underlined part of sentence 15.

Dr. Leakey needed someone smartt to help him examine chimps in the wild.

- smat
- smrte
- smart
- No change is needed.

18 Choose the correct way to write the underlined part of sentence 16.

After meeting Dr. Goodall, he knew that he had found the most finest person for the job.

- fine
- finest
- more finer
- No change is needed.

- 19** Read sentence 20. It is poorly written.

She watched the chimps playing and she watched the chimps eating and she watched the chimps caring for their young and she watched the chimps making tools.

Choose the **best** way to rewrite this sentence.

- She watched the chimps playing, eating, caring for their young, and making tools.
- She watched the chimps playing, chimps eating, chimps caring for their young, and chimps making tools.
- She watched the chimps playing and eating she watched the chimps caring for their young she watched the chimps making tools.
- She watched the chimps playing. And eating, she watched the chimps caring for their young. She watched the chimps making tools.

- 20** Choose the correct way to write the underlined part of sentence 24.

Its office is located in Silver Spring Maryland.

- in Silver Spring Maryland,
- in Silver Spring, Maryland.
- in Silver Spring, Maryland?
- No change is needed.

GO ON ►

Page 11

Grade 5 The Violin

Number	Correct Answer
1	a
2	d
3	c
4	d
5	b
6	a
7	a
8	a
9	b
10	a



DO NOT WRITE HERE

DIRECTIONS

Karina has decided to write a story about her friend Emily and her violin. She has written a draft of the story. Now, she needs help editing and revising it.

Read Karina’s draft and use it to answer Numbers 1 through 10.

The Violin

(1) Emily ran her finger along the smooth wood of the violin. (2) Emily’s grandfather had used the instrument and had made beautiful music with the instrument. (3) Emily looked at her own violin. (4) The wood had scratches, the neck was loose, and the strings broke when she tightened them. (5) Her mother had bought it used.

(6) Many times she said to her mother, “Why can’t I use Grandpa’s violin now?”

(7) Her mother answered the same way every time, “this violin was very special to Grandpa; you will have to wait until you’re ready.”

(8) Emily had practiced faithfully every day for a year, but she still couldn’t use her grandfather’s violin. (9) One day, as she opened her music book to a familiar peice of music, she began to think about her grandfather. (10) This had been his more favorite song to play on the violin. (11) Emily stroked the bow across the strings. (12) She heard music come out. (13) Emily could almost feel her grandfather’s hands as he guided her fingers. (14) She thought about the homework she needed to finish.

(15) “Play from the heart, her grandfather had always told her.

(16) Emily closed her eyes and concentrated on feeling the music. (17) She pictured her grandfather. (18) He also played and closed his eyes when the music seemed to come out of his whole body.

(19) She finished playing and opened her eyes. (20) Her mother was standing in front of her. (21) She held out Grandfather’s violin. (22) “I don’t know what you did differently this time,” her mother said, “but I think you’ve earned this.”

(23) Emily takes the violin and smiled. (24) “I played from my heart,” she said. (25) “I learned from my grandfather.”

- 1 Read sentence 2, which is poorly written.

Emily's grandfather had used the instrument and had made beautiful music with the instrument.

Choose the **best** way to rewrite it so that it does not repeat ideas.

- Emily's grandfather had made beautiful music with the instrument.
- Emily's grandfather had used the instrument to make beautiful music when he used it.
- When Emily's grandfather used the instrument, her grandfather made beautiful music with it.
- When Emily's grandfather had used the instrument, he had made beautiful music with the instrument.

- 2 Choose the sentence that **best** fits right after sentence 7.

- Emily's mother knew she liked to play the music very loudly.
- Emily's mother had played the violin when she was a young girl.
- Emily hoped her mother would buy her a new violin for her birthday.
- Emily thought that she had worked hard enough to deserve the violin.

- 3 Choose the correct way to write the underlined part of sentence 7.

Her mother answered the same way every time, "this violin was very special to Grandpa; you will have to wait until you're ready."

- time, "this violin was very special to grandpa;
- time, "This violin was very special to grandpa;
- time, "This violin was very special to Grandpa;
- No change is needed.

- 4 Choose the sentence that does **not** belong in the paragraph that begins with sentence 8.

- sentence 8
- sentence 11
- sentence 13
- sentence 14

GO ON ►

Page 5



DO NOT WRITE HERE

5 Choose the correct way to write the underlined part of sentence 9.

One day, as she opened her music book to a familiar peice of music, she began to think about her grandfather.

- familiar piece
- familiar peice
- familiar peace
- No change is needed.

6 Choose the correct way to write the underlined part of sentence 10.

This had been his more favorite song to play on the violin.

- his favorite song
- his favoritest song
- most favoritest song
- No change is needed.

7 Choose the **best** way to combine the ideas in sentences 11 and 12 into one sentence.

Emily stroked the bow across the strings. She heard music come out.

- As Emily stroked her bow across the strings, she heard music come out.
- Emily stroked her bow across the strings, but she heard music come out.
- Emily stroked her bow across the stings because she heard music come out.
- When Emily heard music come out of the strings, she stroked her bow across them.

8 Choose the correct way to write the underlined part of sentence 15.

"Play from the heart, her grandfather had always told her.

- heart," her grandfather had always told her.
- heart, her grandfather had always told her."
- heart" her grandfather had always told her.
- No change is needed.

Session 1



- 9 Read sentence 18, which is poorly written.

He also played and closed his eyes when the music seemed to come out of his whole body.

Choose the **best** way to rewrite this sentence.

- He played and closed his eyes. When the music seem to come out of his whole body.
- When he played, he closed his eyes and the music seemed to come out of his whole body.
- He closed his eyes and he also played and the music seemed to come out of his whole body.
- When he played and the music seemed to come out of his whole body. He also closed his eyes.

- 10 Choose the correct way to write the underlined part of sentence 23.

Emily takes the violin and smiled.

- Emily took the violin
- Emily taked the violin
- Emily will take the violin
- No change is needed.

DO NOT WRITE HERE

DO NOT WRITE HERE

DO NOT WRITE HERE

DO NOT WRITE HERE

GO ON ►

Page 7

Grade 6 My Delicious Mistake

Number	Correct Answer
1	b
2	a
3	c
4	c
5	b
6	d
7	a
8	c
9	b
10	c

DIRECTIONS

Jason is writing an essay about a time when things went wrong. He has written a draft. Now, he needs help editing and revising it.

Read Jason’s draft and use it to answer Numbers 1 through 10.

My Delicious Mistake

(1) I have always been a natural athlete who loves sports. (2) Ever since I was in elementary school, I’ve played every sport I could. (3) I played baseball, soccer, basketball, and even golf. (4) My real dream was to be on the football team.

(5) Every April, Fifth graders signed up for the classes they wanted to take in Sixth grade. (6) All students trying out for the football team had to sign up for the sixth-period football class. (7) I wanted to sign up for football. (8) I quickly completed my course sheet. (9) I gave it to my teacher. (10) I felt pretty confident that I would be selected for the team.

(11) The summer came and went, and school started. (12) I was eager to begin my classes at South Lamar Middle School. (13) On the first day of school, my homeroom teacher gave me my schedule. (14) I saw that I would be taking math language arts, history, and science. (15) When I saw my sixth-period class, I couldn’t believe my eyes. (16) Instead of football, I saw a course called “Introduction to Cooking.” (17) How could this mix-up have happened?

(18) Between classes, I went to the office and asked to see my original course sheet. (19) Sure enough, I had made the mistake. (20) I had accidentally signed up for the cooking class. (21) The mistake would be corrected by the end of the week and that is what the counselor told me. (22) In the meantime, I would have to take “Introduction to Cooking.” (23) I knew this would be the most miserable week of my life.

(24) When the time came, I walked slowly to the cooking classroom. (25) I sat down at the end of a row and frowned. (26) To my surprise, the other students all seemed happy to be there. (27) I told the teacher that there had been a mistake and I wouldn’t be in the class for long. (28) My school also has art classes and computer classes during sixth period. (29) The teacher welcomed me anyway. (30) Inviting me to have a little fun during my week in her class. (31) To my surprise, I did have fun.

DO NOT WRITE HERE

Session 1

(32) This was a perfect class for a kid who loved to eat. (33) During my week in the class, I cooked many things. (34) My classmates and me ate and enjoyed them all. (35) I promised to take the class again, but not during sixth period.

1 Choose the word or phrase that **best** fits at the beginning of sentence 4.

- Since,
- However,
- Even though,
- In other words,

2 Choose the correct way to write the underlined part of sentence 5.

Every April, Fifth graders signed up for the classes they wanted to take in Sixth grade.

- fifth graders signed up for the classes they wanted to take in sixth grade.
- fifth Graders signed up for the classes they wanted to take in sixth Grade.
- Fifth Graders signed up for the classes they wanted to take in Sixth Grade.
- No change is needed.

3 Choose the sentence that does **not** belong in the paragraph that begins with sentence 24.

- sentence 26
- sentence 27
- sentence 28
- sentence 29

4 Choose the **best** way to combine the ideas in sentences 8 and 9 into one sentence.

I quickly completed my course sheet. I gave it to my teacher.

- Giving my course sheet to my teacher, I quickly completed it.
- I completed my course sheet and gave it to my teacher quickly.
- I quickly completed my course sheet and gave it to my teacher.
- After I gave my course sheet to my teacher, I quickly completed it.

GO ON ►

- 5 Choose the correct way to write the underlined part of sentence 14.

I saw that I would be taking math language arts, history, and science.

- taking, math, language arts history, and science.
- taking math, language arts, history, and science.
- taking, math language, arts, history, and, science.
- No change is needed.

- 6 Choose the correct way to write the underlined part of sentence 18.

Between classes, I went to the office and asked to see my original course sheet.

- I went to the office and ask
- I go to the office and will ask
- I will go to the office and ask
- No change is needed.

- 7 Read sentence 21, which is poorly written.

The mistake would be corrected by the end of the week and that is what the counselor told me.

Choose the best way to rewrite this sentence.

- The counselor told me that the mistake would be corrected by the end of the week.
- The mistake would be corrected by the counselor by the end of the week I was told.
- Telling me that the mistake would be corrected, the counselor said by the end of the week.
- By the end of the week, the counselor would tell me that the mistake would be corrected.

- 8 Jason wants to change sentence 33 so that it is more specific.

During my week in the class, I cooked many things.

Choose the best way to rewrite the underlined part of this sentence.

- lots of thing to eat.
- several different foods.
- pizza, hamburgers, and cakes.
- breakfast foods and dinner foods.

Session 1

9 Choose the correct way to write the underlined part of sentence 34.

My classmates and me ate and enjoyed them all.

- I and my classmates ate
- My classmates and I ate
- Me and my classmates ate
- No change is needed.

10 Which of these is **not** a complete sentence?

- My real dream was to be on the football team.
- On the first day of school, my homeroom teacher gave me my schedule.
- Inviting me to have a little fun during my week in her class.
- I promised to take the class again, but not during sixth period.

GO ON ►

Page 7

W64

Grade 7 The Visit

Number	Correct Answer
1	d
2	b
3	b
4	c
5	b
6	a
7	b
8	c
9	d

DO NOT WRITE HERE

DIRECTIONS

Jennifer is writing a story. She has written a draft of her story. Now, she needs help editing and revising it.

Read Jennifer's draft and use it to answer Numbers 1 through 9.

The Visit

(1) Jake could not wait for summer vacation because his sister Janet would be home from college. (2) Jake had missed Janet terribly while she had been away, but he was sure it would be just like old times when Janet got home.

(3) Janet's first night home was nothing like Jake had planned. (4) Out the door after dinner Janet rushed to meet her friends. (5) Jake didn't even get a chance to tell their sister about all the plans he had made for their summer fun together. (6) Still, Jake was patient. (7) He was sure that they would spend some time together the next day.

(8) However, Jake was disappointed again. (9) Janet hurried off to her summer job right after breakfast and did not return until dinnertime. (10) After dinner, she rushed out again. (11) Her entire first week home. (12) Janet always seemed to be in a hurry to go somewhere.

(13) One night Jake sat quietly at the dinner table, looking abandoned. (14) At that point, Janet realized she had been neglecting her brother. (15) To make it up to him, Janet decided to surprise Jake with an outing.

(16) The next morning Jake awoke to find Janet packing poles, hooks, and bait for a fishing trip. (17) Sure that Janet was going somewhere with her friends, Jake rolled over and closed his eyes again.

(18) Janet teased, "Hey, sleepyhead, we'd better get going if we were going to get a good spot on the lake."

(19) Jake did not need a second invitation. (20) He was out of bed, and he was dressed, and it was in a flash. (21) Jake and Janet were together, and they had a fantastic day together.



- 1 Choose the sentence that could **best** be added right after sentence 15.
- Last summer was too cold for swimming at the lake.
 - Once they had planned a surprise party for their father.
 - Janet would be home for a month during winter break.
 - She wanted to make sure her brother knew she still cared about him.

- 2 Which of these is **not** a complete sentence?
- However, Jake was disappointed again.
 - Her entire first week home.
 - At that point, Janet realized she had been neglecting her brother.
 - Jake did not need a second invitation.

- 3 Jennifer wants to add this sentence to the paragraph that begins with sentence 8.

During dinner, Janet talked about how much she had missed her friends.

Where would the sentence **best** fit?

- right after sentence 8
- right after sentence 9
- right after sentence 10
- right after sentence 12

- 4 Choose the correct way to write the underlined part of sentence 5.

Jake didn't even get a chance to tell their sister about all the plans he had made for their summer fun together.

- to tell our sister
- to tell my sister
- to tell his sister
- No change is needed.

DO NOT WRITE HERE

DO NOT WRITE HERE

DO NOT WRITE HERE

DO NOT WRITE HERE

GO ON ►

Session 1

- 5 Read sentence 4, which is poorly written.

Out the door after dinner Janet rushed to meet her friends.

Choose the **best** way to rewrite this sentence.

- To meet her friends, Janet rushed after dinner out the door.
- Janet rushed out the door after dinner to meet her friends.
- After dinner to meet her friends, out the door Janet rushed.
- Janet, after dinner to meet her friends, rushed out the door.

- 6 Choose the correct way to write the underlined part of sentence 16.

The next morning Jake awoke to find Janet packing poles hooks, and bait for a fishing trip.

- packing poles, hooks, and bait
- packing poles hooks, and bait,
- packing poles hooks and bait
- No change is needed.

- 7 Choose the correct way to write the underlined part of sentence 18.

Janet teased, "Hey, sleepyhead, we'd better get going if were going too get a good spot on the lake."

- were going to get a good spot
- we're going to get a good spot
- we're going two get a good spot
- No change is needed.

DO NOT WRITE HERE

DO NOT WRITE HERE

DO NOT WRITE HERE

DO NOT WRITE HERE



8 Read sentence 20, which is poorly written.

He was out of bed, and he was dressed, and it was in a flash.

Choose the **best** way to rewrite this sentence.

- He was out of bed. And dressed in a flash.
- He was out of bed he was dressed. In a flash.
- He was out of bed and dressed in a flash.
- He was out of bed he was dressed it was in a flash.

9 Read sentence 21, which is poorly written.

Jake and Janet were together, and they had a fantastic day together.

Choose the **best** way to rewrite it so that it does not repeat ideas.

- Jake and Janet were together and the two of them had a fantastic day together.
- Jake and Janet together had a fantastic day in each other's company.
- Jake and Janet together had a fantastic day with each other.
- Jake and Janet had a fantastic day together.

DO NOT WRITE HERE

GO ON ►

Page 7

Grade 8 Ansel Adams: Wilderness Photographer

Number	Correct Answer
21	c
22	a
23	a
24	b
25	b
26	a
27	d
28	a
29	c
30	c
31	c
32	a

For his art class, Rico decided to write about the wilderness photographer, Ansel Adam. He has written a draft of the biography. Now he needs help editing and revising it.

Read Rico's draft and use it to answer Numbers 21 through 32.

Ansel Adams: Wilderness Photographer

(1) All his life, Ansel Adams was a pioneering individual with a great love of nature. (2) Even as a young boy, he enjoyed long walks along the shorelines near his home. (3) As an adult, Adams shared his lifelong passion for the natural world through photography. (4) His breathtaking photographs have inspired countless people. (5) The photographs also made a powerful contribution to preserving wilderness areas in many states. (6) California, Arizona, Wyoming, and Nevada are all states with wilderness areas captured in his photographs.

(7) In 1902, Ansel Adams was born in San Francisco a city on the shore of the magnificent Pacific Ocean. (8) As he was growing up, his father often took Ansel, deepening his love of nature, on adventures along rocky beaches. (9) When he was twelve, his parents decided to take him out of school to complete his education at home, where he studied Greek, English literature, and algebra. (10) The beautiful ocean scenery helped Ansel appreciate wide open spaces.

(11) When Ansel was fourteen years old, his parents would have given him his first camera. (12) That same year, he brought his new camera with him on his first hike into the Sierra Nevada mountain range. (13) The beautiful rivers and high cliffs completely blew him away, and he took as many pictures of them as he could.

(14) Later, Ansel joined the local chapter of the Sierra club and photographed the spectacular mountains and waterfalls of Yosemite for four summers in a row. (15) Although he didn't know it at the time, this was the real beginning of his career as both a photographer and as a conservationist.

(16) For over sixty years, Ansel Adams captured the wild beauty of the western United States in his photographs. (17) He was one of the first to rise photography to an art form. (18) Adams saw beauty in expansive canyon landscapes and tiny pine cones, he helped millions of others see that beauty as well.

21 Choose the sentence that does **not** belong in the paragraph that begins with sentence 7.

- sentence 7
- sentence 8
- sentence 9
- sentence 10

22 Choose the sentence that could **best** be added right after sentence 15.

- During these years, he refined his skill and developed techniques that became his trademark throughout his life.
- Yosemite State Park, still one of our truly precious national treasures, continues to fascinate millions of visitors.
- Conservation of natural resources is one important way of showing respect for the planet and for future generations.
- Photography is a fascinating and challenging career path for people who, like Adams, possess both artistic and technical ability.

23 Choose the sentence that could **best** be added right after sentence 16.

- He used light and shadow to reveal the details of rugged mountains, harsh deserts, and towering clouds.
- He even worked for a time as a photographer for the Department of Interior in Washington, D.C., during World War II.
- In order to support his artistic work, Adams also occasionally photographed everyday objects for catalogs and magazines.
- He was influenced early in his career by Alfred Stiegliz, who was an important inspiration to many young artists and photographers.

GO ON ►

Page 13

DO NOT WRITE HERE



24 Choose the correct way to write the underlined part of sentence 3.

As an adult, Adams shared his lifelong passion for the natural world thru photography.

- threw
- through
- thorough
- No change is needed.

25 Choose the best way to combine the ideas in sentences 5 and 6 into one sentence.

The photographs also made a powerful contribution to preserving wilderness areas in many states. California, Arizona, Wyoming, and Nevada are all states with wilderness areas captured in his photographs.

- Powerfully preserved, the wilderness areas in California, Arizona, Wyoming, and Nevada are captured in his photographs.
- The photographs also contributed powerfully to preserving wilderness areas in the states of California, Arizona, Wyoming, and Nevada.
- The states of California, Arizona, Wyoming, and Nevada have wilderness areas that are captured and also preserved in his powerfully contributing photographs.
- Wilderness areas found in states such as California, Arizona, Wyoming, and Nevada are captured in his photographs, which also powerfully contributed to preserving them.

26 Choose the correct way to write the underlined part of sentence 7.

In 1902, Ansel Adams was born in San Francisco a city on the shore of the magnificent Pacific Ocean.

- San Francisco, a city on the shore of the magnificent Pacific Ocean.
- San Francisco a city, on the shore of the magnificent Pacific Ocean.
- San Francisco a city on the shore, of the magnificent Pacific Ocean.
- No change is needed.



- 27 Read sentence 8, which is poorly written.

As he was growing up, his father often took Ansel, deepening his love of nature, on adventures along rocky beaches.

Choose the **best** way to rewrite this sentence.

- Deepening his love of nature, Ansel's father often took Ansel on adventures along rocky beaches as he was growing up.
- Being often taken on adventures along rocky beaches by his father as he was growing up, Ansel's love of nature was deepened.
- Ansel's father often took him on adventures, as he was growing up, along rocky beaches, which made his love of nature deeper.
- As Ansel was growing up, his father often took him on adventures along rocky beaches, deepening his love of nature.

- 28 Choose the correct way to write the underlined part of sentence 11.

When Ansel was fourteen years old, his parents would have given him his first camera.

- gave
- given
- had gave
- No change is needed.

- 29 Choose the **best** way to write the underlined part of sentence 13 so that the biography maintains a consistent tone.

The beautiful rivers and high cliffs completely blew him away, and he took as many pictures of them as he could.

- knocked his socks off
- seemed very cool to him
- thoroughly impressed him
- were way awesome to him

GO ON ►

Page 15

Session 1



- 30 Choose the correct way to write the underlined part of sentence 14.

Later, Ansel joined the local chapter of the Sierra club and photographed the spectacular mountains and waterfalls of Yosemite for four summers in a row.

- The Local Chapter of The Sierra Club
- the local chapter of The Sierra Club
- the local chapter of the Sierra Club
- No change is needed.

- 31 Choose the correct way to write the underlined part of sentence 17.

He was one of the first to rise photography to an art form.

- have rose
- have risen
- raise
- No change is needed.

- 32 Choose the correct way to write the underlined part of sentence 18.

Adams saw beauty in expansive canyon landscapes and tiny pine cones, he helped millions of others see that beauty as well.

- pine cones; he
- pine cones he
- pine cones: he
- No change is needed.

DO NOT WRITE HERE

DO NOT WRITE HERE

DO NOT WRITE HERE

DO NOT WRITE HERE



PART V:

CMT 4 Language Arts

Direct Assessment of Writing

Part V:

Direct Assessment of Writing

I. OVERVIEW

The Direct Assessment of Writing (DAW) subtest of the Connecticut Mastery Test (CMT) provides students with a prompt and students are directed to provide a written response. The CMT 4 DAW is the *same* at all tested grades as the DAW in both the CMT 2 and CMT 3 in the following ways:

- Students are given exactly 45 minutes to provide a written response.
- Directions suggest that students take the first part of the 45 minutes to plan before writing the actual response.
- Each student’s writing sample—the only part that is scored—is captured on no more than the three pages which are provided for this purpose in the test booklet. No additional pages are considered when scoring.
- The written response is scored holistically, which means that the score represents the overall strength of the paper as judged by trained scorers. (For more information about holistic scoring, please see the rubrics on pages 248-253).
- Each scorer assigns a score on a scale from 1 to 6. However, two different trained scorers will score each paper and their scores will be added together, resulting in a final score in the 2 to 12 range.
- Scorers are trained to read through errors in spelling and writing mechanics. These errors are not considered as part of the holistic score.

As was the case for CMT 3, goal-level work in writing for CMT 4 will be determined by a combination of the score on the DAW (60% weight) and the score on the Editing and Revising Subtest (40% weight).

The CMT 4 DAW is *different* from those in past generations in the following ways:

- The modes of writing have been expanded (as described in the next paragraph).
- Students will now be provided with a page in the test booklet to help them plan their paper.
- Students will be required to use a pencil. Pens are no longer allowed. This requirement is due to a change in scoring technology.
- The rubrics (reproduced later in this section) have been modified from previous generations to include the new grades (3, 5 and 7).

II. THE MODES OF WRITING

Writing prompts are developed at each grade level to be appropriate for students in terms of interest and experience. Third and fourth graders will be asked to write a *narrative* piece; fifth and sixth graders will write an *expository* piece; and seventh and eighth graders will write a *persuasive* piece.

Narrative (Grades 3 and 4)

The narrative mode will consist of prompts designed to elicit both personal narratives (see the Grade 3 example in this book) and fictional narratives (see the Grade 4 example in this book). The scorers will be using one narrative rubric to help them determine a score for each paper. A holistic impression of the quality of the writing is the guiding criterion for the score.

Expository (Grades 5 and 6)

The expository mode will consist of prompts designed to elicit both traditional expositions (see the Grade 5 example in this book) and prompts that specifically ask the student to compare and/or contrast two things (see the Grade 6 example in this book). The scorers will be using one expository rubric to help them determine a score for each paper. A holistic impression of the quality of the writing is the guiding criterion for the score.

Persuasive (Grades 7 and 8)

There is a small distinction between the seventh grade mode and the eighth grade mode in CMT 4. At Grade 7, students will be given a persuasive prompt of the same type that was administered to Grade 8 students in CMT 3 (see the Grade 7 example in this book). The Grade 8 students will be given a longer prompt than what students have seen on the CMT test in the past (see the Grade 8 example in this book). Additionally, “attention to audience” is a new criterion added to the rubric for these two grades. These two modifications are explained below.

Eighth graders will be given a longer prompt to bring this subtest a step closer to the kind of background information students will see on the Connecticut Academic Performance Test (CAPT) in Grade 10. On the CAPT, students are expected to draw specifically from background articles. In CMT 4, a small measure of background information will be provided that the student *could* use when writing his or her essay. However, unlike the CAPT, the CMT 4 scoring rubric will not *require* students to use any of this added information. Students who effectively use this added information may achieve higher scores, not because they specifically cite the given information, but because their essays may be of higher quality. It will still be quite possible to get the highest score without making specific reference to any of the added material.

The ‘awareness of audience’ portion of the rubric for both Grades 7 and 8 is designed to more closely approximate the expectations of the CAPT examination. Awareness of audience will impact holistic scoring by the scorers examining the extent to which the author recognizes the need for the reader to understand his or her arguments and how well the author elaborates on these arguments to draw in the audience. This has very little to do with the inclusion of formal elements, such as the salutation or closing of a letter. An effective paper can earn a top score, even if it is missing formal elements, as long as audience awareness is demonstrated.

III. DIRECT ASSESSMENT OF WRITING GUIDELINES AND RUBRICS BY GRADE

Grades 3-4: General Guidelines

- The CMT 4 Grades 3 and 4 written responses are first drafts written in 45 minutes in reaction to a prompt designed to elicit narrative writing. Trained readers score these timed responses holistically, which means that they determine a score based on the overall impression most often gained from one reading of the response.
- This rubric outlines a six-point scale. Each score point on that scale is described by an overall statement which captures the essence of the response. The elements of the response (elaboration, organization and fluency) that are *typical* for that score point are described below the overall statement. Individual responses may be stronger in one feature and weaker in another. Therefore, the list of features at each score point, while helpful, cannot perfectly describe every response in a score-point category.
- A committee of expert readers uses this rubric as a guide to select anchor papers for each score point. Anchor papers are examples of actual student work. The committee prepares an anchor set composed of several papers at each score point. They deliberately select papers to show an appropriate range of writing skills for each score point and to represent the variety of approaches students take when addressing the writing prompt. Trained readers rely heavily on these anchor sets to guide their scoring.
- Errors in spelling, punctuation, grammar and usage are not to be considered as part of the criteria for scoring CMT 4 writing samples. Also, papers receive a score based on the work the student did complete even if the response seems to be unfinished. Because the writing sample is a timed response, it is generally assumed that these errors and omissions could have been corrected if the student had been given an opportunity to revise and edit. Readers, therefore, are trained to read through these errors when they score student papers.

Grades 3-4: Rubric

Score Point 1: An undeveloped response

Typical elements:

- Contains few or vague details
- Is too brief to indicate sequencing of events
- May be difficult to read and understand

Score Point 2: An underdeveloped narrative

Typical elements:

- Contains general, unelaborated and/or list-like details
- Shows little evidence of sequencing of events
- May be awkward and confusing

Score Point 3: A minimally-developed narrative with little expansion of key events and characters

Typical elements:

- Has little elaboration with more general than specific details
- Shows some evidence of an organizational strategy with some sequencing of events
- May be awkward in parts

Score Point 4: A somewhat-developed narrative with moderate expansion of key events and characters

Typical elements:

- Is adequately elaborated with a mix of general and specific details
- Shows a satisfactory organizational strategy with satisfactory sequencing of events
- May be somewhat fluent

Score Point 5: A developed narrative with mostly effective expansion of key events and characters

Typical elements:

- Is moderately well elaborated with mostly specific details
- Shows generally strong organizational strategy and sequencing of events
- May be moderately fluent

Score Point 6: A well-developed narrative expanding on key events and characters

Typical elements:

- Is fully elaborated with specific details
- Shows strong organizational strategy and sequencing of events
- Is fluent

Grades 5-6: General Guidelines

- The CMT 4 Grade 5 and 6 written responses are first drafts written in 45 minutes in reaction to a prompt designed to elicit expository writing. Trained readers score these timed responses holistically, which means that they determine a score based on the overall impression most often gained from a single reading of the response.
- This rubric outlines a six-point scale. Each score point on that scale is described by an overall statement which captures the essence of the response. The elements of the response (elaboration, organization and fluency) that are *typical* for that score point are described below the overall statement. Individual responses may be stronger in one feature and weaker in another. Therefore, the list of features at each score point, while helpful, cannot perfectly describe every response in a score-point category.
- A committee of expert readers uses this rubric as a guide to select anchor papers for each score point. Anchor papers are examples of actual student work. The committee prepares an anchor set composed of several papers at each score point. They deliberately select papers to show an appropriate range of writing skills for each score point and to represent the variety of approaches students take when addressing the writing prompt. Trained readers rely heavily on these anchor sets to guide their scoring.
- Errors in spelling, punctuation, grammar and usage are not to be considered as part of the criteria for scoring CMT 4 writing samples. Also, papers receive a score based on the work the student did complete even if the response seems to be unfinished. Because the writing sample is a timed response, it is generally assumed that these errors and omissions could have been corrected if the student had been given an opportunity to revise and edit. Readers, therefore, are trained to read through these errors when they score student papers.

Grades 5-6: Rubric

Score Point 1: An undeveloped response

Typical elements:

- Contains few or vague details
- Is too brief to demonstrate organization
- May be difficult to read and understand

Score Point 2: An underdeveloped response

Typical elements:

- Contains general, unelaborated and/or list-like details
- Shows little evidence of organization
- May be awkward and confusing

Score Point 3: A minimally-developed response with inadequate details

Typical elements:

- Has minimal elaboration with more general than specific details
- Shows some organization
- May be awkward in parts and may lack most transitions

Score Point 4: A somewhat-developed response with adequate details

Typical elements:

- Is adequately elaborated with a mix of general and specific details
- Shows satisfactory organization
- May be somewhat fluent with some transitional language

Score Point 5: A developed response

Typical elements:

- Is well elaborated with mostly specific details
- Shows generally strong organization
- May be generally fluent and may show proficient use of transitional language

Score Point 6: A well-developed response

Typical elements:

- Is fully elaborated with specific details
- Shows strong organization
- Is fluent and may use effective transitional language

Grades 7-8: General Guidelines

- The CMT 4 Grades 7 and 8 written responses are first drafts written in 45 minutes in reaction to a prompt designed to elicit persuasive writing. Trained readers score these timed responses holistically, which means that they determine a score based on the overall impression most often gained from a single reading of the response.
- This rubric outlines a six-point scale. Each score point on that scale is described by an overall statement which captures the essence of the response. The elements of the response (elaboration, organization, fluency and audience awareness) that are *typical* for that score point are described below the overall statement. Individual responses may be stronger in one feature and weaker in another. Therefore, the list of features at each score point, while helpful, cannot perfectly describe every response in a score-point category.
- A committee of expert readers uses this rubric as a guide to select anchor papers for each score point. Anchor papers are examples of actual student work. The committee prepares an anchor set composed of several papers at each score point. They deliberately select papers to show an appropriate range of writing skills for each score point and to represent the variety of approaches students take when addressing the writing prompt. Trained readers rely heavily on these anchor sets to guide their scoring.
- Errors in spelling, punctuation, grammar and usage are not considered as part of the criteria for scoring CMT 4 writing samples. Also, papers receive a score based on the work the student did complete even if the response seems to be unfinished. Because the writing sample is a timed response, it is generally assumed that these errors and omissions could have been corrected if the student had been given an opportunity to revise and edit. Readers, therefore, are trained to read through these errors when they score student papers.

Grades 7-8: Rubric

Score Point 1: An undeveloped response that may take a position but offers no more than very minimal support

Typical elements:

- Contains few or vague details
- Is awkward and fragmented
- May be difficult to read and understand
- May show no awareness of audience

Score Point 2: An underdeveloped response that may or may not take a position

Typical elements:

- Contains only general reasons with unelaborated and/or list-like details
- Shows little or no evidence of organization
- May be awkward and confusing or simplistic
- May show little awareness of audience

Score Point 3: A minimally-developed response that may take a position, but with inadequate support and details

Typical elements:

- Has reasons with minimal elaboration and more general than specific details
- Shows some organization
- May be awkward in parts with few transitions
- Shows some awareness of audience

Score Point 4: A somewhat-developed response that takes a position and provides adequate support

Typical elements:

- Has adequately elaborated reasons with a mix of general and specific details
- Shows satisfactory organization
- May be somewhat fluent with some transitional language
- Shows adequate awareness of audience

Score Point 5: A developed response that takes a clear position and provides reasonably persuasive support

Typical elements:

- Has moderately well-elaborated reasons with mostly specific details
- Exhibits generally strong organization
- May be moderately fluent with transitional language throughout
- May show a consistent awareness of audience

Score Point 6: A well-developed response that takes a clear and thoughtful position and provides persuasive support

Typical elements:

- Has fully elaborated reasons with specific details
- Exhibits strong organization
- Is fluent and uses sophisticated transitional language
- May show a heightened awareness of audience

IV. SAMPLES OF STUDENT WRITING

Writing prompts for CMT 4 were administered to Connecticut students in spring “pilot” forms at all tested grade levels in advance of the first “live” administration. The samples that follow include representative prompts from all CMT 4 modes (see pages 246 and 247 for discussion of modes). Following each prompt are three scored and annotated student responses. The first response is an example of a score point 6 response (the highest score possible), followed by a score-point 5 and then a score-point 4 response.

The five-paragraph essay

Many writing programs used in the schools support the notion that students should be taught to organize their thoughts in a five-paragraph essay form. This is certainly one viable form, and it might help students with an organizational plan. However, a five-paragraph essay is not necessary for receiving a high score on a CMT 4 writing sample. As you can determine from the essays that follow, what *is* important is that there is some solid organizational structure. The student who fully expands on one central idea is not barred from attaining the highest score, nor is the student who brings more than three supporting ideas to the essay penalized for his or her choice of organizational structure.

How do I learn more about holistic scoring?

Though the papers that follow have been annotated, the annotations are no substitute for formal training in holistic scoring. The Connecticut State Department of Education (CSDE) provides holistic scoring training to Connecticut educators in two ways. Annually the CSDE invites scoring leaders from the testing contractor to train a limited number of Connecticut teachers and administrators in the application of the holistic scoring method at each grade for that year’s prompt. The state also provides this training through the Holistic Scoring Workshop CD, which is developed each year to reflect specific training on the previously administered prompt at each grade. These are excellent opportunities for Connecticut educators interested in learning more about holistic scoring for the CMT 4.

GRADE 3

Writing Prompt

Think about a day when you had something special happen. What happened on that day that was so special?

Write a story about that special day.

When you write your paper, be sure to:

- tell your story in the order things happened;
- include **who** or **what** your story is about;
- include **when** and **where** your story takes place; and
- include details about the events.

DIRECTIONS

Begin writing your paper on the lines below. Only what you write on Pages 20 through 22 will be scored.

"Bam" the heavy oak door slammed behind my father. He walked up the squeaky stairs with the aroma of worn out catone drifting behind him. As he reached the landing I saw a broad smile on his face. He had recieved the premation which meant we were all moving from Long Beach, NY to Hartford, CT. My dad said as a treat he was taking us all to Point Lookout so we could pick a fancy restaraunt on the bay. We hopped into our dirty black explorer and drove along the dirt roads paralell with the bay until we reached a very fancy restaraunt called Diamond by the bay. It was a fine restaraunt and as we stepped in the odor of lobster filled the air.

We sat down at a marble table looking over the water. It was so beautiful I felt like I was on a cruise ship. My mother ordered escargo as an appetizer. Suddenly my father's smile faded and he started talking seriously. He said, "Who should take a vote, all in favor of moving to CT say I." Thoughts flashed through my mind like bullets. I had finally just settled down in a school I loved and made some good friends but I thought what the heck might as well try so I raised my shaky hand and said, "I!" I didn't regret saying I but I was just wondering what it would be like. This day was a special day but in a different way than most people think.

Score Point 6

This narrative is fully developed with many specific details ("the aroma of worn out calone [sic]...drove along the dirt roads paralell [sic] with the bay"). The response demonstrates strong organizational fluency and elaboration.

DIRECTIONS

Begin writing your paper on the lines below. Only what you write on Pages 20 through 22 will be scored.

I will always remember what happened on Friday. I was sick in bed and, I had nothing to do. The rain was pouring down from the sky and, beating against my window. I had been sick and weary for a whole week now and, I wished I could go back to school even though I had no friends there. I had also gotten tired of watching the building of the new house next door. "I wish I had a friend," I thought. But, I knew that was not possible. All the people in my school already had a friend. Suddenly I heard a knock on my door! I wearily got out of bed to open the door. It was a girl about my age who wore glasses. She held a bag on a leash that had a cap on that said: "Dog for the Blind" in big handwriting. She put her hands out and touched my stomach. "Oh hi!" she explained as she examined me. "Hi!" I answered. "Would you like to come inside?" "Yes please!" she answered with a twinkle in her eyes. She came in and asked me if I wanted to play chess with her. I replied sure and she pulled a ~~table~~ board out

of her pocket. I was amazed! How could a blinded person find something in her pocket like that! While we played chess I knew a lot about her! We had the best time together. She won the chess game! I could not believe a blinded person could play chess so well! She had no never had a friend before either! From then on we were best friends! I will never forget what happened that day.

Score Point 5

This response is generally well elaborated and fluent. While the student includes many specific details (“The rain was pouring down from the sky and, beating against my window...dog on a leash that had a cape on that said: Dog for the Blinded [sic] in big handwriting”), more overall development is needed for a higher score.

DIRECTIONS

Begin writing your paper on the lines below. Only what you write on Pages 20 through 22 will be scored.

"Time to hunt for the matzoh!" my uncle hollered. You see we were at a seder dinner and it was time to hunt for the matzoh. Me and my brother looked every where! Under couches, in cabinets, and under books. We were puzzled then he told us it wasn't in the hall. So we kept searching in the living room. Every thing smelled so good. While we were looking we had to be careful not to knock over the china. I couldn't help but wondering what the prize would be for who ever found the matzoh. Finally, I yelled "I found it!" My uncle gave me a crisp green dollar bill. Then my brother said "I saw it I just didn't pick it up." So my uncle gave him a

dollar too. My aunt asked where I found it. I showed her that I found it in a china box. That night was the best night of all!

Score Point 4

In this adequately developed narrative, the student includes mostly specific details (“under couches, in cabinets, and under books...crisp green dollar bill”). Further expansion is achieved through the use of some dialogue. More elaboration is needed for a higher score.

Grade 4

Writing Prompt

Read the sentence below.

Imagine that a gorilla walked into your classroom and sat down at a desk.

Write a story about what happened next.

When you write your paper, be sure to

- tell your story in the order things happened.
- include **who** or **what** your story is about.
- include **when** and **where** your story takes place.
- include details about the events in your story.

DIRECTIONS

Begin writing your paper on the lines below. Only what you write
will be scored.

The Gorrilla

Now class, what is eight times eight? I heard my teacher say I quickly raised my hand. She called on me. Sixty four I said in a flash I was looking around my classroom not really noticing what my teacher was saying. The room had a door with the number thirteen printed on it with big letters. In the room there was a map of the world pinned up next to the door. There were desks every where with their table groups. There was a chalk board, my teacher was writing multiplication tables on it. eight times seven she said. Everyone raised their hand. Christina she called out. fifty six she yelled. Suddenly I heard a thump thump in the hall I ran out without my teacher noticing. But there was nothing there. I felt a drop of sweat come from my forehead. It was probably someone just walking in the hall I thought to my self.

I scampered back into the room and sat down. Uggg uggg! I heard another frightening sound like it was some kind of gorilla! I tiptoed back outside into the hall. But oh no there was nothing there! My hands started to sweat, I could feel myself shiver with fear! This time I crawled back to my seat. I think my teacher was on to me. A few minutes after I got back to my seat just when I thought it was gone I heard a thump thump uggg uggg and I gorilla walked in and sat down at a desk right next to me! Ahhh I yelled. We want learn too! he said in a gruff voice. No talking in the middle of a lesson my teacher said. Oh my she does not know a gigantic gorilla is sitting next to me! all of a sudden it was recess we went outside and joe prudicly broke everything (I named the gorilla joe) he bent the metal monkey bars, joe broke every swing so there was just the ropes hanging there

He practically made every kid cry on the seesaws because he was too heavy and the kids stayed up in the air. Joe bent the slide, he made the soccer ball run out of air because he kicked it way too hard. Then the gorilla looked in the outdoors mirror he was big and brown and had a diaper on he had drool dripping from his mouth and soaked all the kids. He had huge feet with a toe ring. Then the bell rang to go inside. He exploded the science project! Then we had to get him out we tried shoving him out the door that did not work we tried convincing him that it was better not to be in school. Then all of a sudden another fat gorilla walked in and said, time to go clearly! then the beast said 'Okay mommy!' That night I thought about what had happened it was kind of cool how a gorilla came in our class. I'll miss Joe. I hope he comes back another time!

Score Point 6

This response is fully elaborated with specific details and vivid word choices (“...scampered back into the room...huge feet with a toe ring”). Further expansion is achieved through the use of conversation and descriptions of the narrator’s feelings (“...felt a drop of sweat come from my forehead...could feel myself shiver with fear”). Organization and sequencing are strong throughout the response.

DIRECTIONS

Begin writing your paper on the lines below. Only what you write on Pages 20 through 22 will be scored.

Ryan The Gorilla

One peaceful sunny morning I started jumping up and down with my pillow I yelled "It's Friday It's Friday!" When I got to school we were starting Math fractions. Miss K our teacher called on me George to answer number 2.5 minutes later Ryan my friend got out of his seat to get a cold drink of water in the hall. It was taking Ryan a long time to come back in. Next, I couldn't believe my eyes! a 8 foot gorilla came walking in pounding on his chest like the football players do! He sat down in Ryan's chair, it was unbelievable and he was doing Ryan's fractions! At recess Ryan was out there playing basketball with all our friends. But I didn't see a gorilla. My team was George, Ryan, Clayton, Timmy, Danny, Matt, C. Ryan won the jump ball our team started it off. Before Ryan put a 3 up he saw a gorilla friendsey in the woods. Ryan called a time out he went inside for some reason. Nobody knew why. There were 7 gorillas in the woods. So we went to the

fence to get a closer look. All of the sudden there were 8 gorillas in the woods. We wondered how another could of appeared. Then a gorilla threw a stick at us, and Ryan never came back and a gorilla got in his seat a did his fractions and now theres another gorilla in the woods. When the gorilla threw the stick it hit Timmy in the back, he didn't even care we all ran away. Next we went to Clayton's lunch box and we got 3 snack packs (pudding) and out of Matt.C we got his chocolate eclair (ice cream). We splattered them in the woods. When recess was over we were a little shake on what we did. Ryan came in late, and he had chocolate eclair on his shirt. He ran right out of the classroom and went right into the bathroom to clean it off. He came out with a different shirt. I went over to ask him about the gorillas. He asked if I don't tell anyone else about this but "I'm part gorilla" he cried. Then I looked at him for a long time and went back to my seat. I was in shock.

The End

Score Point 5

This response is moderately developed. Details are mostly specific (“...a 8 foot gorilla came walking in pounding on his chest like the football players do!”). Stronger sequencing of events and greater fluency are needed for a higher score.

SP4

DIRECTIONS

Begin writing your paper on the lines below. Only what you write on Pages 20 through 22 will be scored.

When I walked in my classroom this morning, something didn't seem right. A giant gorilla was sitting at the desk right next to mine! The gorilla just sat there playing with all the pencils in the desk. I was frightened, but it seemed nobody else noticed the gorilla.

Suddenly it started to stand up, and when it did, it crushed the desk. My heart was beating so fast I felt like it was going to pop out! The gorilla started running around the classroom ruining everything!

I was so nervous, I bit my nails until they were too short.

Before I knew it the gorilla was charging out the door. Its long, sharp nails left a dent in the floor. I ran out the door, following the marks in the ground. Just back I could see the gorilla's glowing red eyes staring at mine. The wallpaper was torn in the hallway, and windows were broken. I couldn't believe this was happening to me. School was

almost over, but still nobody noticed the gorilla. It was almost as if I was the only one who could see it.

The School bell rang, "Ring, Ring" Then it was over, I found myself laying down at the edge of my bed. It was all a dream.

Score Point 4

This somewhat-developed narrative includes a moderate expansion of key events. The writer employs a mix of general ("The gorilla started running around the classroom ruining everything!") and specific details ("...could see the gorilla's glowing red eyes staring at mine"). Although organization is satisfactory, stronger transitions are needed to improve fluency.

GRADE 5

Writing Prompt

You have just heard that your school is closed due to snow. What do you do? Write a letter to a friend in which you explain the best way to spend a snowy day.

When you write your letter, be sure to:

- identify activities to do on a snowy day;
- explain why these would be good activities for a snowy day;
- include details and examples to support your ideas; and
- organize your letter well and present your ideas clearly.

DIRECTIONS

Begin writing your letter on the lines below. Only what you write on Pages 20 through 22 will be scored.

Dear James,

I had just gotten a day off of school because of snow. I'm really sure you did. This is going to be the best snow day ever because I get to ride my new snowboard, make a huge snowman, and maybe even get a chance to play outside with my brother for a change.

My snowboard is awesome! It's nice and sleek, it is black with green flames on it, it was signed by a famous snowboarder, and it glides across snow nice and smoothly. I've never gotten to try it out before, but I let my brother use it when I was sick. He said that it was nice and smooth going down the hill. Maybe this year I'll get to try it.

Last year, I built a snowman. It was awesome! It was as tall as Yao Ming! I even tried to make his face on the face part, but I just taped a magazine cut-out of his face. The next day, it froze. So did the picture! One

hour later, its head fell off and landed on my brother. It was hilarious. I thought he was laughing until I saw tears pouring out of his eyes. Later that evening, we eventually put the head back on. It was the best snow-basketball player ever.

Usually, I never get to spend time with my younger brother because one, we're at different schools, and two, he goes with his dad during the week so I usually only get to see him on Saturdays and Sundays. But on the weekends I go to my friends house and my mom won't let him go even though him and Jordan get along fine. The last reason is because, me and him get along really good.

So James, are you jealous that you don't get to do snowboarding, have the talent to make a 7 foot 6" snow man, and have a brother as great as mine? You should call me some time and maybe I can come over. Until now, bye-bye for until I see you!

Your Best Friend,
Brandon

Score Point 6

This well-developed response is fully elaborated and uses specific details. The student's strong organizational pattern and effective use of transitional language enhance fluency.

DIRECTIONS

Begin writing your letter on the lines below. Only what you write on Pages 20 through 22 will be scored.

A freezy way to spend the snow day is the life. Three shivery reasons are a snowball fight, going sledding, and making an igloo. The coldest day finally has arrived!

Splat! went the snowball as it hit my back. Snowball fights are the way to play on a perfect snow day. As you focus on your target you wait for when you're going to throw that soaking ball of frozen water. It gets quite humorous when you hit the object you're aiming at. Then you imagine what the object's going to look like when it's all white. Now that's a freezy white fight.

Woosh! the sled went while rolling down the steep mountain-like hill. It feels a little humid when climbing back up that 'mini Mt. Everest'. The smell of the cold breeze makes me sneeze. It is like the air is air of Alaska. Speedy sledding on snow bedding sounds great to me.

Ever wonder how those small Eskimos survive? In a igloo, of course. Well, let us live the life of an Eskimo, and build a cold, frozen palace of wonder. Cubes of joy and the life of a party are the only ingredients of an ice household. Pass the glue, and we'll make

an igloo!

What a day! We've been playing for a long time. A snow day it was and the best one it is. See how excellent a snow day can be?

Score Point 5

This developed response includes mostly specific details ("It feels a little humid when climbing back up that 'mini Mt. Everest'...speedy sledding on snow bedding"). Greater expansion of key ideas is needed to improve fluency.

DIRECTIONS

Begin writing your letter on the lines below. Only what you write on Pages 20 through 22 will be scored.

Dear Andrei,

I think a snow day is the best day of them all. You can do fun and comfortable things like have a snowball fight, go sledding and being warm indoors.

Snowball fights are the best I think. There are many things to do in a snowball fight. You can sneak up on people by camouflaging yourself in the snow and you can hide behind trees and bushes to fire one out of mid air. There are many ways to have fun at a snowball fight.

Amazingly, sledding is the most common activity in the U.S. Kids all over the world sled. I sled every once in a while when it snows. But I still like sledding. I think people should sled more and enjoy the fun of it.

Staying warm indoors is what I do best. When I'm indoors I usually get a blanket and watch T.V. in my bed or on the couch. Sometimes I get

up and make some cacao and just sit back and relax. Most of the time I snuggle up with my mommy.

Score Point 4

This response is organized and somewhat fluent. It includes a mix of general and specific ideas. Stronger elaboration of key ideas is needed to achieve a higher score.

GRADE 6

Writing Prompt

What do you usually do on a weekend in the summer? What do you do on a weekend in the winter? Write a comparison of your weekend activities in the summer and winter.

When you write your paper, be sure to:

- describe your activities on a weekend in the summer;
- describe your activities on a weekend in the winter;
- explain how your activities on the two weekends are alike and different;
- include details and examples to support your ideas; and
- organize your essay well and present your ideas clearly.

DIRECTIONS

Begin writing your paper on the lines below. Only what you write on Pages 20 through 22 will be scored.

Have you ever had the freedom from school for 2 whole days or more? If you have then you should be pretty familiar with my paper. What I'm talking about is the summer and winter weekend activities. I think days you don't have school are perfect to play outside in, no matter what weather. Whether it's tennis, baseball, or swimming in the summer, or if it's snowball fights, snow football, or ragquetball. All these things are great weekend activities.

First, I'd like to explain the comparison between swimming and snowball fights. One is cold, and one is warm, but they're both great fun. Going to a swim meet is a lot of fun. There's warm-ups where you play around, the races, and the final decision. Bum, bump, bum, bump is all your heart does once it's time for the race. boom! The capgun sounds, and you're off! It ^{doesn't matter} ~~is not~~ whether you win or lose, it's how much fun a kid has. That's why I enjoy summer swimming. A great winter time activity is having a good, old-fashioned snowball fight with family and friends. I like snowball fights because it

makes your hands cold & numb. When my hands get cold & numb it means that I put up a good snowball fight. Plus, when it's over, I go inside to a cup of hot cocoa!

Some more great activities are baseball & snow football. They're two different sports, but equally as fun. Baseball is America's past time and that's why it's important to many people. The Curse of the Bambino and Hank Aaron breaking the All-Time Home Run Record are two of the many great aspects of baseball. I also enjoy the Yankee vs. Red Sox rivalry. Those games are always fun to watch. Snow football is a cold, messy, and wet game. It's best to play with family or friends right after a snowfall when the snow is still soft. Snow football there are no injuries because you get tackled right into the snow. Unlike baseball where you see torn muscles and busted jaws everyday. When you get tackled in snow football, it's like falling onto a sponge. Just talking about this is making me cold!

Finally, there's tennis and racquetball. The two games are very similar, but also very different. In tennis you don't wear any padding, but in racquetball

you need to wear goggles, cups, and gloves. I get sweaty in both of them, but tennis seems to win the "sweat championship" every time. In tennis you do a lot more running and harder hitting. Plus, serving the ball can take a lot out of you too! In racquetball the ball is harder, faster, and bouncier. Racquetball courts are always indoors. If they were outdoors then balls would be flying everywhere! One time, I hit the ball so hard that I could hear it screeching, and when it bounced off the wall, there was a blue mark from where the ball had landed! I tend to favor tennis over racquetball, but I love both of them!

Now do you see the difference between winter & summer activities. I think people like summer better because there's no school, but that's just a guess! Although similar, winter & summer activities are totally different. Both are equally fun though. No matter what season, I like playing outside activities, and I always will!

Score Point 6:

This well-developed response is fully elaborated with specific details. A strong organizational pattern and the effective use of transitional language add to the response's fluency.

DIRECTIONS

Begin writing your paper on the lines below. Only what you write on Pages 20 through 22 will be scored.

Summer winter, winter Summer. They're both great in there own ways. Like winter, you can do a lot of activities in doors and out. Summer is basically an out door season. I like both but I can't decide which one I like better. Let's compare! But remember this is stuff you would do on a weekend.

What can we do in winter. Out doors there's an amazingly large amount of things to do especially with snow on the ground. When you have snow on the ground there's sledding. Speeding down a slippery hill with nothing pushing or pulling you. Sledding's a classic but what about skiing and snowboarding. Indoors you can sit by a warm and cozy fire. Or roast marshmallows. So gasey, warm and melty positively irresistible.

Winter can't take all the credit there's summer too. Summer is mainly an out door season.

Don't you love a nice cup of freshly squeezed, ice cold lemonade on a blistering hot summer's day? Or what about a nice refreshing dip in a swimming pool. You can not forget about catching fire flies at dusk and keeping them in a jar for the night.

Winter verses Summer which ones better? Let's compare the two. Winter, has both indoor and outdoor. There's sledding, snowboarding, and skiing out doors. Indeeers you can sit by a warm cozy fire and toast marshmallows. In the summer you can catch fireflies or run a lemonade stand. Even swim all day on the weekend.

Summer winter, winter summer. After all this I have decided I

like winter the best. You can do
both indoor and outdoor activities
on the weekends. Winter Rules!

Score Point 5:

This developed response demonstrates the student's ability to effectively compare and contrast summer and winter. Vivid word choices and strong elaboration ("...roast marshmallows. So gooey, warm and melty positively irresistible...freshly squeezed, ice cold lemonade on a blistering hot summer's day") enhance the response. More consistent organization and control of transitional language is necessary to achieve a higher score.

DIRECTIONS

Begin writing your paper on the lines below. Only what you write on Pages 20 through 22 will be scored.

Over these weekends in Vermont during the winter are cold. These weekends in Vermont during the summer are so hot. What would you do? Pick the weeds in the garden, go swimming? Or on the pond or have a snow fight?

A weekend during the summer for me is a very busy time. Either I'm pulling weeds or picking up trash. Summer is very different than winter but sometimes I do the things. I like to go up to the meadow/hilltop. I also like to look at the creek if it's not dried up yet. But sometimes during the summer you have to do chores like pull weeds in the garden. In the summer time I see fireflies at night and try to catch them. So there's my weekends over.

A weekend during the winter is very cold. I get to go sledding almost all the time with all the snow around. I'm glad I can still go to the meadow even in the winter. I also like to see the

creek if it's not frozen yet.

A weekend during the summer
might be hot but I still do some of
the same things when it's not!

Score Point 4:

This somewhat-developed response includes adequate elaboration. The student includes a mix of general and specific details. Stronger organization and transitional language are needed for a higher score.

GRADE 7

Writing Prompt

Your local school board has decided to lengthen the school day by one hour. What is your opinion on the best way to use this additional hour? Write a letter to your principal expressing your opinion on the best way to use the additional hour and presenting reasons that will convince the principal to agree with your position.

When you write your letter, be sure to:

- state your opinion regarding the best use of the additional hour;
- give detailed reasons that will persuade the principal to agree with your position; and
- organize your ideas well and present them clearly.

DIRECTIONS

Begin writing your letter on the lines below. Only what you write on Pages 20 through 22 will be scored.

If the school board decided to add another hour to school, then they should make that hour help the students. I would make most of the hour. Here are some ideas. First, we could make the hour a big homework session. Another idea is to add another special to the students list of activities. That would make the extra hour fun for them. Finally, instead of adding anything, just make the class periods longer. There are lots of choices.

If the board of education were to make our school day longer, then I suggest they put that hour to important use. I think one of the most important things they could make the extra time is a big homework session for the students. ^{Secondly,} This allows students who are busy out of school some quality time to just do their homework. This is also a great way for teachers to help the students if they don't understand something. Lastly, this session will have more students do and finish their homework so it is ready for class. I think it will be something that the teachers would enjoy also if more students came to school with all of their homework.

done, It would make school easier for everyone.

The students like the special, cfb team classes. Another idea is to add one more. If there had been many requests for a special to be made by the students but their hadn't been enough time to fit it in? Well, now you have it! Put the extra special in and make all the students really happy that there is an extra hour. Or you could let the students pick the special that they want to go to. If a student really enjoys art for example, then they could choose for their extra special to be a art class. The extra special would let students interact more with other students from different team. This would allow them to make new friendships and have fun during the school day. Adding another special to the students list would be a great idea.

I want to know, do we have to add anything? Instead of adding something we could just make the existing periods longer. This way the teachers would have more time with the students, allowing them a chance to teach their subject more thoroughly.

Another thing that is good about this idea is that you can make the lunch periods longer. I know all the students would like that because many feel rushed when it comes time to eat. They would enjoy their lunch more. Finally, if there are any assemblies and you have to shorten all the classes, the classes are still a decent amount of time still. Making all the periods longer is another way to make the extra hour use for.

If the school board wants to add another hour to our schoolday, there are many options that we can do with that hour. My first idea is that I suggest a big homework session to help the students with their work. Secondly, you could add another fun off team special so that the students can have more fun during the day with different people they know. Lastly, just make the existing periods longer instead of adding anything. There are lots of options for you to choose from, so choose well.

Score Point 6:

This well-developed response presents clear options for using an additional hour of school and provides persuasive support for each option. Throughout the response, the student consistently elaborates key ideas and provides specific examples. The response is well organized and shows an awareness of audience.

DIRECTIONS

Begin writing your letter on the lines below. Only what you write on Pages 20 through 22 will be scored.

Dear principal,

I believe that the extra hour to lengthen school is a good idea. The extra hour can be great in many ways. There can be an extra class so students can learn more. The additional class will provide students with a much better education. For example, if students want to take French and Spanish both, they will have the chance to do so. With the additional information learned by students, they will feel they have a better education. Besides taking another class, there could be a period where students are given fun activities to do. Since there is a lot of pressure inflicted on students and with a great amount of stress, the activities can revive the students and help them to learn even better. The period could be in the middle of the day, so students will learn and show effort towards class discussion after they had fun. Students could be taken outside to run around and have fun. Not only will the students be having a good time exercising, but the exercise is good for their hearts. People

need to have exercise so their circulatory systems work. Furthermore, some students have trouble learning the information from their classes. There could be an hour period for teachers to teach students even more about the material. The classes will consist of a small amount of students learning the information. There could be different classrooms with a teacher teaching about a topic. For instance, there could be a math room, science room, foreign language room, language arts room, ~~and~~ social studies room and more. Also, there could be a class where students get to learn about a topic they are intrigued by, other than academics. An example of a class could be about different animals. My next idea about using the added hour to a school day could be making each class longer. Maybe some teacher feels that they can't teach all their information in a 40 minute period. Well, this hour could help them a lot. If a science teacher wanted to teach about the periodic table of elements, which is important to know for chemistry in high

School, they could teach it. The longer classes would probably be appreciated by the teachers. The students will most likely not want longer classes, but they will benefit from them. An alternative idea to this is that students could maybe take some classes outside. The fresh air will help them to learn. They can focus on their work outside, but also get to appreciate nature. In the summer, it gets really hot in the school, so students and teachers will probably like a nice cool breeze of wind blowing across their faces. This will revive them from the hot dry ^{summer} air. Overall, I think the extra hour added to a school day is a good idea. There are many options to choose from to use that additional hour. In my opinion, I don't want students to feel stressed out, so I would use the hour to go outside for a break. Then students will be provided with a good education, and a nice break outside in the fresh air.

Score Point 5:

In this developed response, the student clearly identifies and supports several ways to utilize an additional hour of school. Ideas are elaborated with specific details ("If a science teacher wanted to teach about the periodic table of elements, which is important to know for chemistry in High School, they could teach it"). Smoother transitions are needed to improve fluency.

DIRECTIONS

Begin writing your letter on the lines below. Only what you 20 through 22 will be scored.

Dear Principle,

I have been told that you would like to extend the school day by 1 hour. I believe that this hour should be put to good use. I believe that we should use it as a study hall.

When you get into Middle School you get 3 times more homework than usual. This can be a problem for some students. After school, people, like myself, have sports, clubs, and other things that, to them, are more important than homework. If we were to lengthen the school day and use that hour as a study hall, students might be able to get their homework done and still be able to go to soccer practice. This would be a tremendous help to those who do have after school activities to tend to.

As you know, many children learn differently. When a teacher is going through stuff during class, not everyone gets it. What happens when that child who doesn't understand it gets the homework? They don't do it. If we were to have a study hall, that child or children could possibly get extra help from his/her teacher. This way they could get credit for their homework and ace that test next week. This could also improve their self-esteem.

This is because when you ~~know~~ you can do something, anything in the world seems possible to you.

Lastly, I believe allowing us to have a study hall would improve many people's grades. During this time students would be able to actually do their homework. This way they would get it done, receive credit, and not ^{have to feel like} some lame excuse like "My sister ate my homework." They could also use the time to study for a test or quiz. Note cards, study guides, and little quizzes could be made to help prepare for an exam, which would help you to pass. This time could also be used to go over and check homework so you have a better chance of getting 100% for your hard work. This would help me greatly.

So, as you can see, there are many ways that an extra hour could be used. I believe it could be used as a study hall, so that children can have time to get it done, be able to go over it with teachers, and improve grades.

I hope you take the time to acknowledge my proposal.

Sincerely

Score Point 4:

In this somewhat-developed response, the student presents one idea for using the additional school hour and supports this idea with general and specific details. Stronger transitional language and greater elaboration are needed to improve the score of this response.

GRADE 8

Writing Prompt

There is a budget crunch at your middle school, and it is certain that many of the non-core classes and activities the school currently offers will be cut. All programs are in danger: sports, band, choir, computer club, drama club, debate and others.

Your principal wants to give students an opportunity to express their points of view about which extracurricular activities they think are more important.

Write an essay for your principal arguing why ONE of the extracurricular programs your school currently offers should continue to receive support, even if no other program can survive.

When you write your paper, be sure to:

- state your position;
- provide support and details that your reader will find persuasive; and
- organize your ideas well and present them clearly.

DIRECTIONS

Begin writing your paper on the lines below. Only what 22 will be scored.

Dear Principal,

I must say that having to cut one of our extracurricular activities is most disappointing. There are so many that different types of kids love so much. Drama for our future actors, debate for our future lawyers, band and choir for our future stars. I believe we should keep one extracurricular activity that tons of students adore, sports. There are so many different types that any kid find one that's right for them. Sports let you stay active throughout the day. Let you get out some of your extra energy you had stored up. Also having sports helps you meet other people. I say sports would be worth it to spend an extra amount of money.

Since there are so many sports such as squash, field hockey, hockey, swimming, soccer, baseball, foot ball, and so much more. There are so many different sports around the world every child will find one that fits him or her the best. The child might like cricket which comes from England. They will in away be learning about England's culture through the game. That is an added bonus. If the kid loves horse they could play polo on the horse. If they love the water

the student could do swimming, diving, or even water polo. If the child loves to have wind in the re face and feel as though they are flying they would be able to take up track and field. (cross country)

Since my peers and I will be sitting in a classroom for about 4 hours a day, we aren't able to release any of our energy unless we have gym. Not everyone as gym once a day or even once a week. We will have all this energy built up inside of us and we won't know what to do with it. Then we would think to ourselves and realize we have lacrosse or basketball after school. We are allowed to run up and down the gym or field. Let out some of our energy. While if we didn't have sports kids would just go home do their homework and watch T.V for the rest of the day. Soon we will be the generation of fat no active pigs & I don't think you want that.

When a student joins a sport they get to know other people, meet new friends. Or go out for a sport with your friends. Cause during school we don't really get to talk to our friends or meet new people. All we are doing is work, work, work? We get to see our friends at lunch but that's only about 42 mins a day. I know school is to be work and prepare you in life but ^{turn over} →

we need to talk to other people. Or we will just go nuts. That's why we need sports. During that time were running or swimming around we talk and laugh just have fun with our new and old friends.

As I said in the bring all extracurricular activities are extremely fun but I must say you can't go wrong with sports. With its variety, its free feeling of letting you run around releasing your energy, and of course letting hang out with your new and old friends. I say you keep sports and you just can't go wrong.

Sincerely,

Score Point 6:

This well-developed response presents a clear and thoughtful position and provides persuasive support. Ideas are fully elaborated and an awareness of audience is evident. A strong organizational pattern contributes to the fluency of this response.

DIRECTIONS

Begin writing your paper on the lines below. Only what you
22 will be scored.

If there can only be one non-core class remaining due to budget cuts, I believe that it should be sports because kids need exercise, it makes people feel good and above all, sports are fun.

Many students don't have the opportunity to play sports outside of school and so depend on school-based programs for exercise. According to recent studies, kids should be active for about one hour each day and school is the best, safest, place to do it. We all know obesity is an all too common problem and sports are the best way to prevent it. You can't do that in choir.

Debates can cause harsh words to be spoken which could hurt someone's feelings and the school has just dug a hole for itself. Not so with sports because sports make people feel good. This is firstly due to natural chemicals released while you work out that makes you feel happy. Outside of biology class, good health and developed muscles can make people happy and it helps build confidence.

All these things are good, but above all sports are fun! Playing a good game of football is a good, fun, activity to do after school to help you relax. Sports can

also be fun because it's a good way to meet people.
Sports are an excellent way to make friends which
then leads to more fun outside of sports.

To reiterate, I think a continuing support of sports
despite the budget-crunch would be the best way to
go. I hope the school board makes the right decision
and agrees with my opinion.

Score Point 5:

This developed response takes a clear position and provides reasonably persuasive support for the student's position that sports should be saved ("We all know obesity is an all too common problem and sports are the best way to prevent it"). Reasons are elaborated with mostly specific details.

DIRECTIONS

Begin writing your paper on the lines below. Only what you write will be scored.

No Drama club? What do you mean? Drama (next to sports) is an extra curricular activity that should stay in that after school program list. Drama club has casts, scripts, characters and magic. Come to the theater and listen and watch a story about Cinderella or The Hobbit. Drama club needs to meet the deadline, practice their play, and imagine all the sad kids who won't be able to make their parents proud or live their dream of lighting up ^{the} stage.

Actually, the Drama club has to prepare stage sets, objects, and prepare the whole play by a deadline. Could you imagine a play being canceled because drama club was put off? or if the people making the sets didn't finish, how would the stage look? Limiting the budget or canceling drama club completely would not have "The show must go on!"

Honestly, the drama club could use all the practice they can get. Imagine if someone couldn't remember their lines or their "cues" to come in. If that were to happen it would be because the club didn't meet enough. If you don't "practice, practice, practice" you won't know what to do.

One kid's dream being broken is enough but if you take a whole group or cast of people that can't light up the stage or put on a show that's going too far. Some people's only talent is acting, if you take that away they'll have no where to go.

I personally want to be in Drama club but I am always scared of trying out, I would be disappointed if Drama club shut down or was limited to money. The play wouldn't be as good. Most of my friends are in Drama club and I speak for them when I say that everyone, parents, kids, and even just people coming to see the show would be disappointed.

So don't close down the drama club. Kids love it, they have a deadline to meet and need all the help they can get when it comes to rehearsing. It may cost money but it's for a good cause. Let the show go on!

Score Point 4:

This somewhat-developed response is sufficiently organized and provides adequate elaboration with a mix of general and specific details. More overall development is needed for a higher score.

PART VI:

CMT 4 Language Arts

How to Get More Information

PART VI:

How To Get More Information

I. INFORMATION AVAILABLE FROM THE CONNECTICUT STATE DEPARTMENT OF EDUCATION (CSDE)

The following publications and resources are available through the CSDE. Resources also are available at the CSDE website: www.state.ct.us/sde. The CMT Language Arts and Mathematics handbooks, will be available for download online. Documents are interactive and are updated periodically. You may call or write the CSDE for more information.

Connecticut State Department of Education
Bureau of Research, Evaluation and Student Assessment
P.O. Box 2219, Room 344
Hartford, CT 06145-2219
860-713-6860

The Curriculum

- *2005 Language Arts Curriculum Framework*
<http://www.state.ct.us/sde/dtl/curriculum/currla.htm>
- *Connecticut's Blueprint for Reading Achievement* – conclusions and recommendations of the Early Reading Success Panel
<http://www.state.ct.us/sde/dtl/curriculum/currla.htm>

Technical Information

- *CMT Technical Report* – includes content validation, summary statistics, reliability, etc. Call CMT office: 860-713-6860.
- *CMT Technical Bulletin* – includes the method for determining scale scores and scale score conversion charts
http://www.csde.state.ct.us/public/der/s-t/testing/cmt/cmt_technical_bulletin
- *DRP® Conversion Tables* – converts raw scores to DRP® unit scores
http://www.csde.state.ct.us/public/der/s-t/cmt_resources_publications.htm#1

CMT Test Results

- *CMT Interpretive Guide* – test content, and sample school and student reports
http://www.csde.state.ct.us/public/der/s-t/testing/cmt/2004_int_guide_cmt4v2
- www.cmtreports.com – an interactive website with statewide, district and school results

Scoring

- *Holistic Scoring Workshop CD* – computerized version of training for holistic scoring of the Direct Assessment of Writing, with anchor and practice papers. Call CMT office: 860-713-6860.
- *CMT Direct Assessment of Writing Anchor Papers* – copies of student responses used as anchor papers in scoring. Call CMT office: 860-713-6860.

No Child Left Behind (NCLB) Legislation

- *What is No Child Left Behind?* – an explanation of the NCLB federal legislation
http://www.csde.state.ct.us/public/der/nclb/what_is.htm
- *NCLB Updates and Reminders* – recent updates, current information, important dates, etc. http://www.csde.state.ct.us/public/der/nclb/updates_reminders.htm

Other Topics

- *Assessment Guidelines* – criteria for accommodations and testing special populations
http://www.csde.state.ct.us/public/der/s-t/testing/agl/agl/_9th_edition
- *Brochure for Parents* (available in English and Spanish) – describes the content of the CMT
http://www.csde.state.ct.us/public/der/st/testing/cmt/cmt04_understanding_your_childs_score
- *Student Skills Brochure* (available in English and Spanish) – describes the skills tested on the CMT
http://www.csde.state.ct.us/public/der/st/testing/cmt/cmt3_educator_brochure

II. WHAT IS NAEP?

The National Assessment of Educational Progress (NAEP), also known as “the Nation’s Report Card,” is the only nationally representative and continuing academic assessment measuring what students know and can do in a variety of content areas. Since 1969, assessments have been conducted periodically in mathematics, reading, science, writing, U.S. history, civics, geography and the arts.

NAEP does not provide scores for individual students or schools; instead, it offers results regarding subject-matter achievement, instructional experiences and school environment for populations of students (e.g., fourth graders) and subgroups of those populations (e.g., female students, Hispanic students). NAEP results are based on a sample of student populations of interest.

NAEP reports information at the national and state levels as well as specific geographic regions of the country. It includes students drawn from both public and nonpublic schools and reports results for student achievement in Grades 4, 8 and 12.

NAEP’s frameworks for reading and writing are displayed on page 308.

Reading Frameworks (NAEP)

Three different contexts for reading were assessed.	Students were assessed on four different aspects of reading.
<ul style="list-style-type: none"> • Reading for literary experience: Readers explore events, characters, themes, settings, plots, actions, and the language of literary works by reading novels, short stories, poems, plays, legends, biographies, myths and folktales. • Reading for information: Readers gain information to understand the world by reading materials such as magazines, newspapers, textbooks, essays and speeches. • Reading to perform a task:⁴ Readers apply what they learn from reading materials such as bus or train schedules, directions for repairs or games, classroom procedures, tax forms (Grade 12), maps and so on. 	<ul style="list-style-type: none"> • Forming a general understanding:¹ The reader must consider the text as a whole and provide a global understanding of it. • Developing interpretation: The reader must extend initial impressions to develop a more complete understanding of what was read. • Making reader/text connections:² The reader must connect information in the text with knowledge and experience. • Examining content and structure:³ Requires critically evaluating, comparing and contrasting, and understanding the effect of such features as irony, humor and organization.
<p>¹This aspect of reading was formerly referred to as "Forming an Initial Understanding" in previous versions of the reading framework.</p> <p>²This aspect of reading was formerly referred to as "Personal Reflection and Response" in previous versions of the reading framework.</p> <p>³This aspect of reading was formerly referred to as "Demonstrating a Critical Stance" in previous versions of the reading framework.</p> <p>⁴Reading to perform a task is not assessed at Grade 4.</p>	

Writing Framework (NAEP)

- Students should write for a variety of purposes: *narrative*, *informative* and *persuasive*.
- ***Narrative writing*** involves the production of stories or personal essays. The narrative topics in the 2002 assessment encouraged writers to use their creativity and powers of observation to develop stories that can capture a reader's imagination.
- ***Informative writing*** communicates information to the reader to share knowledge or to convey messages, instructions and ideas. The informative topics in the 2002 writing assessment required students to write on specified subjects in a variety of formats, such as reports, reviews and letters.

- ***Persuasive writing*** seeks to influence the reader to take some action or bring about change. It may contain factual information, such as reasons, examples or comparisons; however, its main purpose is not to inform, but to persuade. The persuasive topics in the 2002 writing assessment asked students to write letters to friends, newspaper editors or prospective employers, as well as to refute arguments or take sides in a debate.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics (NCES), National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment.

For more information about the NAEP, please contact NCES or visit the following websites:

National Center for Education Statistics
1990 K Street, NW, Washington, DC 20006
Phone: (202) 502-7300

<http://nces.ed.gov/nationsreportcard/sitemap.asp>

<http://www.nagb.org/>

