

CONNECTICUT STATE DEPARTMENT OF EDUCATION

ACADEMIC OFFICE
BUREAU OF STUDENT ASSESSMENT



**CMT/CAPT—CONNECTICUT
COMMON CORE ALIGNED PRACTICE
TEST COMPARISON
ENGLISH LANGUAGE ARTS
Grades 3-8 & 11**

November 2013

Connecticut Department of Education
165 Capitol Avenue
Hartford, Connecticut 06106

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INTRODUCTION

The purpose of this document is to illustrate shifts in the demand and rigor of stimuli and item types of the Connecticut Common Core Aligned Practice Assessment (APA) for English language arts when compared to the Connecticut Mastery Test (CMT) for Reading and Writing and the 2013 Connecticut Academic Performance Test (CAPT) for Writing. Students in Grades 3-5 were administered a grade-appropriate reading test, while students in Grades 6-8 and 11 were administered a grade-appropriate writing test and Performance Task aligned to the Common Core. The value APA was that it exposed students to online testing as well as the rigorous expectations of the Common Core standards.

For comparative purposes, each grade includes one APA stimuli, with a small selection of corresponding items, and a released CMT or CAPT stimuli with a selection of corresponding items. Items and stimuli demonstrate the shifts in the Common Core from the Connecticut legacy assessments.

While this document contains some samples of stimuli and item types at certain grades, it does not capture the full breadth of the ways in which the Common Core State Standards for English language arts can be measured. Understanding the Common Core State Standards (www.corestandards.org) is critical, and informs educators of grade-specific skills and expectations that guide high quality instruction and best practices.

When referencing the CMT Reading and Writing tests, refer to the Connecticut Mastery Test Fourth Generation Language Arts Handbook available on the Connecticut State Department of Education Web site (<http://www.sde.ct.gov/sde>) or [click here](#) to access the handbook directly. When referring to the CAPT Editing & Revising items, use the 2013 Released Items Packets available at the Connecticut State Department of Education Web site or [click here](#) to access the CAPT Editing & Revising test directly.

As a final note in the area of test development, items undergo a formal process of review, piloting, and analysis before they are placed on an interim or summative assessment. Prior to piloting, expert review committees critically examine stimuli and items based on content, accessibility, bias, and sensitivity. Given time constraints for the APA, stimuli and items were reviewed internally for appropriateness, but without the help of external expert reviewers.

Grade 3 Reading

Connecticut Mastery Test, Generation IV

Grade 3 Reading Passage, Released 2006

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.

Connecticut Mastery Test, Generation IV

Grade 3 Reading Passage, Released 2006, Continued

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.

Fishing With Friends, Literary

Grade 3

Word count: 443

Flesch Kincaid: 4.0

Lexile: 690L

Connecticut Mastery Test, Generation IV

Grade 3 Sample Items, Released 2006

Strand A. Forming a General Understanding: The reader will demonstrate understanding of the text's general content.

Objective 1: Determine the main idea (nonfiction) or theme (fiction) within the text.

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.

Strand D. Examining the Content and Structure: The reader will elaborate on the text and make judgments about the text's quality and themes.

Objective 3: Demonstrate an awareness of an author's or character's values, customs and beliefs included in the text. (*Customs are not tested at Grade 3*)

In this story, what was the **most** important thing to Yoshi?

- A. What the birds were named
- B. Where the birds had come from
- C. Being with Grandpa ✖
- D. Knowing the moon was full

Connecticut Common Core Aligned Practice Test

Grade 3 Reading Passage, Released 2013

Autumn

I love a day when the air is crisp
And I need a sweater all day.
It's something like a hug
In its scratchy warm embrace.

I look up past orange, red, and gold and see
The sky's blue is deeper than a still pond.
Not faded from summer heat or
Made fuzzy with snow-bearing clouds.

At the bus stop I cannot see my breath,
No need for Jack Frost yet.
But it does seem possible that the time
For gloves and hats approaches.

Like a promise you know will be kept
A road that leads in one direction,
The winds blow the scent of leaves
And smoke and endings down my street.

The word "autumn" sounds like a hum
A getting ready for change, I think,
A preparation for a quiet time
Of planning and waiting and rest.

This time feels like the end to some
But for me fall's about something
New and exciting and unknown
Waiting for what is to come.

Autumn, Literary (Paired with informational text, *Why Leaves Change Color*)

Grade 3

Word count: 167

FK: N/A; Lexile: N/A (quantitative analysis cannot be conducted on poems)

Connecticut Common Core Aligned Practice Test

Grade 3 Reading Passage, Released 2013

Why Leaves Change Color

Plants are really lucky because they do not have to go out shopping for their food or spend time making their meals. Instead, they sit in our gardens, yards, and parks waiting for a little rain and sunshine. Using that water and sun, they make their food themselves.

Plants absorb sunlight through their leaves. They use the sunlight and the green from their leaves to make sugars from water and carbon dioxide. This sugar is used to give the plant energy so that it can grow. The entire process is very important to plant life. It is also important because animals and humans then get energy from plants.

Most of the energy is used to make new plant matter, though plants also save some of this energy. During the winter, there is less sunlight and water. There is not always enough sunlight to give the plants energy. Trees and plants live off the food that they stored. Soon, the green color disappears from the leaves. Leaves that were once green change to colors of red, yellow, orange, and even purple. Small amounts of these colors have been in the leaves all along, but they were covered by the green color during spring and summer.

Why Leaves Change Color, Informational (Paired with literary poem, *Autumn*)

Grade 3

Word Count 204

Flesh Kincaid 5.4

Lexile: 840

Connecticut Common Core Aligned Practice Test

Grade 3 Reading Sample Items, Released 2013

CCSS Code: RL. 3.2

The poet of “Autumn” offers many details about how autumn looks and feels. What is the central idea or message that the poet suggests about autumn? Use **one** example from the poem to support your answer.

Scoring Rubric:

| Score Point | Description |
|-------------|--|
| 2 | <ul style="list-style-type: none">• the response gives sufficient evidence of the ability to support the central idea of the text• the response includes specific evidence clearly referenced in the text• the response adequately supports the central idea with clearly relevant details, examples, or information from the text |
| 1 | <ul style="list-style-type: none">• the response gives limited evidence of the ability to support the central idea of the text• the response includes some evidence that references the text• the response supports the central idea with limited details, examples, or information from the text |
| 0 | <ul style="list-style-type: none">• a response gets no credit if it provides no evidence of the ability to support the central idea and includes no relevant information from the text |

Connecticut Common Core Aligned Practice Test
Grade 3 Reading Sample Items, Released 2013

CCSS Code: RL. 3.6

The poet uses descriptive language to write about the season of autumn. How does the poet feel about autumn?

- A. He thinks autumn makes him tired.
- B. He is bored by the change of seasons.
- C. He welcomes the changes that autumn brings. ⓧ
- D. He is worried that his winter clothes are scratchy.

Choose the line from the poem that **best** supports how the poet feels about autumn.

- A. In its scratchy warm embrace.
- B. But it does seem possible that the time
- C. A road that leads in one direction,
- D. Waiting for what is to come. ⓧ

Grade 4 Reading

Connecticut Mastery Test, Generation IV

Grade 4 Reading Passage, Released 2006

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 and 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.

Connecticut Mastery Test, Generation IV

Grade 4 Reading Passage, Released 2006, Continued

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!”

The Hawk, Literary

Grade 4

Word Count: 535

Flesh Kincaid: 4.4; Lexile: 770L

Connecticut Mastery Test, Generation IV

Grade 4 Reading Sample Items, Released 2006

Strand B. Developing Interpretation: The reader will interpret and/or explain the text.

Objective 3: Use stated or implied evidence from the text to draw and/or support a conclusion.

From the information in the story, you can tell that Rita is

- A. sneaky.
- B. artistic.
- C. anxious.
- D. skilled. ⓧ

Strand B. Developing Interpretation: The reader will interpret and/or explain the text.

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

The ideas in paragraph 15 are arranged to show

- A. a list of details.
- B. the order in which things happened.
- C. how two things are alike.
- D. a main idea with supporting details. ⓧ

Connecticut Common Core Aligned Practice Test

Grade 4 Reading Passage, Released 2013

The Bubble

Pop! Smack! Janie giggled as her bubble popped loudly. “That was a big one!” she exclaimed as she gathered the gum back into her mouth with her tongue. She began to chew it again, as her legs pumped the swing keeping time with her chewing while getting ready for another try at blowing a huge bubble.

Anica looked at Janie from the next swing over and smiled weakly. Inside, she wasn’t smiling, though. Anica wanted to blow bubbles, too. She had never been able to do it although she had tried and tried. Once, Anica had even asked her big sister Brianna for a lesson. Brianna had patiently blown bubble after bubble as Anica watched carefully. Brianna explained to Anica what to do with her lips and how to move her tongue in order to turn the bubble gum that was inside her mouth into a bubble that everyone could see. But even when she had tried to copy what her sister had taught her, Anica just couldn’t do it.

Anica was sure she was the only fourth-grade student at her school who could not blow a bubble. Walking home from school, everyone else seemed to blow bubbles so easily. At the park, some kids had contests to see who could blow the biggest bubble, and they even discussed the best brands of bubble gum to use.

The worst part was that Anica’s best friend, Janie, was also the best bubble blower of all. They had been best friends ever since first grade. They had learned how to read, how to write cursive, and how to multiply numbers. They played basketball and soccer every afternoon. The only thing they didn’t do together was blow bubbles because Anica just could not do it.

Janie did not say anything mean when Anica tried to blow a bubble. Janie had also tried to teach Anica, and she even shared her best bubble-blowing tricks. Anica tried hard of course, but it just didn’t help. Still, Janie always gave her a piece of bubble gum whenever she chewed some, saying, “No big deal, it’s still fun to chew bubble gum even without blowing bubbles.”

After so much failure, Anica did not even try to blow bubbles anymore when she was around other people. It was too embarrassing. She just chewed her own gum while she watched Janie beside her on the swing set creating the envy of the playground. Still, just out of habit, and where nobody could see, Anica was pushing her own gum flat against her teeth like Janie and Brianna had taught her. She didn’t try to blow a bubble, though, because that never worked.

Pop! Splat! Anica looked over just in time to see the biggest bubble gum bubble ever pop like a sticky pink mask all over Janie’s surprised face! The bubble gum covered her nose and even hid the shock in her eyes. It was the funniest thing Anica had ever seen.

Without thinking Anica nearly exploded with laughter. But, to her surprise, instead of the sound of a loud laugh, the sight of a beautiful pink bubble rose right in front of her eyes. A bubble! She had finally blown a bubble! She barely had time to realize what had happened before—*pop!* The bubble was gone like

Connecticut Common Core Aligned Practice Test

Grade 4 Reading Passage, Released 2013, Continued

a dream. But that didn't matter. The two friends were soon laughing, swinging, and chewing again. Now that Anica knew she could do it, they both had some more bubbles to blow.

The Bubble, Literary

Grade 4

FK 5.9

Word Count 582

Lexile: 950

Connecticut Common Core Aligned Practice Test

Grade 4 Reading Sample Items, Released 2013

CCSS Code: RL. 4.3

Why does Anica want to be able to blow bubbles?

- A. She wants Janie to be nicer to her.
- B. She wants Brianna to think she is clever.
- C. She wants to be like others in her school.
- D. She wants to win bubble-blowing contests.

Choose the sentence from the passage that **best** supports why Anica wants to be able to blow bubbles?

- A. Janie giggled as her bubble popped loudly.
- B. Once, Anica had even asked her big sister Brianna for a lesson.
- C. Walking home from school, everyone else seemed to blow bubbles so easily.
- D. It was too embarrassing.

Connecticut Common Core Aligned Practice Test

Grade 4 Reading Sample Items

CCSS Code: RL. 4.2

What can be concluded about the character, Janie, from the passage? Use details from the passage to support your response.

Scoring Rubric:

| Score Point | Description |
|-------------|--|
| 2 | <ul style="list-style-type: none">• the response gives sufficient evidence of the ability to make and justify an inference• the response includes specific inferences that make clear reference to the text• the response fully supports the inferences with clearly relevant details or examples from the text |
| 1 | <ul style="list-style-type: none">• the response gives limited evidence of the ability to make and justify an inference• the response includes inferences but they are not explicit or make only vague references to the text• the response supports the inference with at least one detail or example but the relevance of that detail or example to the passage must be inferred |
| 0 | <ul style="list-style-type: none">• a response gets no credit if it provides no evidence of the ability to make or justify an inference and includes no relevant information from the text |

Grade 5 Reading

Connecticut Mastery Test, Generation IV

Grade 5 Reading Passage, Released 2006

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:

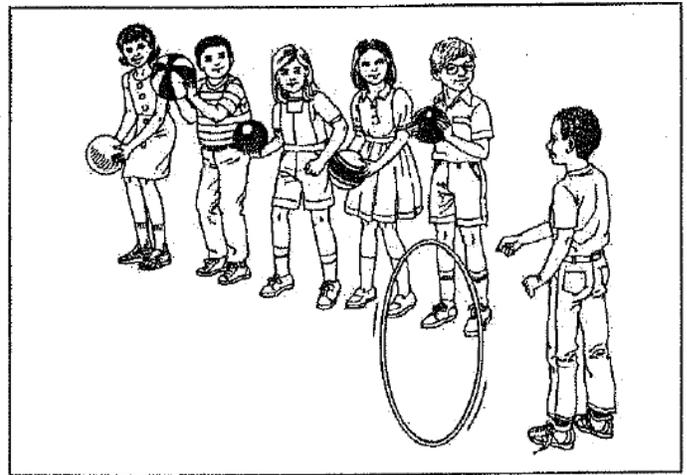
- hula hoop
- 1 ball for each player

HOT 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.



Connecticut Mastery Test, Generation IV

Grade 5 Reading Passage, Released 2006, Continued

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.

Lawala, Informational/Reading to Perform a Task

Grade 5

Word count: 269

Flesch Kincaid: 3.5

Lexile: 870L

Connecticut Mastery Test, Generation IV

Grade 5 Sample Items, Released 2006

Strand A. Forming a General Understanding: The reader will demonstrate understanding of the text's general content.

Objective 2: Identify or infer important characters, problems, settings, events, relationships and details.

According to steps 4 and 5, what happens after Team B's captain rolls the hoop in front of Team A's players?

- A. Members of Team A try to throw balls through the moving target. ✖
- B. Team A players line up side by side behind the moving target.
- C. Team B players line up side by side behind the moving target.
- D. Members of Team B are given a ball to throw at the moving target.

Strand A. Forming a General Understanding: The reader will demonstrate understanding of the text's general content.

Objective 5: Use context clues to determine meanings of unknown or multiple-meaning words or figurative language.

As it is used in step 6, the word opponents means

- A. relatives.
- B. people you know well.
- C. operators.
- D. people on the other team. ✖

Connecticut Common Core Aligned Practice Test

Grade 5 Reading Sample Passage, Released 2013

Two American Artists

A Joy Ride with Grandma Moses

Grandma Moses, whose real name was Anna Mary Robertson, was a famous painter in the 1900s. Even as a little girl, she loved to paint. If she had a penny, she used it to buy a sheet of white paper. She drew pictures of all the things she loved, such as the hills and valleys around her farm in New York. Then, she used the juice from grapes and berries to paint the pictures. She painted her barn and house. She even painted things in the house like windowsills and doors!

Anna was fortunate and had a happy childhood. She helped her mother wash, bake, and make butter. However, she had a big family. There was little time to do what she loved best, paint. Some of her favorite memories included taking sleigh rides throughout the open fields. She enjoyed skating on the pond in the winter. She also loved to attend the county fair! Best of all, there was the maple sugar season. In late winter, she and her father gathered sap from the maple trees. Together, they boiled the sap in a huge pot on a large fire outside in the woods. After the syrup was ready, her father would give her a special treat: snow with syrup poured over it!

When Anna grew up, she married Thomas Moses. They raised five children. Even as an adult, there was little time to paint. Finally, in 1930, when she was seventy years old, Anna began to paint again. All the pictures she had saved in her mind came pouring out. She painted maple sugar time, the county fair, and a snowy sleigh ride. She filled every picture she painted with people doing things. Some pictures had as many as forty or fifty people in them. She never used models; she just made colorful, happy paintings from her memory.

Luckily, a local store in Hoosick Falls hung several of Anna's paintings in the window. One day, Mr. Caldor, a visitor from the city, saw the paintings. He bought several and shared them with a friend who had an art gallery in New York City. His friend liked the paintings and displayed them in his gallery.

In 1939, when Anna was almost eighty years old, the Museum of Modern Art in New York City asked if they could show some of her work. A *New York Times* reporter wrote about the show. Since everyone called Anna "Grandma Moses," the reporter did too, and the name stuck.

Connecticut Common Core Aligned Practice Test

Grade 5 Reading Passages, Released 2013, Continued

Grandma Moses painted for the next twenty years, creating over 1,000 paintings. A few were about history, but most were simply about happy memories. One of her famous paintings of a sleigh ride was even called *Joy Ride*. She hoped her paintings reminded people of their own happy times and good memories.

Grandma Moses lived to be one hundred one years old. She died on December 13, 1961. The Bennington Museum in Vermont, near her New York farm, has many of her paintings on display.

Two American Artists

A Joy Ride with Grandma Moses, Informational (Paired with Informational text, *Norman Rockwell: Painter of the People*)

Grade 5

Word Count 500

Flesch Kincaid 5.5

Lexile 740L

Connecticut Common Core Aligned Practice Test

Grade 5 Reading Sample Passage, Released 2013, Continued

Norman Rockwell: Painter of the People

Norman Rockwell always knew he wanted to be an artist. He was born in New York City, where he attended art school at the age of sixteen. He worked hard and met many other talented artists. He liked drawing people the best, because he felt each one had a story to tell. He loved the range of expressions he saw in their faces.

The teachers at the Art Students' League liked Rockwell's work; they believed he was a fine artist. One teacher found Rockwell his first job drawing illustrations for a children's book. At the early age of nineteen, he became an art director for *Boys' Life*. However, Norman wanted something more.

The Saturday Evening Post was a popular magazine. Rockwell hoped to see one of his paintings on the cover one day. He was afraid they would say no, but a friend suggested that he should at least try. Finally, he submitted his artwork, and *The Post* loved his work! In the end, he designed over 300 covers.

When Rockwell was 42, he moved to Vermont after living in New York for many years. Another artist, Grandma Moses, lived nearby in Eagle Bridge, New York. He admired her work so much that he included her in one of his paintings called *Christmas Homecoming*. Like Grandma Moses, he was moved to paint the specialness in the familiar.

Norman Rockwell spent the last years of his life in Stockbridge, Massachusetts. Many men, women, and children from the town were his models. Many models said he wanted them to be actors because he dressed them in costumes and taught them how to make faces. He always asked, "Can you raise your eyebrows?" He wanted to use models that could show feelings.

Rockwell captured stories of the hopes and fears of the human experience. He brought to life ordinary and sometimes even magical moments shared by people of all ages. People could relate to his artwork. Paintings of families illustrated the importance, and sometimes the humor, of relationships.

Many of his paintings were filled with a gentle wit. Sometimes, he even put mistakes in his paintings. People tried to find them. His April Fool's Day covers for *The Post* were full of fun.

Connecticut Common Core Aligned Practice Test

Grade 5 Reading Sample Passage, Released 2013, Continued

Not all covers were humorous; some were very serious. Four of his most famous paintings composed a series called *The Four Freedoms*. They are about the freedoms we have in America: freedom of speech and worship, and freedom from want and fear. Norman Rockwell painted pictures that showed his belief in the civil rights movement. He began painting pictures about difficult situations many Americans were experiencing. In 1964, he painted *The Problem We All Live With*. This showed a six-year old girl, Ruby Bridges, being walked to school by three police officers who were protecting her. Ruby was the first African American to attend an all-white elementary school. Around her, in the painting, the viewer can see the anger this brave little girl had to deal with. This painting was Norman Rockwell's way of showing that he disagreed with the people who were not being fair.

Other political paintings included scenes from World War II, the Peace Corps, and the first man on the moon. He painted presidents and famous actors, but most of the time, he painted ordinary people. He loved people and their stories, and his pictures clearly showed that love.

Near the end of his life, Rockwell said, "I paint life as I would like it to be. I paint the American spirit, the American dream." He died in 1978 when he was eighty-four years old. His studio in Stockbridge is now a museum.

Two American Artists

Norman Rockwell: Painter of the People, Informational (Paired with Informational text, *A Joy Ride with Grandma Moses*)

Grade 5

Word Count: 607

Flesch Kincaid: 6.4

Lexile 770L

Connecticut Common Core Aligned Practice Test

Grade 5 Reading Sample Items, Released 2013

CCSS Code: RL. 5.7

What made the art of Norman Rockwell and Grandma Moses so popular?

- A. They always chose important ideas to paint.
- B. Their paintings were always about humorous people.
- C. The pictures were of familiar and simple things in life. ✖
- D. Both artists painted pictures designed to make money.

Select the sentences from the text that support your answer to what made their artwork so popular?
Select all that apply.

- A. If she had a penny, she used it to buy a sheet of white paper.
- B. However, she had a big family. There was little time to do what she loved best, paint.
- C. She hoped her paintings reminded people of their own happy times and good memories. ✖
- D. At the early age of nineteen, he became an art director for *Boys' Life*.
- E. He brought to life ordinary and sometimes even magical moments shared by people of all ages. ✖
- F. Not all covers were humorous; some were very serious.

Connecticut Common Core Aligned Practice Test

Grade 5 Reading Sample Items, Released 2013

CCSS Code: RL. 5.4

The word moved has multiple meanings. Read the sentence below and the directions that follow.

Like Grandma Moses, he was moved to paint the specialness in the familiar.

What does the word moved in the sentence above suggest about the art Rockwell created? Use evidence from the text to support your answer.

Scoring Rubric:

| Score Point | Description |
|--------------------|--|
| 2 | <ul style="list-style-type: none">• the response gives sufficient evidence of the ability to determine the intended meaning of the word and its relation to the information in the text• the response includes specific inferences that make clear reference to the text• the response fully supports the inferences with clearly relevant details or examples from the text |
| 1 | <ul style="list-style-type: none">• the response gives limited evidence of the ability to determine the intended meaning of the word and its relation to the information in the text• the response includes inferences but they are not explicit or make only vague references to the text• the response supports the inference with at least one detail but the relevance of that detail to the text must be inferred |
| 0 | <ul style="list-style-type: none">• a response gets no credit if it provides no evidence of the ability to determine the meaning of the word and its relation to the information in the text |

Grade 6 Writing

Connecticut Mastery Test, Generation IV

Grade 6 Editing & Revising Sample Passage, Released 2006

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.

Connecticut Mastery Test, Generation IV

Grade 6 Editing & Revising Sample Passage, Released 2006, Continued

(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.

(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.

Connecticut Mastery Test, Generation IV

Grade 6 Editing & Revising Sample Items, Released 2006

Composing/Revising Standard A: Content, Organization and Tone

Objective 3: Extraneous material

Choose the sentence that does **not** belong in the paragraph that begins with sentence 24.

- A. Sentence 26
- B. Sentence 27
- C. Sentence 28 ✖
- D. Sentence 29

Composing/Revising Standard B: Revision: Syntax

Objective 3: Awkward construction

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.

- A. The counselor told me that the mistake would be corrected by the end of the week. ✖
- B. The mistake would be corrected by the counselor by the end of the week I was told.
- C. Telling me that the mistake would be corrected, the counselor said by the end of the week.
- D. By the end of the week, the counselor would tell me that the mistake would be corrected.

Connecticut Common Core Aligned Practice Test

Grade 6 Writing Sample Items, Released 2013

CCSS Code: W.6.1a-e

For health class, Raj has written the first draft on an argumentative essay about the benefits of yogurt. His teacher has asked that he remove the extraneous details. Read this excerpt from his essay and follow the directions below.

(1) There are references to yogurt in the writings of ancient Romans. (2) Yogurt is made from milk that has been fermented with bacteria. (3) That may sound like a food gone bad, but yogurt is actually an amazing health food. (4) Like milk, yogurt is rich in protein, calcium, and important vitamins. (5) Yogurt can taste delicious when it is combined with ingredients like cookies and chocolate chips! (6) However, yogurt has benefits that milk does not. (7) The bacteria contained in yogurt can help prevent upset stomachs and keep the digestive system working smoothly. (8) Furthermore, doctors may suggest that people eat yogurt to treat certain infections. (9) Unlike antibiotics, yogurt can replace harmful bacteria with good bacteria that help us digest food. (10) Frozen yogurt is another popular form of yogurt in the United States.

Choose the sentences that should be removed because they contain details that do **not** support the main idea.

- A. Sentences 1 and 10
- B. Sentences 1, 5, and 10 🗳
- C. Sentences 5, 9, and 10
- D. Sentences 1, 5, 6, and 9
- E. Sentences 1, 3, 5, and 9

Connecticut Common Core Aligned Practice Test

Grade 6 Writing Sample Items, Released 2013

CCSS Code: W.6.1

Read the paragraph below that includes mistakes in grammar. Then read the directions that follow.

(1)There are many privileges that one gains in middle school. (2) Taking the bus by oneself is by far the greatest advantage. (3) Study hall is another opportunity to prove ourselves by completing all my homework while in school. (4) Students in middle school can buy food from the vending machines themselves. (5) Decisions about what to eat are made ourselves.

Choose the sentence that contains mistakes in grammar.

- A. Sentence 1
- B. Sentence 2
- C. Sentence 3
- D. Sentence 4
- E. Sentence 5

Connecticut Mastery Test, Generation IV

Grade 6 Direct Assessment of Writing, Sample Prompt, Released 2006

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.

Connecticut Mastery Test, Generation IV

Grade 6 Direct Assessment of Writing, Scoring Rubric, Released 2006

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

Connecticut Common Core Aligned Practice Test

Grade 6 Performance Task, Released 2013

CCSS Code: W.6.1

Co Ed Sports

Task: Your school has a limited number of sports teams. Given the school budget, your principal is trying to save the sports program by changing some of the rules of participation. You have been asked to write an article about your school sports program for the school newspaper. To prepare to write your argumentative article, you have conducted some research and have found three sources.

You will examine the three sources. You can re-examine any of the sources as often as you like. You may take notes as you read the sources

You will write a multi-paragraph article on the topic provided. You will use source material to inform and strengthen your writing.

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Connecticut Common Core Aligned Practice Test

Grade 6 Performance Task, Released 2013, Continued

Girls Playing Football

One thing that makes football so popular is the tradition of the game. Football has been played for over one hundred years and many of the basic rules have stayed the same. However, one big change has been happening in the game of football recently: girls are moving from the sidelines and onto the field as players.

Sometimes girls who want to play football are told “no,” at least at first. Caroline Pla of Pennsylvania had already played two seasons of football on a team run by her local youth organization. Even though she was the only girl on the team and in the league, no one seemed to mind until the 2012 season. Someone complained to the league’s organizers, who then told Caroline she would not be able to play the next year. Caroline contacted television shows about what had happened and started a petition to force the league to allow her to play. Eventually, it worked! Caroline will be allowed to play in 2013, although the organizers said this would only be temporary. They are still deciding whether to let other girls play.

The adults may not be the problem for some female football players. Red Oak Junior High School in Texas has female players on both its seventh and eighth grade teams. Sabrina Hall plays on her school’s eighth grade team. Some boys on the team gave her a hard time and questioned her toughness and strength. They did not believe she would be able to handle the long practices. Even Sabrina’s mother did not like the idea of her daughter playing football. She worried that Sabrina, who is smaller and lighter than most of the boys on the team, would get hurt. Sabrina refused to listen to the boys or her mom. Her great attitude during the team’s practices for two and a half hours every day before school has won her the respect of someone very important: her coach. He thinks Sabrina fits in just fine on the team. Luckily for Sabrina and Natali Moreno, a seventh-grade female football player, their school district does not have any rules to keep female players off football teams.

The story for girls who want to play football is not always one of challenge, however. Sometimes, girls who want to play on school or community teams are welcomed by coaches and male players right from the start. For example, Sam Gordon of Utah was on a team of nine-year-olds in 2012. She earned the right to play by beating every other player on the team, all boys, in every test of speed and agility.

Maybe Sam will grow up to be like Erin DeMiglio. Erin plays football for her Florida high school. Erin explained that because she had to prove herself in tryouts just like the male players, they accepted her easily when she made the team. The only way she is treated differently is that she gets her own locker room space. Erin helped convince her parents and teammates that she could succeed in football by reminding them of her experiences on the school’s girls’ basketball team. Erin has suffered a broken nose, a concussion, and several other serious injuries while playing that sport with other female players! Erin is a senior this year, but her coach has warned her that she might not play much. Erin is hoping for the chance to prove herself.

Connecticut Common Core Aligned Practice Test

Grade 6 Performance Task, Released 2013, Continued

Maybe Erin should start thinking about playing football at the next level, like Ashley Martin. Ashley, who plays for the football team at Jacksonville State University in Florida, also plays on the women's soccer team. Ashley made history during the 2012 season by becoming the first woman to play and score in a Division I¹ football game. Ashley said her teammates treated her like any other team member and were only interested in seeing how well she could play. The football coach actually asked her to try out for the team after seeing her skill and accuracy at kicking during practices for the women's soccer team.

Whether they have to fight for the right to play or whether their interest is treated fairly, these young women are changing the game of football. Female football players are much more common now than twenty years ago. The more it happens, the less attention, worry, and opposition it will create. Having girls play at all levels and on many different teams can help people see that while some things are changing, the most important tradition of football is not. To win a spot on the team you still need to have skills, determination, toughness, and commitment. Those qualities do not belong only to young men!

¹ Division I – includes the largest colleges and universities in the country.

Connecticut Common Core Aligned Practice Test

Grade 6 Performance Task, Released 2013, Continued

The Pros and Cons of Co-Ed Sports Teams

People have strong opinions about girls playing sports that historically have been played by boys, such as football, boxing, and wrestling. The feelings can be just as powerful when a boy wants to play on his school's girls' volleyball or field hockey team. Most of the people who are interested, no matter what their opinions are, tend to talk about fairness and opportunity. They all seem to want what is best for young people who love sports, but they do not always agree on what that means or how best to achieve it.

Until the 1970s, sports were often thought of as a boys' activity, especially once children reached middle and high schools. There were some athletic programs for girls, but they were small in number and often received little money. In 1972, the new federal law called Title IX was passed. The law had many parts, including a requirement that public schools and colleges offer equal sports programs for boys and girls. Because of this law, many schools began offering more sports for girls. Since 1972, many of those girls have grown up to play sports in college and even on professional teams. However, under the law, equal does not mean exactly the same. For example, a school may have a softball team for girls, but baseball for boys, or football only for boys and volleyball only for girls. But what if a girl wants to play on a boys' sports team or a boy wants to try out for a sport that only has a girls' team?

People who do not want girls on boys' teams often say it could be dangerous. On average, girls tend to be shorter and weigh less than boys. Especially at the high school level and beyond, for contact sports like football, some parents and coaches think girls could be injured when playing with boys who outweigh them by 20, 40, or even 60 pounds. Others will reply that there is always a smallest, lightest boy on every team, too. They may say that girls who are willing to take the risk should be allowed to play.

Another worry about boys playing against girls is that the boys' bigger size may give them an unfair advantage over girls. A coach could allow a tall boy onto a girl's volleyball team just to get an unfair advantage. People who support girls' sports worry that if all teams were co-ed², boys would get most of the positions and fewer girls would be able to play.

Others think that girls may be nervous with boys on the team, even if the boys are not actually better players. Still, many people think boys as a group are louder and more aggressive, or forceful, when playing sports. They want girls to feel comfortable learning skills without worrying about boys' behavior. But others may point out that some boys prefer to have a space that is for boys only, too. They explain that having a girl on the football team may cause the boys to feel or act differently. It could change traditions of those teams and the relationships of the players.

Then there is the issue of privacy. What about showers, locker rooms, and sleeping arrangements at sports camps and tournaments? These problems can be solved in some cases, but it usually takes more money. What about the close physical contact in some sports, like wrestling? Will boys and girls be comfortable in those situations? There are no clear answers to these issues.

²Co-ed – short for “co-educational,” meaning to include boys and girls.

Connecticut Common Core Aligned Practice Test

Grade 6 Performance Task, Released 2013, Continued

Having boys and girls excited about playing sports is a great thing – that is something everyone can agree on. However, it does leave schools, parents, and players with a tough question. When it comes to sports, just what is considered fair?

Connecticut Common Core Aligned Practice Test

Grade 6 Performance Task, Released 2013, Continued

The New Teammate

“Have you heard about Liam O’Donnell? The nerve!”

“Why can’t he learn to play American football, anyway?”

“I am not going out onto that field until *he* is gone, and that’s not up for discussion!”

“I don’t believe it! This whole thing is some kind of crazy joke!”

There were murmurs of agreement with this last remark from almost everyone. Lockers slammed, sticks clattered, and voices rose in frustration and anger. The atmosphere in the locker room was something charged, electric, and disturbed, like the way the air can feel so unsettled right before a thunderstorm rolls in.

“Let’s go, ladies. You can waste time after practice,” called the coach.

Rolling eyes, but keeping their mouths firmly closed, the team headed out to the field. Deciding not to get Coach Homes any more upset than she already seemed to be, they actually started to move quickly. By the time they reached the field, they were running and then . . . They stopped. Seventeen girls stood as still and silent as statues in a museum.

“Ladies, what has come over you?” yelled Coach Homes. “Let’s get to work! If you don’t want to embarrass yourselves at next week’s game, you need this practice!”

What had made them stop? It was Liam, standing on the field with his own stick, shifting back and forth from foot to foot as if trying to stay warm. The teammates knew him from class. He was smart, and he seemed nice enough. And, he was a boy, a boy who was really serious about joining the girls’ field hockey team.

Once the girls recovered from the shock, they started running out onto the field. “Stop!” shouted Jana. Jana was the team captain, and all of the other girls were used to listening to her, so they all stopped.

“Coach, we do not want to practice with Liam, and we definitely do not want to have him on our team,” said Jana in a firm voice. “This is our team—the girls’ team—and we don’t see why he is even here.”

“Jana,” said the coach in an even firmer voice, “Liam has been playing field hockey for many years. There is no boys’ field hockey team at our school or anywhere else around here that I know of. So we are welcoming him to our team.”

“Why can’t he play football or soccer or basketball or anything else? Coach, boys have so many teams to play on! Why does he have to get in our way?” Jana insisted, her voice getting louder.

Connecticut Common Core Aligned Practice Test

Grade 6 Performance Task, Released 2013, Continued

“Yeah, Coach Homes,” said Li, seeming to take courage from Jana’s sense of outrage. “It isn’t fair for boys to play on girls’ teams! Liam is already taller than any of us, and he’s probably stronger. It will be like cheating to let him play against girls who are smaller. What if he hurts somebody, Coach?”

“And the locker room, what about that?” added Gina. “And games when we have to travel and stay in hotels overnight? We all have to share rooms. This cannot work, Coach!”

Coach Homes looked disappointed. “Are you girls telling me that you are afraid to compete with a boy? Maybe we should keep the very best or biggest girls off of teams, too, so no one gets hurt or feels bad about losing? Is that what you want? I cannot believe you are so threatened by the idea of a new teammate who can help us win games!”

Coach Homes spoke just as firmly, but now with something like sadness in her voice. “When I was a girl in school, I was such a good athlete—brave, strong, tough. Back then, there were not many sports for girls. I wanted to play football just like my big brothers, and I knew I was good. I helped them practice all the time. But my school said no—no girls on the boys’ football team. I had to wait until college to play sports for my school. No one would give me a chance.”

Statues again, the team seemed to hold its breath as one.

Then a slightly deeper voice piped up. “A chance to play,” said Liam, “I just want a chance to play the sport I love.”

These sources are based on information in the following sources:

- <http://abcnews.go.com/US/11-year-girl-allowed-play-football-archbishop-philadelphia/story?id=18732119>
- http://www.huffingtonpost.com/2012/11/07/sam-gordon-girl-football-player-running_n_2088209.html
- http://www.nytimes.com/2012/09/03/sports/girl-is-pioneer-at-quarterback-for-florida-high-school.html?pagewanted=all&_r=0
- <http://dfw.cbslocal.com/2012/11/23/red-oak-girls-determined-playing-football-with-boys/>
- <http://www.newsday.com/opinion/editorial-don-t-mix-boys-girls-in-sports-1.3682415>
- <http://thedailyreview.com/sports/boys-playing-girls-sports-could-cause-future-problems-1.457347>
- http://www.womenssportsfoundation.org/en/home/advocate/title-ix-and-issues/title-ix-positions/single_sex_physical_education_classes
- <http://bronxville.patch.com/articles/should-boys-be-allowed-to-play-girls-sports-643d7b73>

Connecticut Common Core Aligned Practice Test

Grade 6 Performance Task, Released 2013, Continued

You have now read your sources and taken notes on what you have read. Use your notes and refer to the sources as you plan, draft, revise, and edit your argumentative article. Now read your assignment and the information about how your argumentative article will be scored; then begin your work.

Your Assignment:

Your principal would like to allow both boys and girls to play on all sports teams to save the school's athletic program. You have been asked to write an argumentative article about this topic for your school newspaper. The editor of the newspaper would like you to argue for or against having girls and boys on the same team. The newspaper is read by parents, teachers, and other students. Make sure you address potential counterarguments in your article and support your view with the sources you have read.

Argumentative Scoring:

Your article will be scored using the following:

1. **Statement of claim and organization:** How well did you state your claim, address opposing claims, and keep the ideas organized from beginning to end? How well did your ideas flow from beginning to end, using transitions? How effective was your introduction and your conclusion?
2. **Elaboration/evidence:** How well did you use relevant information from the sources? Did you elaborate on the information you included from the sources? How well did you clearly state ideas using precise language appropriate for your audience and purpose?
3. **Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

Now begin work on your article. Manage your time carefully so that you can

- plan your multi-paragraph article,
- write your multi-paragraph article, and
- revise and edit the final draft of your multi-paragraph article.

You are being asked to write a multi-paragraph article, so please be as thorough as possible. Type your response in the space provided. Remember to check your notes and your prewriting/planning as you write, and then revise and edit your article when you finish.

Connecticut Common Core Aligned Practice Test

Grade 6 Performance Task, Scoring Rubrics, Released 2013

Scoring Rubrics (10-Point Scale comprised of three rubrics: Purpose/Organization, Evidence/Elaboration and Conventions.)

DRAFT: 12-3-12

| 4-Point Argumentative Performance Task Writing Rubric (Grades 6-11) | | | | | |
|---|--|---|--|--|---|
| Score | 4 | 3 | 2 | 1 | NS |
| Purpose/Organization | <p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> • consistent use of a variety of transitional strategies to clarify the relationships between and among ideas • logical progression of ideas from beginning to end • effective introduction and conclusion • claim is clearly stated, focused, and strongly maintained • claim introduced and communicated clearly within the purpose, audience, and task • alternate and opposing claims are clearly addressed* | <p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> • adequate use of transitional strategies with some variety to clarify relationships between and among ideas • adequate progression of ideas from beginning to end • adequate introduction and conclusion • claim is clear and mostly maintained, though some loosely related material may be present • claim is adequate within the purpose, audience, and task • alternate and opposing claims are adequately addressed* | <p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • inconsistent use of transitional strategies and/or little variety • uneven progression of ideas from beginning to end; and/or formulaic • introduction or conclusion, if present, may be weak • may be clearly focused on the claim but is insufficiently sustained • claim on the issue may be somewhat unclear and/or unfocused • alternate and opposing claims may be confusing or not present* | <p>The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus:</p> <ul style="list-style-type: none"> • few or no transitional strategies are evident • frequent extraneous ideas are evident; may be formulaic • introduction and/or conclusion may be missing • may be very brief or have a major drift • claim may be confusing or ambiguous • alternate and opposing claims may not be present* | <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose |

DRAFT: December 3, 2012

Connecticut Common Core Aligned Practice Test

Grade 6 Performance Task, Scoring Rubrics, Released 2013, Continued

Scoring Rubrics (10-Point Scale comprised of three rubrics: Purpose/Organization, Evidence/Elaboration and Conventions.)

DRAFT: 12-3-12

| 4-Point Argumentative Performance Task Writing Rubric (Grades 6-11) | | | | | |
|---|--|---|--|---|---|
| Score | 4 | 3 | 2 | 1 | NS |
| Evidence/Elaboration | <p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence from sources is integrated references are relevant and specific effective use of a variety of elaborative techniques <p>use of domain-specific vocabulary is clearly appropriate for the audience and purpose</p> | <p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> some evidence from sources is integrated references may be general or imprecise adequate use of some elaborative techniques <p>use of domain-specific vocabulary is generally appropriate for the audience and purpose</p> | <p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, and details. The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> evidence from sources is weakly integrated, vague, or imprecise references may be vague or lack clarity weak or uneven use of elaborative techniques <p>use of domain-specific vocabulary is uneven or somewhat ineffective for the audience and purpose</p> | <p>The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details. The response's expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence from the source material is minimal, absent, incorrect, or irrelevant references may be absent or incorrect minimal, if any, use of elaborative techniques <p>use of domain-specific vocabulary is limited or ineffective for the audience and purpose</p> | <ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text Off-purpose |

Connecticut Common Core Aligned Practice Test

Grade 6 Performance Task, Scoring Rubrics, Released 2013, Continued

Scoring Rubrics (10-Point Scale comprised of three rubrics: Purpose/Organization, Evidence/Elaboration and Conventions.)

DRAFT: 12-3-12

| 2-Point Argumentative Performance Task Writing Rubric (Grades 6-11) | | | | |
|---|---|---|---|--|
| Score | 2 | 1 | 0 | NS |
| Conventions | <p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, usage grammar, and spelling no systematic pattern of errors is displayed | <p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, usage grammar, and spelling some systematic patterns of errors may be displayed | <p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, usage grammar, and spelling systematic patterns of errors are displayed | <ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text <p>(Off-purpose responses will still receive a score in Conventions.)</p> |

Holistic Scoring:

- Variety: Range of errors (sentence formation, usage grammar, and spelling)
- Severity: basic errors are more heavily weighted compared to higher level errors
- Density: proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece

Grade 7 Writing

Connecticut Mastery Test, Generation IV

Grade 7 Editing & Revising Sample Passage, Released 2006

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 were going too 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.

Connecticut Mastery Test, Generation IV

Grade 7 Editing & Revising Sample Items, Released 2006

Composing/Revising Standard A: Content, Organization and Tone

Objective 2: Supporting details

Choose the sentence that could **best** be added right after sentence 15.

- A. Last summer was too cold for swimming at the lake.
- B. Once they had planned a surprise party for their father.
- C. Janet would be home for a month during winter break.
- D. She wanted to make sure her brother knew she still cared about him. ⓧ

Composing/Revising Standard B: Revision:Syntax

Objective 3: Awkward construction

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.

- A. To meet her friends, Janet rushed after dinner out the door.
- B. Janet rushed out the door after dinner to meet her friends. ⓧ
- C. After dinner to meet her friends, out the door Janet rushed.
- D. Janet, after dinner to meet her friends, rushed out the door.

Connecticut Common Core Aligned Practice Test

Grade 7 Writing Sample Items, Released 2013

CCSS Code: W.7.3

A student has written a story for her narrative writing class. Her teacher suggested she add information to the paragraph below. Read the paragraph and the directions that follow.

(1) No one in my family understands how hard it is to be the new kid. (2) When we moved to Jonesboro for my father to take a new job, I knew I would be miserable, but I had no idea how miserable I would be. (3) First of all, I am the only twelve-year-old in the entire neighborhood. (4) I haven't met a single kid my age, and we have been here for two weeks. (5) My mom says to be patient, but it's hard to be patient when there is nothing to do and no one to spend time with except my five-year-old brother. (6) I do have to admit, though, that there are some good points about the new town. (7) Our house is brand new and has a large field behind it. (8) There is even an old barn on the property. (9) My parents say that we might be able to get some horses for my brother and me to ride.

Where should the sentence below be inserted into the paragraph?

My father's job, my parents say, is important to the family, and we will learn to love the new town, but I'm not so sure.

- A. after sentence 2
- B. after sentence 3
- C. after sentence 4
- D. after sentence 6
- E. after sentence 9

Connecticut Common Core Aligned Practice Test

Grade 7 Writing Sample Items, Released 2013

CCSS Code: W.7.2

Choose the paragraph that does **not** contain any errors in grammar, usage, or mechanics.

- A. The Environmental Defense Fund explains the following: Arctic sea ice is the polar bear’s feeding habitat. As sea ice disappears, bear mortality rises. In 2008, the polar bear became the first animal to be added to the Endangered Species Act list of threatened species because of global warming. ❖
- B. According to the Environmental Defense Fund, Arctic Sea Ice is the polar bear’s feeding habitat. As sea ice disappears, bear mortality rises. The Environmental Defense fund reports that in 2008, the polar bear became the first animal to be added to the endangered species act list of threatened species because of global warming.
- C. Polar bear feed off the arctic sea, explains the environmental defense fund. As sea ice disappear, bear mortality rise. The environmental defense fund report that in 2008, the Polar bear became the first animals to be added to the endangered Species Act list of threatened species because of Global Warming.
- D. The environmental defense fund indicate that: arctic sea ice provides an important source of food for the polar bear’s. As sea ice disappears, bear mortality rises. In 2008, the polar bears became the first animal to be added to the endangered Species act list of threatened species because of global warming.

Connecticut Mastery Test, Generation IV

Grade 7 Direct Assessment of Writing, Sample Prompt, Released 2006

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 paper, 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.

Connecticut Mastery Test, Generation IV

Grade 7 Direct Assessment of Writing, Scoring Rubric, Released 2006

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

Connecticut Common Core Aligned Practice Test

Grade 7 Performance Task, Released 2013

CCSS Code: W.7.2

Women and Voting

Task: Recently in U.S. History class, you began learning about national and state elections and the right to vote. You have decided to learn more about the historic struggle for women to gain the right to vote, also known as women's suffrage.

You will examine three sources. You can re-examine any of the sources as often as you like. You may take notes as you read the sources.

You will write a multi-paragraph essay on the topic provided. You will provide a thesis/controlling idea and support your essay with evidence from the sources.

Connecticut Common Core Aligned Practice Test

Grade 7 Performance Task, Released 2013, Continued

Women’s Right to Vote

One of the many freedoms Americans celebrate is the right to vote. However, voting was not always a freedom all Americans shared. In fact, during colonial times, voting was limited to white male property owners. But, in the late 1700s, women stood united and fought for their voting rights by writing, marching, and lobbying. They wanted their message heard! Little did they know that voting laws would not change for women until the mid-1900s, and even later for African Americans.

The First Continental Congress, made up of only men, met in 1776 to create the Declaration of Independence. Abigail Adams, the wife of John Adams (a member of the Congress), wrote a letter to her husband that stated: “I desire you would remember the ladies.” By this, Abigail meant that the Congress should protect the rights of women in the new country they were creating.

Yet, the call to remember women was not answered. There were some events in history where women were given the right to vote, but most of the country did not allow it. For example, Lydia Chapin Taft of Massachusetts, a widow, was allowed to vote in place of her husband. She was the first woman in the nation to vote. Another highlight was in 1848, at the Seneca Falls Convention in New York, where courageous supporters like Elizabeth Cady Stanton continued to fight for the rights of women.

Women were given the right to vote in different states over time. For example, women in New Jersey earned the vote in 1776. However, the rule stated that women must own property, be the head of the family, or single. Their right to vote did not last long. Their voting rights were taken away in 1807. The first territory to allow women to vote was Wyoming in 1869. Utah let women vote in 1870, but then changed their voting laws, too.

In the 1900s, the last effort to get women the right to vote began. Alice Paul and other members of the National Women’s Party held protests outside the White House. Finally, in 1919, the U.S. Senate approved the Nineteenth Amendment to our Constitution. On Election Day in 1920, millions of women voted in the United States for the first time.

The source above is based on information in the following sources:

<http://www.archives.gov/education/lessons/woman-suffrage/>

<http://civilrights.uslegal.com/voting-rights/>

Connecticut Common Core Aligned Practice Test

Grade 7 Performance Task, Released 2013, Continued

West and East

When you think of the Old West, you probably think about cowboys and outlaws. But did you know that long ago, people in the West led the way for women's rights to vote? In fact, the west represents fairness and opportunity for women that did not exist in most eastern states until 1919 when the Nineteenth Amendment was passed. These supporters influenced a nation to allow women to vote.

In 1869, Wyoming was the first place to allow women to vote. During that time, there were about 1000 women living in the area. Their excitement quickly spread across the Rocky Mountains. "This shall be the Land for Women!" cheered journalist Caroline Nichols Churchill when Colorado allowed women to vote in 1893. Seven states followed, granting full suffrage after Wyoming and Colorado: Utah and Idaho (1896); Washington (1910); California (1911); and Oregon, Kansas, and Arizona (1912).

The Nineteenth Amendment allowed women nationally the right to vote. Yet, women in Wyoming had been voting for more than fifty years. In fact, prior to 1919, women were voting in every state west of the Mississippi except New Mexico and Louisiana. Meanwhile, New York was the only eastern state to allow women the right to vote before 1920.

Why were these western states so successful? There are many possible reasons. In the 1800s, many people settled in the West. There, they could own land, farm, or start anew. Women had many rights that women in the East did not have. Many women in the West owned businesses. Another reason was that new states were in the process of writing their own laws. In the east, laws dated back to the colonial era.

We usually think of social changes beginning in big cities. For whatever reason, women's right to vote began in the West and moved eastward, rather than beginning in big cities and spreading to rural areas. The suffrage movement in the western United States spread the desire of men and women of all races to win the right to vote.

The source above is based on information in the following source:

<http://theautry.org/explore/exhibits/suffrage/>

Connecticut Common Core Aligned Practice Test

Grade 7 Performance Task, Released 2013, Continued

The Choice

I woke before dawn on this particularly crisp fall morning. The sun had barely touched the deep blue Wyoming sky as I dressed and made my way downstairs. No one was up for breakfast yet, so I ate an apple and some leftover cornbread. I wanted to be ready when my grandmother came downstairs. This day was a special day. Grandma had lived for many years and had experienced many things. She had helped Grandpa build his business, had raised her five children and five times as many cattle on the ranch. Grandma had shucked corn and canned tomatoes. She could sing, play the fiddle, and even dance a jig. But today was special, because Grandma was going to do one thing she had never, ever done before. Today, Grandma would be voting!

Only a year ago, the legislature in the Wyoming Territory had passed a bill that turned the whole country's sights to the West. It stated, "That every woman of the age of twenty-one years, residing in this territory . . . cast her vote." The law even granted women the right to run for office! William Bright, who introduced the bill, had listened to his wife, Julia. She believed that voting was a basic right for all citizens. I marveled at how the world was changing. We here in Wyoming Territory were leading the way, being the first in the country to grant women these rights. I gazed out the window at a vast horizon, now painted in delicate hues of yellow and rose. My thoughts soared to the future—one day I would get elected and write an important bill too!

"Hi-ho, cowgirl, what are you doing up so early?" Grandpa strolled into the kitchen and playfully mussed my hair.

With my daydream interrupted, I looked up and said, "Hi, Grandpa. I'm waiting to see history in the making!"

"Well, we need to celebrate in grand style," declared Grandpa. "Let's set up a reception line for Grandma before she gets downstairs. Go wake up Uncle Del. I'll rustle up the ranch hands."

When Grandma came downstairs, everyone was waiting to shake her hand and wish her well. Grandma was really surprised. Gone were her old work clothes and dusty boots. She stood beaming at us in her best dress. She was really touched by the outpouring of emotion. As she put on her jacket and headed out to vote, Grandma leaned down to me. "Come with me, young lady," she whispered. "Let's go choose OUR leaders!" I raced for my coat and followed her out.

We rode to Laramie, the closest town with polling stations. It was a short trip and still early when we arrived. A kind-looking woman about Grandma's age walked toward us swinging a tin pail. "Hello there, Mrs. Swain." Grandma seems to know everyone, I thought. "We're here to cast a vote and be heard. What brings you out so early?"

Connecticut Common Core Aligned Practice Test

Grade 7 Performance Task, Released 2013, Continued

Mrs. Swain pointed to a plain brick building, where a small line was forming. “There’s a kind fella over there who invited me to vote,” she said. “I only came to town to buy some yeast. But now I’m leaving with something money just can’t buy—my vote!”

“Good for you!” exclaimed Grandma. “And now it’s our turn.” She smiled at me and winked. I giggled and pressed her hand in mine. Mrs. Swain saluted us happily and marched off.

As we approached the line, Grandma stopped and leaned down. “My heart is fluttering,” she whispered. “I cannot believe I have my voice at last! Never fail to use your voice, my dear. Promise me that.” I nodded solemnly and promised with my whole heart.

I proudly watched Grandma drop her ballot in the box. She made a choice that counted for all women before her. Afterwards, we lingered outside to watch the other voters. The women all gave each other encouraging looks. Without speaking, they shared the joy of knowing that history would remember them.

Later, it seemed like the whole country flocked to Wyoming to see for themselves. All kinds of tourists and reporters came to see the strange land where women voted. In 1871, the year after Grandma first cast her vote, even the great suffragettes Susan B. Anthony and Elizabeth Cady Stanton came to visit. Grandma and I went back to Laramie to see their train stop. I got to shake Ms. Anthony’s hand and told her I was going to vote when I grew up, like I promised Grandma. She laughed and said I looked like a smart girl who kept her word. She promised to keep her word and fight for the vote for women back east. She left us with some copies of the suffragette newspaper she published with Ms. Stanton, *The Revolution*.

It turned out we still had a fight left in Wyoming. The U.S. Congress nearly refused to grant statehood to Wyoming in 1890. There were still so many states opposed to women’s suffrage. They wanted women to give up our voting rights to join the Union, but we showed them. Women petitioned leaders in Cheyenne, Wyoming. They later sent a telegram to Washington saying that Wyoming would never back down. Congress eventually gave up, and President Benjamin Harrison signed the law admitting Wyoming as the “Equality State.”

I had another great celebration of that day, years later with my own daughter. I showed her the newspaper Ms. Anthony had given me all those years ago. She made the same promise to me as I made to Grandma on that bright fall morning. I have never broken my promise to Grandma. As a young woman, I studied hard in school and eventually became one of the first lieutenant governors in my state. I hope our promise becomes a tradition for all the generations to come.

Connecticut Common Core Aligned Practice Test

Grade 7 Performance Task, Released 2013, Continued

You have now read your sources and taken notes on what you have read. Use your notes and refer to the sources as you plan, draft, revise, and edit your informational essay. Now read your assignment and the information about how your informational essay will be scored; then begin your work.

Your assignment:

Your research into the history of women and voting has focused on the right to vote before the Nineteenth Amendment was passed, and the first time women voted. As a final project for your history class, you have chosen to write a multi-paragraph informational essay on the women's suffrage movement. **Be sure** to provide a thesis/controlling idea, clearly organize your article, and support your thesis/controlling idea with elaboration and evidence from the sources.

Informational Scoring:

Your informational essay for your final project in history will be scored using the following:

- 1. Statement of purpose and organization:** How well did you state your thesis/controlling idea, and maintain your thesis/controlling idea with a logical progression of ideas from beginning to end? How well did you consistently use a variety of transitions? How effective was your introduction and your conclusion?
- 2. Elaboration/evidence:** How well did you integrate relevant and specific information from the sources? How well did you elaborate your ideas? How well did you clearly state ideas using precise language appropriate for your audience and purpose?
- 3. Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

Now begin work on your informational essay. Manage your time carefully so that you can

- plan your multi-paragraph essay,
- write your multi-paragraph essay, and
- revise and edit the final draft of your multi-paragraph essay.

You are being asked to write a multi-paragraph essay, so please be as thorough as possible. Remember to check your notes and your prewriting/planning as you write, and then revise and edit your essay when you finish.

Connecticut Common Core Aligned Practice Test

Grade 7 Performance Task, Scoring Rubrics, Released 2013

Scoring Rubrics (10-Point Scale comprised of three rubrics: Purpose/Organization, Evidence/Elaboration and Conventions.)

DRAFT: 12-3-12

| 4-Point Informative-Explanatory Performance Task Writing Rubric (Grades 6-11) | | | | | |
|---|---|---|--|---|---|
| Score | 4 | 3 | 2 | 1 | NS |
| Purpose/Organization | <p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused:</p> <ul style="list-style-type: none"> • consistent use of a variety of transitional strategies to clarify the relationships between and among ideas • logical progression of ideas from beginning to end • effective introduction and conclusion • controlling or main idea of a topic is clear, focused, and strongly maintained • controlling or main idea of a topic is introduced and communicated clearly within the purpose, audience, and task | <p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> • adequate use of transitional strategies with some variety to clarify the relationships between and among ideas • adequate progression of ideas from beginning to end • adequate introduction and conclusion • controlling or main idea of a topic is clear and mostly maintained, though some loosely related material may be present • main idea of the topic is adequate within the purpose, audience, and task | <p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • inconsistent use of transitional strategies and/or little variety • uneven progression of ideas from beginning to end; basic and/or formulaic structure • introduction or conclusion, if present, may be weak • controlling or main idea may be clearly focused but is insufficiently sustained • controlling or main idea may be unclear and/or somewhat unfocused | <p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> • few or no transitional strategies are evident • frequent extraneous ideas are evident; may be formulaic • introduction and/or conclusion may be missing • may be very brief or have a major drift • focus may be confusing or ambiguous | <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose |

Connecticut Common Core Aligned Practice Test

Grade 7 Performance Task, Scoring Rubrics, Released 2013, Continued

Scoring Rubrics (10-Point Scale comprised of three rubrics: Purpose/Organization, Evidence/Elaboration and Conventions.)

DRAFT: 12-3-12

| 4-Point Informative-Explanatory Performance Task Writing Rubric (Grades 6-11) | | | | | |
|---|---|--|---|---|---|
| Score | 4 | 3 | 2 | 1 | NS |
| Evidence/Elaboration | <p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response clearly and effectively elaborates ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence from sources is integrated references are relevant effective use of elaborative techniques use of domain-specific vocabulary is clearly appropriate for the audience and purpose | <p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response adequately elaborates ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> some evidence from sources is integrated references may be general adequate use of elaborative techniques use of domain-specific vocabulary is generally appropriate for the audience and purpose | <p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes uneven or limited use of sources, facts, and details. The response elaborates ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> evidence from sources is weakly integrated, vague, or imprecise references may be vague, imprecise, or absent weak or uneven use of elaborative techniques use of domain-specific vocabulary is uneven or somewhat ineffective for the audience and purpose | <p>The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details. The response's elaborates of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence from the source material is minimal, absent, incorrect, or irrelevant references may be absent or incorrect minimal, if any, use of elaborative techniques use of domain-specific vocabulary is limited or ineffective for the audience and purpose | <ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text Off-purpose |

Connecticut Common Core Aligned Practice Test

Grade 7 Performance Task, Scoring Rubrics, Released 2013, Continued

Scoring Rubrics (10-Point Scale comprised of three rubrics: Purpose/Organization, Evidence/Elaboration and Conventions.)

DRAFT: 12-3-12

| 2-Point Informative-Explanatory Performance Task Writing Rubric (Grades 6-11) | | | | |
|---|---|---|---|--|
| Score | 2 | 1 | 0 | NS |
| Conventions | <p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, usage grammar, and spelling no systematic pattern of errors is displayed | <p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, usage grammar, and spelling some systematic patterns of errors may be displayed | <p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, usage grammar, and spelling systematic patterns of errors are displayed | <ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text <p>(Off-purpose responses will still receive a score in Conventions.)</p> |

Holistic Scoring:

- Variety: Range of errors (sentence formation, usage grammar, and spelling)
- Severity: basic errors are more heavily weighted compared to higher level errors
- Density: proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece

Grade 8 Writing

Connecticut Mastery Test, Generation IV

Grade 8, Editing & Revising Sample Passage, Released 2006

For his art class, Rico decided to write about the wilderness photographer, Ansel Adams. 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 thru 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.

Connecticut Mastery Test, Generation IV

Grade 8, Editing & Revising Sample Items, Released 2006

Composing/Revising Standard A: Content, Organization and Tone

Objective 2: Supporting details

Choose the sentence that could **best** be added right after sentence 15.

- A. During these years, he refined his skill and developed techniques that became his trademark throughout his life. ✖
- B. Yosemite State Park, still one of our truly precious national treasures, continues to fascinate millions of visitors.
- C. Conservation of natural resources is one important way of showing respect for the planet and for future generations.
- D. Photography is fascinating and challenging career path for people who, like Adams, possess both artistic and technical ability.

Composing/Revising Standard A: Content, Organization and Tone

Objective 5: Tone

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.

- A. knocked his socks off
- B. seemed very cool to him
- C. thoroughly impressed him ✖
- D. were way awesome to him

Connecticut Common Core Aligned Practice Test

Grade 8 Writing Sample Items, Released 2013

CCSS Code: W.8.1

Carmen is writing an argumentative letter to the editor of a local newspaper. It is missing an introduction. Read the letter and the directions that follow.

Using a cell phone in a restaurant is bad manners no matter how you were raised. Cell phones are annoying to other people eating in the restaurant. The ringtones are loud and irritating. For some reason, people talk much louder on a cell phone than they do to people who are actually present. For these reasons, cell phones interrupt the mood of a nice restaurant. Of course, the situation is even worse for people who are supposed to be eating with the cell phone user! Have you ever been eating and talking with a friend and then that person suddenly answers her phone and starts talking to someone else? This makes you feel that your friend is not very interested in you.

Cell phones can also make it difficult for servers to do their jobs. People who are talking on their phones are not paying careful attention to the menu and might have to ask the waiter to come back to take their orders. Diners can end up just pointing and not even being polite enough to speak to their waitperson.

I hope that diners will consider leaving their cell phones at home or in the car the next time they eat out. I say, make the most of the experience and focus on the fun, food, and fellowship available right in front of you!

Choose the **best** idea that can be included in the opening paragraph for Carmen's letter.

- A. a description of different cell phones
- B. an outline of the history of cell phones
- C. a discussion of bad manners and rudeness in society
- D. a brief example of an incident involving cell phones disrupting diners ☹

Connecticut Common Core Aligned Practice Test

Grade 8 Writing Sample Items, Released 2013

CCSS Code: W.8.2

Jack wants to add detail to the informational article on guide dogs that he is writing for his school newspaper. Read a paragraph from the article and the directions that follow.

Many people depend on their dogs for both entertainment and company, but guide dogs serve their owners in a special way. Guide dogs are trained to assist people who are blind or visually impaired. These dogs help their owners to be more independent by allowing them to safely get around. The dogs are trained to alert their owners to dangers the owners cannot see. In the United States, the law says guide dogs can stay with their owners even in stores, schools, and other public places. This is true even when ordinary pet dogs are not allowed.

Choose the details that **best** support the information above that is consistent with the tone.

- A. Guide dogs used to be German shepherds; today, however, Labrador retrievers are replacing them.
- B. Consider attending a graduation or awards ceremony to honor the guide dogs who have successfully completed training. It is a truly rewarding experience!
- C. In many cases, when guide dog puppies reach 7 or 8 weeks, they are delivered to the homes of volunteer “foster families” who care for them until they are about 16 or 18 weeks old.
- D. Guide dog owners can direct their dogs by using basic commands such as “forward,” “right,” and “left.” In a new location, blind men and women, like sighted people, ask for directions and communicate them to the dog. ✪

Connecticut Mastery Test, Generation IV

Grade 8 Direct Assessment of Writing, Sample Prompt, Released 2006

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.

Connecticut Mastery Test, Generation IV

Grade 8 Direct Assessment of Writing, Scoring Rubric, Released 2006

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

Connecticut Common Core Aligned Practice Test

Grade 8 Performance Task, Released 2013

CCSS Code: W.8.3

Getting Healthy

Task: You are entered in a short story contest being held at your school. The topic is “Getting Healthy.” To better prepare to write your story, you have conducted research and you have found three sources.

You will examine the three sources. You can re-examine any of the sources as often as you like. You may take notes as you read the sources.

You will write a multi-paragraph story on the topic provided. You will use source material to inform and strengthen your writing.

An American Health Crisis

Alarmingly, the American diet has taken a dive for the worse since 1970. Forty years later, the average American eats fifteen more pounds of sugar, over 30 percent more calories, and over 50 percent more fats and oils. Food and drink serving sizes have also ballooned, from two to five times larger. According to the *American Journal of Medicine*, people are eating fewer servings of fruits and vegetables. Surveys of high school seniors have found that only 20 percent are eating five or more servings of fruits and vegetables.

But they are eating much more fast food, which is usually dense with calories and low on nutrients. The number of fast-food restaurants per capita has doubled between 1972 and 1997. Other data suggest that 30 percent of children aged 4 to 19 eat fast food every day. Sugary snacks and drinks are offered in school vending machines. More snacking has added about 200 calories per day to children's diets. On top of this, advertising encourages more eating. Food and fast food rank at the top among ads aimed at children.

On the other hand, physical activity has declined. About 99 percent of American homes have at least one television. The average youth spends six hours or more per day in front of a TV or computer screen. Far less time is spent playing outside. Where over half of children walked or biked to school in the 1960s, only 15 percent do so today. Neighborhoods often lack playgrounds or even sidewalks.

Schools could be setting a better example. Many offer fewer opportunities for exercise as students grow older. Elementary schools have less recess time. Most of them do not have year-round, daily physical education classes. Only 20 percent of high schools require seniors to take physical education. For eighth grade, 87 percent of schools have this requirement.

Priorities need to shift to reverse these trends. The future of the country is at stake when the health of its youth is in danger.

Connecticut Common Core Aligned Practice Test

Grade 8 Performance Task, Released 2013, Continued

Life-Changing Decisions

It is never too late to change the way you live your life and take care of your body. People of all ages have worked at getting healthier, improving not only their physical well-being, but their mental well-being. Both stories below are about people who made some life-changing decisions late in their lives.

Marathon Man: Fauja Singh

Could you imagine living to the age of 100 or running in a marathon? Indian-born Fauja Singh achieved both—at the same time! In October 2011, Fauja became the first 100-year-old to complete a marathon race, a distance of 26.2 miles. Fauja is living proof of the saying, “You’re never too old to start something new.” After completing his first marathon in London in 2000 at the age of 89, Singh quickly became a star in the sports world for his achievements.

On his first day of training, Fauja arrived in high style, ready for action. He was wearing a three-piece suit along with his running shoes. His coach claims that Fauja was the best trainee he ever had, always pushing himself to run farther every day. After just ten weeks of training, Fauja finished his first marathon in 6 hours and 54 minutes. He was unstoppable after that as he went on to amaze and delight sports fans by finishing eight more marathons.

In his career, Fauja is known for being humble no matter how much fame he gains. Most of what he earns from races has been donated to charities. When asked about the secrets of his success, Fauja shares only common knowledge: no smoking or drinking alcohol, a simple diet of healthy foods, and a positive attitude. At a time when so many athletes depend on high-tech training and nutrition, Fauja’s low-tech methods make him an even more amazing athlete.

Fauja takes a rightful place among sports legends for his will to do what most people would find impossible. He has been celebrated as a role model around the world.

Wonder Woman: Ernestine Shepherd

How does an overweight, 56-year-old elementary school secretary from Baltimore become a bodybuilder and marathon runner? By being “determined, dedicated, and disciplined to be fit.” That’s Ernestine Shepherd’s motto. She was a school secretary who had lived her life never wanting to do anything that could mess up her hair and makeup. At the age of 74 and again at 75, she was declared the world’s oldest female competitive bodybuilder. It was a long journey from her decision to change her life at the age of 56 to completing nine marathons and becoming a fitness role model.

Ernestine claims she used to only care about looking good. As a young girl, she had an accident on her bicycle and decided to stay away from physical activity forever. Backed up by a note from her mother excusing her from gym class, Ernestine avoided exercise for the rest of her school years. One day, she

Connecticut Common Core Aligned Practice Test

Grade 8 Performance Task, Released 2013, Continued

vowed to change her lifestyle. She and her sister went to an aerobics class together and then kept going back. Seeing their bodies shaping up encouraged them to keep going and even start lifting weights to gain muscle tone. Her sister was the first to decide to train for bodybuilding competitions. She was a year older than Ernestine and always looked out for her little sister by setting a good example throughout their lives.

At the age of 71, when many adults are taking a well-deserved rest from years of hard work and their busy lifestyles, Ernestine did just the opposite. She focused only on training for a bodybuilding competition. She entered and won first place in her class. This brought her international attention as she became the subject of many news articles and a special guest on television shows.

Meanwhile, Ernestine started a second career as a personal trainer herself. She wanted to help people overcome their belief that “it’s too late” to become healthy. Rising before dawn for her 10-mile runs, Ernestine chooses to be an example for others to follow. She stresses that changes do not happen overnight. She started slowly and never gave up on her goals. She chose the right fuel for her body—living on a diet of lean meat, vegetables, and rice—instead of giving in to short-term pleasures like sugary desserts.

TAKE ACTION KIDS: 5 simple steps to success

First lady Michelle Obama launched a new program in February 2010. The program, *Let's Move!*, encourages kids to eat right and be active so they can grow up to be healthy adults. *Let's Move!* has a big goal—so everyone is asked to do their part, especially kids. By eating right and being active, kids can be healthy and achieve their dreams.

Below are five simple steps that kids can follow as they move toward becoming healthier.

1. Move Every Day!

Kids need 60 minutes of active play every day. It may sound like a lot, but it doesn't all need to happen at one time. Physical activity throughout the day all adds up. And when you get moving, you're more likely to:

- feel less stressed.
- feel better about yourself.
- feel more ready to learn in school.
- keep a healthy weight.
- build and keep healthy bones, muscles, and joints.
- sleep better at night.

Plan Fun Activities

Plan activities with your family—like swimming, tennis, basketball, or Frisbee—and come up with your own ideas to get moving.

Jumping rope, playing catch, or racing a friend will improve your health. The more you keep at it, the more fun you'll have. Get started!

2. Try a New Fruit or Veggie

Bodies need nutrients—like vitamins, minerals, proteins and carbohydrates—to grow up healthy. These nutrients mainly come from the food you eat. Just as cars need gasoline to run, your body needs food to keep going. But you shouldn't just eat any food. To be your healthiest, you need to give your body the right kinds and amounts of fuel.

Connecticut Common Core Aligned Practice Test

Grade 8 Performance Task, Released 2013, Continued

Have Fun with Fruit

Fruits have important nutrients to keep your body healthy. Listed below are a few ideas to enjoy more fruit, more often:

- Grab an apple for a quick snack. Try different types, like Red Delicious, Gala, Fuji or Granny Smith. There are over 7,500 varieties of apples worldwide!
- Join your parents on food shopping trips. Ask to try new fruits like peaches, cantaloupe, pears, or kiwi fruit. There are a lot of sweet and delicious fruits that you can have fun tasting.
- Make a fruit salad with a mix of strawberries, oranges, grapes, and pineapple—or whatever you have in the house.
- Mix it up! Blend frozen fruit, juice, and low-fat or fat-free yogurt to make a healthy smoothie that tastes great.
- Top cereal, oatmeal, or toast with strawberries, blueberries, or bananas.
- Drink 100% juice without added sugar—try fresh orange or apple juice.

Vary your Vegetables

Vegetables have the vitamins, minerals, and fiber your body needs to grow up healthy. Listed below are some simple ideas to eat more vegetables every day:

- Snack on vegetables like baby carrots and celery sticks with a low-fat or fat-free ranch dip.
- Make a salad with a variety of vegetables, like corn, carrots, and spinach. Keep it colorful!
- Try new vegetables like sweet potatoes, beets, red pepper, or sugar snap peas. Have fun exploring colorful varieties, learning about what's in season and tasting new foods.
- Order vegetable pizza with toppings like mushrooms, green peppers, and onions. Ask for extra vegetables! Try mixing vegetables into other favorite foods too.
- Bring cut-up vegetables to school as a snack. Try red pepper or cucumber slices.

Connecticut Common Core Aligned Practice Test

Grade 8 Performance Task, Released 2013, Continued

3. Drink Lots of Water

Reach for a tall glass of water instead of soda or sugary drinks like sports drinks or juice with added sugar. Listed below are some simple ideas to make better beverage choices:

- Pass on soda and choose water instead at meal time.
- Drink 100% juice without added sugar. Fruit juice is sweet on its own!
- Choose 1% or skim milk.
- Make water exciting! Add a slice of lemon, lime, cucumber, or watermelon, or try sparkling water.
- Add a splash of 100% juice to water or sparkling water.
- If you're having soda for a treat, choose the small size.

4. Do Jumping Jacks to Break up TV Time

The average kid spends more time watching TV than running and playing. Kids need to run and play every day. Quiet time for reading and homework is fine, but you should limit time spent watching TV, playing video games, or surfing the web so you have more time to play!

If you're going to watch TV or play computer games, break it up! Pause the game. Make commercial breaks *Let's Move!* breaks. Listed below are some active ideas:

- Jumping jacks
- Dancing
- Racing up and down the stairs
- Sit-ups
- Stretching
- Jogging in place
- Push-ups
- Yoga moves

Connecticut Common Core Aligned Practice Test

Grade 8 Performance Task, Released 2013, Continued

- Active house chores
- Come up with your own physical activities

Use a log to keep track of how much time you're spending in front of a screen each week.

5. Help Make Dinner

Join in with food shopping and cooking. Sit down as a family to plan a menu and enjoy spending time together.

- Participate in food shopping trips and choose fruits and vegetables to mix into meals.
- If you pack your lunch, work out a menu for the week with different foods that you like and that are good for you.
- Help measure and mix ingredients and cut up fruits and vegetables.
- Find healthy new recipes that sound tasty, too.

The sources above are based on information in the following source:

Johnson, Suzanne Bennett, PhD. "The nation's childhood obesity epidemic: Health disparities in the making." <http://www.apa.org/pi/families/resources/newsletter/2012/07/childhood-obesity.aspx>

Alliance for a Healthier Generation: <http://www.healthiergeneration.org/about.aspx?id=3439>

<http://www.cdc.gov/healthyyouth/npao/publications.htm#9>

Connecticut Common Core Aligned Practice Test

Grade 8 Performance Task, Released 2013, Continued

You have now read your sources and taken notes on what you have read. Use your notes and refer to the sources as you plan, draft, revise, and edit your narrative story. You may use your notes and refer to the sources. Now read your assignment and the information about how your narrative will be scored; then begin your work.

Your assignment:

Your research has focused on people who changed their way of living to be healthier. You have decided to write a multi-paragraph story about two friends who are planning to participate in a marathon. But, they have never been athletes and are not physically fit. Tell the story of what happens. Make sure you develop your characters, setting, and plot using details, dialogue, and description where appropriate. When developing your story, be sure to use the source materials to inform and strengthen your writing.

Narrative Scoring:

Your narrative story will be scored on the following:

- 1. Statement of purpose and organization:** How effective was your plot, and did you maintain a logical sequence of events from beginning to end? How well did you establish and develop setting, narrative, characters, and point of view? How well and consistently did you use a variety of transitions? How effective was your opening and closing for your audience and purpose?
- 2. Elaboration/evidence:** How well did you develop your narrative using description, details, and dialogue? How well did you incorporate sensory and figurative language appropriate for your audience and purpose? How well did you use material from the sources?
- 3. Conventions:** How well did you follow the rules of usage, punctuation, capitalization, and spelling?

Now begin work on your story. Manage your time carefully so that you can

- plan your multi-paragraph story,
- write your multi-paragraph story, and
- revise and edit the final draft of your multi-paragraph story.

You are being asked to write a multi-paragraph story, so please be as thorough as possible. Type your response in the space provided. Remember to check your notes and your prewriting/planning as you write, and then revise and edit your story when you finish.

Connecticut Common Core Aligned Practice Test

Grade 8 Performance Task, Scoring Rubrics, Released 2013

Scoring Rubrics (10-Point Scale comprised of three rubrics: Purpose/Organization, Evidence/Elaboration and Conventions.)

DRAFT: 12/4/12

| 4-Point Narrative Performance Task Writing Rubric (Grades 3–8) | | | | | |
|--|---|---|---|---|---|
| Score | 4 | 3 | 2 | 1 | NS |
| Purpose/Organization | <p>The organization of the narrative, real or imagined, is fully sustained and focus is clear and maintained throughout:</p> <ul style="list-style-type: none"> • an effective plot helps to create a sense of unity and completeness • effectively establishes and maintains setting, develops narrator/characters, and maintains point of view* • consistent use of a variety of transitional strategies to clarify the relationships between and among ideas • natural, logical sequence of events from beginning to end • effective opening and closure for audience and purpose | <p>The organization of the narrative, real or imagined, is adequately sustained, and focus is adequate and generally maintained:</p> <ul style="list-style-type: none"> • an evident plot helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected • adequately maintains a setting, develops narrator/characters, and/or maintains point of view* • adequate use of a variety of transitional strategies to clarify the relationships between and among ideas • adequate sequence of events from beginning to end • adequate opening and closure for audience and purpose | <p>The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus:</p> <ul style="list-style-type: none"> • there may be an inconsistent plot, and flaws are evident • unevenly maintains a setting, develops narrator and/or characters, and/or maintains point of view* • uneven use of transitional strategies and/or little variety • weak or uneven sequence of events • opening and closure, if present, are weak | <p>The organization of the narrative, real or imagined, may be maintained but may provide little or no focus:</p> <ul style="list-style-type: none"> • there is little or no discernible plot or may just be a series of events • may be brief or there is no attempt to establish a setting, narrator and/or characters, and/or point of view* • few or no transitional strategies may be evident • little or no organization of an event sequence; frequent extraneous ideas may be evident and/or a major drift • opening and/or closure may be missing | <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose |

Connecticut Common Core Aligned Practice Test

Grade 8 Performance Task, Scoring Rubrics, Released 2013, Continued

Scoring Rubrics (10-Point Scale comprised of three rubrics: Purpose/Organization, Evidence/Elaboration and Conventions.)

DRAFT: 12/4/12

| 4-Point Narrative Performance Task Writing Rubric (Grades 3–8) | | | | | |
|--|--|--|--|---|---|
| Score | 4 | 3 | 2 | 1 | NS |
| Development/Elaboration | <p>The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and description:</p> <ul style="list-style-type: none"> experiences and events are clearly expressed effective use of relevant source material informs and strengthens the narrative effective use of a variety of narrative techniques that advance the story or illustrate the experience effective use of sensory, concrete, and figurative language that clearly advances the purpose | <p>The narrative, real or imagined, provides adequate elaboration using details, dialogue, and description:</p> <ul style="list-style-type: none"> experiences and events are adequately expressed adequate use of source material informs and contributes to the narration adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience adequate use of sensory, concrete, and figurative language that generally advances the purpose | <p>The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and description:</p> <ul style="list-style-type: none"> experiences and events are unevenly expressed weak use of source material that may be vague, abrupt, or imprecise, adding little to the narration narrative techniques are uneven and inconsistent partial or weak use of sensory, concrete, and figurative language that may not advance the purpose | <p>The narrative, real or imagined, provides minimal elaboration using little or no details, dialogue, and/or description:</p> <ul style="list-style-type: none"> experiences and events may be vague, lack clarity, or confusing little or no use of source material that may be irrelevant, confusing, or lack clarity use of narrative techniques may be minimal, absent, incorrect, or irrelevant may have little or no use of sensory, concrete, and figurative language may have little or no sense of purpose | <ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text Off-purpose |

Connecticut Common Core Aligned Practice Test

Grade 8 Performance Task, Scoring Rubrics, Released 2013, Continued

Scoring Rubrics (10-Point Scale comprised of three rubrics: Purpose/Organization, Evidence/Elaboration and Conventions.)

DRAFT: 12/4/12

| 2-Point Narrative Performance Task Writing Rubric (Grades 3-11) | | | | |
|---|---|---|---|--|
| Score | 2 | 1 | 0 | NS |
| Conventions | <p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, usage grammar, and spelling no systematic pattern of errors is displayed | <p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, usage grammar, and spelling some systematic patterns of errors may be displayed | <p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, usage grammar, and spelling systematic patterns of errors are displayed | <ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text <p>(Off-purpose responses will still receive a score in Conventions.)</p> |

Holistic Scoring:

- Variety:** Range of errors (sentence formation, usage grammar, and spelling)
- Severity:** weight of basic errors more heavily compared to higher level errors
- Density:** proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece

Grade 11 Writing

Wichita Report

Chloe has been asked to write a report for her geography class about visiting a city in the Midwest. Read her report and answer the multiple-choice questions that follow.

1 Compared to New York City, Wichita, Kansas, may seem quiet small. With a
2 population of 300,000, Wichita may seem like a place where there wouldn't be much to
3 do. By looking at three attractions, we will see that this city does have something to offer.

4 The Sedgwick County Zoo is home to more than 2,500 different animals from Africa,
5 North America, Australia, and South America. It has eight different exhibits, including the
6 Downing Gorilla Forest; the Barnyard with cattle, sheep, horses, rabbits, and goats; and
7 the Rainforest with the trees, animals, and climate of a real rainforest. The zoo also has a
8 wonderful african lion exhibit, which is regarded as one of the best for its size.

9 To travel back into the Wild West days, go to the Old Cowtown Museum. It has
10 authentic dusty streets, shops, and volunteers wearing period costumes. The museum also
11 exhibits old artifacts like tools and farming equipment.

12 Exploration Place, rated the top educational attraction for 2005, is a great museum

Connecticut Academic Performance Test, Generation III

Grade 11 Editing & Revising Sample Passage, Released 2013, Continued

13 for children. Its interactive exhibits include flight health, and imaginative spaces for kids.

14 In the flight exhibit, you can ride in flight simulators and pretend you're a pilot as the plane

15 takes off. The health exhibit has a model of the human heart and equipment to test your

16 heart rate and blood pressure. You learn to take care of your body and how it functions.

17 The younger set will enjoy the play area with a crooked room, large climbing blocks, and

18 a huge working clock. There are also outdoor activities, such as miniature golf and a

19 playground area.

20 You can see that Wichita is a fun and educational city to visit. The zoo is a great

21 place to see unusual animals. Old Cowtown Museum is an entertaining place to see a bit

22 of the Old West, and finally, Exploration Place is a fun place to learn. You won't leave

23 Wichita without having a great time.

Connecticut Academic Performance Test, Generation III

Grade 11 Editing & Revising Sample Items, Released 2012

In the sentence in **lines 22–23** (*You won't leave Wichita without having a great time.*), Chloe wants to change the word **great**. Which is the **best** change for Chloe to make?

- A. nice
- B. good
- C. okay
- D. delightful ✪

What is the **best** supporting detail to add after the sentence in **lines 15–16** (*The health . . . pressure.*)?

- A. There are four different blood types.
- B. Wichita is known for its airplane manufacturers.
- C. There is even a “patient” on which to practice open-heart surgery. ✪
- D. The Children’s Museum of Southeastern Connecticut has a similar display.

Connecticut Common Core Aligned Practice Test

Grade 11 Writing Sample Items, Released 2013

CCSS Code: W.1112.5

Abe is writing an explanatory essay about the Constitutional Convention of 1787. Read this paragraph from the essay and the directions that follow.

The Constitutional Convention of 1787 began a period of intense fighting over which structure of government would best serve the newly independent United States. Opinions split into two camps: the Federalists, who favored joining the states under a strong federal government; and the anti-Federalists, who favored strong state governments unified by their common interests in a formal confederation.

Abe wants to replace the words he has underlined with more precise language. Select the **best** replacement for each underlined word.

Part 1

fighting:

- A. aggression
- B. debate ⓧ
- C. reprisal

Part 2

split:

- A. necessitated
- B. polarized ⓧ
- C. ripped

Part 3

joining:

- A. interceding
- B. progressing
- C. unifying ⓧ

Connecticut Common Core Aligned Practice Test

Grade 11 Writing Sample Items, Released 2013

CCSS Code: W.1112.1

A high school student wrote a letter to the editor of the local newspaper expressing concern about an environmental issue in her town. Read a section of this letter and the directions that follow.

Dear Editor,

Last night I was driving past the courthouse at about 9 P.M. It was pouring rain, as it had been for hours. And yet what did I see? On three sides of the courthouse, automatic sprinklers were busy watering the lawn. Despite the sheeting rain that had been falling for hours, regardless of the already brimming storm drains, despite the river rising steadily against the crest markers on the bridges, our town government was still watering the lawn!

Not only is this a terrible misuse of the taxpayers' money, but it is also an enormous waste of resources. The Environmental Protection Agency found that up to 50% of commercial irrigation goes to waste. Perhaps we should mix some common sense with our high-tech automated solutions, and have someone turn off the automatic systems when they are not necessary. Research done by the Saving Water Partnership showed that using a "smart controller" on these systems can reduce water waste by 30%. Doing so would not only save money, but would also reduce the use of our water resources.

Choose the sentence that provides the **best** evidence to support the writer's argument while following the tone of the letter.

- A. A recent study noted that 70% of our town water is used outside town buildings. ✖
- B. There are many types of plants and trees that need very little watering year round.
- C. My neighbor, a landscaper, uses mulch made from ground-up tree branches to absorb water.
- D. The gutters on town buildings can be directed to collect rainwater in barrels to water the plants.

Connecticut Common Core Aligned Practice Test

Grade 11, Performance Task, Released 2013

CCSS Code: W.1112.2

Civil Disobedience

Task: Your school is participating in the Model United Nations Program, which encourages students to explore current world issues in order to become more active and knowledgeable citizens. The students in this program must first research a global topic and share the information with others. Once everyone has been informed about the topic, debates are planned.

You have been asked to provide information to the other participants in the Model United Nations Program. Your topic is civil disobedience and passive resistance as the basis for various political movements around the world.

You will examine several sources. You can re-examine any of the sources as often as you like. You may take notes as you read the sources.

You will write a multi-paragraph explanatory essay on the topic provided. You will provide a thesis/controlling idea with elaboration and evidence from the sources.

Connecticut Common Core Aligned Practice Test

Grade 11, Performance Task, Released 2013, Continued

The Concept of Civil Disobedience

The term *civil disobedience* was first used in an essay written by Henry David Thoreau in 1849. It is originally from a philosophy dating back to ancient times when people believed in a universal and timeless “natural” or “divine” law. Literally, it means to peacefully break a law by drawing attention to a problem and influencing public opinion.

In Thoreau’s time, the American government had become powerful enough to oppress part of the population with slavery. Thoreau claimed that individuals should challenge the unjust actions of a government. His solution was to stop paying the taxes that funded unfair policies. Citizens were forced to choose between the comforts and security of an unjust system and their own personal beliefs regarding what was ethical and moral.

The next significant event in the practice of modern civil disobedience was set in motion by Mahatma Gandhi. He brought passive resistance to the world stage during the struggle for Indian independence from Britain. Gandhi was a leading Indian nationalist, theorist, and organizer. He emphasized to those who resisted British rule in India the importance of nonviolence and having the highest moral standards. He insisted that protesters refrain from using obscenities, show no anger or hatred against their oppressors, and submit to arrest peacefully.

Gandhi believed his efforts would fail if his followers used force. Similar to Thoreau’s effort, Gandhi generated support among the Indian population. They refused to cooperate with British authorities until the government was stopped. He cultivated moral standards, the mindset of civil disobedience, and the belief that people had a duty to end injustice. Gandhi expected his followers to provide alternatives to the unfair government practices through their commitment to public service.

In the 1950s and 1960s, civil disobedience evolved. Peaceful resistance, such as sit-ins and boycotts, was used to end segregation. Rosa Parks set an example by refusing to move to the back of a city bus, as required by the law segregating black and white patrons. Parks’ action sparked the successful Montgomery Bus Boycott. Martin Luther King Jr. assured members of the civil rights movement that “we shall overcome” through the timeless truth of the basic human right to freedom. Graphic images of police violence against helpless, unarmed protesters who were not fighting back helped sway public sympathies in favor of the movement. This resulted in the Civil Rights Act of 1965.

However great this victory, racial injustice lurked in the dark corners of society. Desegregation was achieved by law, but the reality of its implementation was messier and more violent. Activists like Malcolm X challenged the nonviolent methods upheld by King. He advised his

Connecticut Common Core Aligned Practice Test

Grade 11, Performance Task, Released 2013, Continued

followers to use “any means necessary” to defend their rights. Using violence as a means to achieve the demise of inequity became a strategy.

Civil disobedience was also embraced at a time when people were divided by their support for U.S. military involvement in Vietnam. With war casualties rising, greater urgency motivated activists toward less civility and more disobedience against government policies. Protesters refused to be drafted into the military or to fight, instead burning their draft cards. They also occupied military bases and stopped military recruiters from entering high schools and universities. Lines between reasonable protest and violent rebellion blurred. For example, at Kent State University in 1970, a few symbolic gestures against the war ended in riots and destruction of property in the school and in the local community.

Such events have worked to weaken the intent of the protests. Civil disobedience is not likely to disappear. The elements of civil disobedience, either through refusal to participate or active intervention, have brought change or at least attention to issues. People continue to risk their freedom to stand against what they perceive as injustice, using courage and passion to bring issues to the attention of others and to demand change.

Connecticut Common Core Aligned Practice Test

Grade 11, Performance Task, Released 2013, Continued

Mahatma Gandhi, from *Freedom's Battle*

In the years following World War I, Gandhi began leading a movement to protest British rule of India. Known as the Non-Cooperation Movement, it sought to resist British occupation by such means as refusing to buy British goods and passively resisting the government. This is an excerpt from his book, Freedom's Battle, published in 1922.

Non-cooperation is intended so far to paralyse the Government, as to compel justice from it. If it is carried to the extreme point, it can bring the Government to a standstill.

A friend who has been listening to my speeches once asked me whether I did not come under the sedition³ section of the Indian Penal Code. Though I had not fully considered it, I told him that very probably I did and that I could not plead 'not guilty' if I was charged under it. For I must admit that I can pretend to no 'affection' for the present Government. And my speeches are intended to create 'disaffection' such that the people might consider it a shame to assist or co-operate with a Government that had forfeited all title to confidence, respect or support. . . .

I can no longer retain affection for a Government so evilly manned as it is now-a-days. And for me, it is humiliating to retain my freedom and be a witness to the continuing wrong. Mr. Montagu⁴ however is certainly right in threatening me with deprivation of my liberty if I persist in endangering the existence of the Government. For that must be the result if my activity bears fruit. My only regret is that inasmuch as Mr. Montagu admits my past services, he might have perceived that there must be something exceptionally bad in the Government if a well-wisher like me could no longer give his affection to it. . . . Indeed I fully expect it will be found that even in promoting disaffection towards an unjust Government I have rendered greater services to the Empire than I am already credited with.

At the present moment, however, the duty of those who approve of my activity is clear. They ought on no account to resent the deprivation of my liberty, should the Government of India deem it to be their duty to take it away. A citizen has no right to resist such restriction imposed in accordance with the laws of the State to which he belongs. Much less have those who sympathize with him. In my case there can be no question of sympathy. For I deliberately oppose the Government to the extent of trying to put its very existence in jeopardy. For my supporters, therefore, it must be a moment of joy when I am imprisoned. It means the beginning of success if only the supporters continue the policy for which I stand. If the Government arrests me, they

³ **sedition:** actions or words intended to incite rebellion against government authority

⁴ **Mr. Montagu:** Edwin Samuel Montagu, British Secretary of State for India

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Grade 11, Performance Task, Released 2013, Continued

would do so in order to stop the progress of non-cooperation which I preach. It follows that if non-cooperation continues with unabated vigour, even after my arrest, the Government must imprison others or grant the people's wish in order to gain their cooperation. Any eruption of violence on the part of the people even under provocation would end in disaster. Whether therefore it is I or any one else who is arrested during the campaign, the first condition of success is that there must be no resentment shown against it. We cannot imperil the very existence of a Government and quarrel with its attempt to save itself by punishing those who place it in danger. . . .

When the people have faith in the government, when it represents the popular will, the judges and the executive officials possibly serve the country. But when that government does not represent the will of the people, when it supports dishonesty and terrorism, the judges and the executive officials by retaining office become instrument of dishonesty and terrorism. And the least therefore that these holders of high offices can do is to cease to become agents of a dishonest and terrorising government. . . .

[Non-cooperation] is a means to an end, the end being to make the present Government just, whereas it has become mostly unjust. Co-operation with a just Government is a duty; non-cooperation with an unjust Government is equally a duty. . . .

Non-cooperation is not a passive state, it is an intensely active state—more active than physical resistance or violence. Passive resistance is a misnomer. Non-cooperation in the sense used by me must be non-violent and therefore neither punitive nor vindictive nor based on malice ill-will or hatred. . . .

As soon as India accepts the doctrine of the sword, my life as an Indian is finished. It is because I believe in a mission special to India and it is because I believe that the ancients of India after centuries of experience have found out that the true thing for any human being on earth is not justice based on violence but justice based on sacrifice of self. . . . I therefore, venture to suggest to my learned countrymen that so long as the doctrine of non-cooperation remains non-violent, so long there is nothing unconstitutional in that doctrine.

The source above is based on information in the following source:

<http://www.gutenberg.org/files/10366/10366-h/10366-h.htm#VIII>.

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Grade 11, Performance Task, Released 2013, Continued

Civil Disobedience in Modern Times

A lone human stands defiantly before the faceless, overwhelming power of the state. His flesh and bone are no match for the frightening tanks standing before him. The world looks on, stirred by terror and pity, as tragedy unfolds. This was Tiananmen Square, China, in 1989, a scene that would become an iconic event in the history of civil disobedience. The tanks had come to disperse thousands of citizens illegally occupying the square. They had gathered to demand democratic reforms. Despite the courage and passion of the movement, it was crushed by the Chinese military, and hundreds died.

As so many before them, the Chinese citizens risked their lives and freedom for the sake of “natural” or “divine” justice above that of human laws. Seeing no way to work with the system, they publically rejected it. But the system was strong and large. Without a clear target for their energy, the people were overpowered. On that day, however, the media made their voices heard around the world. They had lost a battle but not the war, which could not be won in a day. The great success stories of civil disobedience against powerful institutions span decades, even centuries. The relentless efforts of Gandhi and the movement for Indian independence from Britain, the pressure of civil rights activists that broke the system of racial inequality in the United States—these movements are inspirations to all people seeking a way out of the darkness of oppression.

How do these movements succeed, and why do some fail? It all depends on the momentum generated by focused and continued effort. In the mid-twentieth century, U.S. civil rights activists began to focus their attention on specific businesses that supported segregation. This brought the businesses to a standstill or even bankruptcy. Activists broke laws by conducting sit-ins at segregated businesses. As protesters were arrested and removed, the press documented their plight. The violent police repression of nonviolent protesters during illegal demonstrations in Birmingham was also widely televised. Under public pressure due to these waves of demonstrations, the Kennedy administration passed the Civil Rights Act of 1965.

On a smaller scale, the passage of the Americans with Disabilities Act resulted from the targeted efforts of activists toward a specific goal. Americans Disabled for Accessible Public Transit (ADAPT) sparked a movement in 1978. ADAPT organized a group of 45 citizens in wheelchairs to protest the lack of accommodations on Denver public buses. The protesters surrounded two buses, holding them hostage for over twelve hours. Traffic was brought to a halt. ADAPT had clear targets and objectives for disrupting the institutions they opposed. They staged protests at national transit conventions and against city bus systems. The media showed images of disabled protesters being dragged away to jail by police, which increased public sympathy for their

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Grade 11, Performance Task, Released 2013, Continued

agenda. In the end, the activists achieved their objectives. There was no powerful interest in this case to profit from denying these rights. Otherwise, there might have been a different outcome, or at least many more years of struggle.

In colonial South Africa, for example, profitable resources and lands were at stake. It took decades of pressure, disruption, and finally revolutionary action to dismantle that system. The African National Congress (ANC) was organized in 1912, soon after military resistance to colonial invasion failed. As apartheid, an official policy of racial segregation, took hold, the people saw no choice but to break the laws they believed were unjust. The ANC united African voices, gaining its strongest momentum in the 1950s with what grew into the Defiance Campaign. Many disruptive boycotts and invasions of “European Only” areas took place. These actions were like those of the civil rights movement in the United States. In 1960, however, a massacre of nonviolent protesters by police closed the era of peaceful protests, and the ANC took up arms. Violent uprisings and workers’ strikes forced the government to seek compromises. Eventually, the country became ungovernable. The apartheid government collapsed, and in 1994, the ANC became the ruling party of South Africa.

An oppressive government gives people strong motives to risk everything in pursuit of justice. But what about an elusive target that rules in shadows? Such are the U.S. corporations responsible for the financial meltdown of 2008. Their reckless lending and investment practices cost taxpayers hundreds of millions of dollars in “bailouts.” The Occupy Wall Street movement rose to voice taxpayers’ anger, but failed to disrupt the institutions targeted. Critics of the movement point out its lack of clear goals. While staging sit-ins in financial districts across the country got media attention and public sympathy, interest in the movement faded. Had they persuaded millions of Americans to stop paying taxes, it would have brought the government to a standstill. However, this would have hurt beneficial programs.

Civil disobedience, with its triumphs and defeats, has been a tool of defense for citizens since ancient times. Either through citizen refusal to participate or by active citizen interventions, governments and policies have been shaped. At the least, these actions can force a society to examine and question its values. While some of these causes may become a shallow parade of tactics, a media circus, others continue to inspire with acts of courage and passion to bring issues to public light.

The source above is based on information in the following sources:

- Starr, Kayla, adapted by Bonnie Blackberry. “The Role of Civil Disobedience in Democracy.” <http://www.civilliberties.org/sum98role.html>
- “Civil Disobedience: The History of the Concept.” <http://science.jrank.org/pages/8660/Civil-Disobedience-History-Concept.html>

Connecticut Common Core Aligned Practice Test

Grade 11, Performance Task, Released 2013, Continued

- “Civil Disobedience.” *The Stanford Encyclopedia of Philosophy*.
<http://plato.stanford.edu/entries/civil-disobedience/>
- “Malcolm X.” <http://www.history.com/topics/malcolm-x>
- “Kent State Shootings.” Article in Wikipedia
http://en.wikipedia.org/wiki/Kent_State_shootings
- Thoreau, Henry David. “Civil Disobedience.” <http://thoreau.eserver.org/civil.html>

Connecticut Common Core Aligned Practice Test

Grade 11, Performance Task, Released 2013, Continued

You have now read your sources and taken notes on what you have read. Use your notes and refer to the sources as you plan, draft, revise, and edit your essay. Now read your assignment and the information about how your explanatory essay will be scored; then begin your work.

Your assignment:

Your first assignment as a new member of the Model United Nations Program is to write a multi-paragraph explanatory essay about civil disobedience, the use of passive resistance to make political and social changes around the world. Be sure to provide a thesis/controlling idea, clearly organize your essay, and support your thesis/controlling idea with elaboration and evidence from the sources.

Explanatory Scoring:

Your explanatory essay will be scored on the following:

- 1. Statement of purpose and organization:** How well did you state your thesis/controlling idea, and maintain your thesis/controlling idea with a logical progression of ideas from beginning to end? How well did you consistently use a variety of transitions? How effective was your introduction and your conclusion?
- 2. Elaboration/evidence:** How well did you integrate relevant and specific information from the sources? How well did you elaborate your ideas? How well did you clearly state ideas using precise language that is appropriate for your audience and purpose?
- 3. Conventions:** How well did you follow the rules of usage, punctuation, capitalization, and spelling?

Now begin work on your explanatory essay. Manage your time carefully so that you can

- plan your multi-paragraph essay,
- write your multi-paragraph essay, and
- revise and edit the final draft of your multi-paragraph essay.

Connecticut Common Core Aligned Practice Test

Grade 11, Performance Task, Released 2013, Continued

You are being asked to write a multi-paragraph essay, so please be as thorough as possible. Type your response in the space provided. Remember to check your notes and your prewriting/planning as you write, and then revise and edit your essay when you finish.

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Grade 11, Performance Task, Scoring Rubrics, Released 2013

Scoring Rubrics (10-Point Scale comprised of three rubrics: Purpose/Organization, Evidence/Elaboration and Conventions.)

DRAFT: 12-3-12

| 4-Point Informative-Explanatory Performance Task Writing Rubric (Grades 6-11) | | | | | |
|---|---|---|--|---|---|
| Score | 4 | 3 | 2 | 1 | NS |
| Purpose/Organization | <p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused:</p> <ul style="list-style-type: none"> • consistent use of a variety of transitional strategies to clarify the relationships between and among ideas • logical progression of ideas from beginning to end • effective introduction and conclusion • controlling or main idea of a topic is clear, focused, and strongly maintained • controlling or main idea of a topic is introduced and communicated clearly within the purpose, audience, and task | <p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> • adequate use of transitional strategies with some variety to clarify the relationships between and among ideas • adequate progression of ideas from beginning to end • adequate introduction and conclusion • controlling or main idea of a topic is clear and mostly maintained, though some loosely related material may be present • main idea of the topic is adequate within the purpose, audience, and task | <p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • inconsistent use of transitional strategies and/or little variety • uneven progression of ideas from beginning to end; basic and/or formulaic structure • introduction or conclusion, if present, may be weak • controlling or main idea may be clearly focused but is insufficiently sustained • controlling or main idea may be unclear and/or somewhat unfocused | <p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> • few or no transitional strategies are evident • frequent extraneous ideas are evident; may be formulaic • introduction and/or conclusion may be missing • may be very brief or have a major drift • focus may be confusing or ambiguous | <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose |

Connecticut Common Core Aligned Practice Test

Grade 11, Performance Task, Scoring Rubrics, Released 2013, Continued

Scoring Rubrics (10-Point Scale comprised of three rubrics: Purpose/Organization, Evidence/Elaboration and Conventions.)

DRAFT: 12-3-12

| 4-Point Informative-Explanatory Performance Task Writing Rubric (Grades 6-11) | | | | | |
|---|---|--|---|---|---|
| Score | 4 | 3 | 2 | 1 | NS |
| Evidence/Elaboration | <p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response clearly and effectively elaborates ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence from sources is integrated references are relevant effective use of elaborative techniques use of domain-specific vocabulary is clearly appropriate for the audience and purpose | <p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response adequately elaborates ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> some evidence from sources is integrated references may be general adequate use of elaborative techniques use of domain-specific vocabulary is generally appropriate for the audience and purpose | <p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes uneven or limited use of sources, facts, and details. The response elaborates ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> evidence from sources is weakly integrated, vague, or imprecise references may be vague, imprecise, or absent weak or uneven use of elaborative techniques use of domain-specific vocabulary is uneven or somewhat ineffective for the audience and purpose | <p>The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details. The response's elaborates of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence from the source material is minimal, absent, incorrect, or irrelevant references may be absent or incorrect minimal, if any, use of elaborative techniques use of domain-specific vocabulary is limited or ineffective for the audience and purpose | <ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text Off-purpose |

Connecticut Common Core Aligned Practice Test

Grade 11, Performance Task, Scoring Rubrics, Released 2013, Continued

Scoring Rubrics (10-Point Scale comprised of three rubrics: Purpose/Organization, Evidence/Elaboration and Conventions.)

DRAFT: 12-3-12

| 2-Point Informative-Explanatory Performance Task Writing Rubric (Grades 6-11) | | | | |
|---|---|---|---|--|
| Score | 2 | 1 | 0 | NS |
| Conventions | <p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, usage grammar, and spelling no systematic pattern of errors is displayed | <p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, usage grammar, and spelling some systematic patterns of errors may be displayed | <p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, usage grammar, and spelling systematic patterns of errors are displayed | <ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text <p>(Off-purpose responses will still receive a score in Conventions.)</p> |

Holistic Scoring:

- Variety: Range of errors (sentence formation, usage grammar, and spelling)
- Severity: basic errors are more heavily weighted compared to higher level errors
- Density: proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece

