


Georgia  
**Milestones**  
Assessment System

A graphic featuring a black graduation cap with a white tassel and a red tassel tip, positioned above a rolled-up white diploma tied with a red ribbon. A white path winds from the diploma towards the right, ending at the outline of the state of Georgia, which is shaded in light gray.

**Grade 6**  
**English Language Arts and Mathematics**  
**Item and Scoring Sampler**  
**2015**

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## INTRODUCTION

The Georgia Milestones Grade 6 English Language Arts (ELA) EOG assessment and the Grade 6 Mathematics EOG assessment are criterion-referenced tests designed to provide information about how well a student has mastered the grade-level state-adopted content standards in English Language Arts (ELA) and mathematics. These assessments consist of a variety of item types, including selected-response, constructed-response, extended constructed-response, and extended writing-response items.

## TYPES OF ITEMS INCLUDED IN THE SAMPLER AND USES OF THE SAMPLER

The purpose of this sampler is to provide samples of the type of constructed-response items that appear on the operational Georgia Milestones Grade 6 ELA EOG assessment and the operational Georgia Milestones Grade 6 Mathematics EOG assessment. The items in this sampler may be used for classroom instruction purposes. The samples may be copied, and classroom teachers may find it beneficial to have students respond to one or more of the samples. Teachers can then use the information in the sampler as a guide to score responses written by their own students.

## ELA CONSTRUCTED-RESPONSE ITEM TYPES

The **constructed-response** item asks a question and solicits the student to provide a response constructed on his or her own, as opposed to selecting a response from options provided. On the ELA EOG assessment, these items are worth two points, and partial credit may be awarded if part of the response is correct. On the ELA EOG assessment, the **extended constructed-response** item elicits a longer, more complex and detailed response from the student. The four-point narrative extended constructed-response item requires the student to respond to a prompt based on a passage he or she has read; the response will fully develop a real or imagined experience based on the text and will be scored for the Writing and Language domain.

The seven-point **extended writing-response** item requires the student to write an argumentative piece or develop an informative/explanatory response. As part of the extended writing task in an actual Milestones assessment, the student must first read two passages and then respond to three selected-response items and one constructed-response item. All of these items help focus the student on the main idea(s) and key details in the passages prior to writing the extended essay. Two of the selected-response items address each of the passages separately. One selected-response item and the constructed-response item address both of the passages together. All four items contribute to the Reading and Vocabulary domain. These items are followed by the extended writing prompt, which requires the student to draw from reading experiences when writing the essay response and to cite evidence from the passage(s) to support claims and conclusions in the essay. The extended writing task is worth up to seven points.

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

## MATHEMATICS CONSTRUCTED-RESPONSE ITEM TYPES

A mathematics **constructed-response** item asks a question and solicits the student to provide a response constructed on his or her own, as opposed to selecting from options provided. The constructed-response items on the Mathematics EOG assessment are worth up to two points. Partial credit may be awarded if part of the response is correct.

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

## ITEM ALIGNMENT

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

## DEPTH OF KNOWLEDGE

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

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

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


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

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

## ITEM AND SCORING SAMPLER FORMAT

Sample constructed-response items are provided in this sampler, along with any related stimulus information such as a passage or graphic. Following each constructed-response item is the scoring guide for the constructed-response item. The scoring guide includes the item information table, the item-specific scoring guideline, and annotated sample student responses at each score point.

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

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

**Example Constructed-Response Item Information Table**

<b>Standard:</b>	<b>Item Depth of Knowledge:</b>
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Grade 6

ENGLISH LANGUAGE ARTS

Sample Constructed-Response Items

## PASSAGE 1

**Mohamadi the Bedouin Weaver**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



**CONSTRUCTED-RESPONSE ITEM**

**ELAGSE6.RL.5**



1. Analyze how this sentence from the story contributes to the overall theme.

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

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

**Scoring Guide**

**#1 Item Information**

<p><b>Standard:</b> ELAGSE6.RL.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p><b>Item Depth of Knowledge: 3</b> Strategic Thinking Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</p>
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ITEM-SPECIFIC SCORING GUIDELINE

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

## STUDENT RESPONSES

ELAGSE6.RL.5

Response Score: 2 points



1. Analyze how this sentence from the story contributes to the overall theme.

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

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

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

The student provides sufficient evidence of the ability to understand the passage and how the sentence contributes to the theme of pursuing one's interests, dreams, and passions (*"doing what interests you and can be rewarding. Mohamadi had always wanted to weave"*).

The explanation integrates specific details from the passage (*"he wished he could stay and watch," "new patterns do not come so easily"*) with the student's own analysis (*"His decision . . . is a risky one, but it is rewarded later"*).

## ELAGSE6.RL.5

## Response Score: 1 point

1. Analyze how this sentence from the story contributes to the overall theme.

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

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

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

The student provides limited evidence of the ability to understand the passage and how the sentence contributes to the theme of pursuing one's interests, dreams, and passions ("trying something new that you are interested in can lead to good things").

The response attempts to use information from the passage as support, but it lacks specificity ("It works out well because his mom decides to use his pattern for an important project") and receives only partial credit.

ELAGSE6.RL.5

Response Score: 0 points



1. Analyze how this sentence from the story contributes to the overall theme.

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

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

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

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

Therefore, the student does not receive any credit for this response.

**CONSTRUCTED-RESPONSE ITEM**

**ELAGSE6.W.3**



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

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

**Scoring Guide**

**#2 Item Information**

<p><b>Standard:</b> ELAGSE6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p><b>Item Depth of Knowledge:</b> 4 Extended Thinking Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.</p>
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SCORING GUIDELINE FOR NARRATIVE ITEM

Score	Description
4	<p><i>The student’s response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Effectively establishes a situation and introduces a narrator and/or characters</li> <li>• Organizes an event sequence that unfolds naturally</li> <li>• Effectively uses narrative techniques, such as dialogue, description, and pacing, to develop rich, interesting experiences, events, and/or characters</li> <li>• Uses a variety of words and phrases consistently to convey the sequence of events and signal shifts from one time frame or setting to another</li> <li>• Uses precise words, phrases, and sensory language consistently to convey experiences and events</li> <li>• Provides a conclusion that follows from the narrated experiences or events</li> <li>• Integrates ideas and details from source material effectively</li> <li>• Has very few or no errors in usage and/or conventions that interfere with meaning</li> </ul>
3	<p><i>The student’s response is a complete narrative that develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Establishes a situation and introduces one or more characters</li> <li>• Organizes events in a clear, logical order</li> <li>• Uses narrative techniques, such as dialogue, description, and pacing, to develop experiences, events, and/or characters</li> <li>• Uses words and/or phrases to indicate sequence of events and signal shifts from one time frame or setting to another</li> <li>• Uses words, phrases, and details to convey experiences and events</li> <li>• Provides an appropriate conclusion</li> <li>• Integrates some ideas and/or details from source material</li> <li>• Has a few minor errors in usage and/or conventions that interfere with meaning</li> </ul>
2	<p><i>The student’s response is an incomplete or oversimplified narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Introduces a vague situation and at least one character</li> <li>• Organizes events in a sequence but with some gaps or ambiguity</li> <li>• Attempts to use a narrative technique, such as dialogue, description, and pacing, to develop experiences, events, and/or characters</li> <li>• Uses occasional signal words inconsistently to indicate sequence of events and signal shifts from one time frame or setting to another</li> <li>• Uses some words or phrases inconsistently to convey experiences and events</li> <li>• Provides a weak or ambiguous conclusion</li> <li>• Attempts to integrate ideas or details from source material</li> <li>• Has frequent errors in usage and conventions that sometimes interfere with meaning</li> </ul>

## ENGLISH LANGUAGE ARTS

Score	Description
<b>1</b>	<p><i>The student's response provides evidence of an attempt to write a narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Response is a summary of the story</li> <li>• Provides a weak or minimal introduction of a situation or a character</li> <li>• May be too brief to demonstrate a complete sequence of events</li> <li>• Shows little or no attempt to use dialogue, description, and pacing to develop experiences, events, and/or characters</li> <li>• Uses words that are inappropriate, overly simple, or unclear</li> <li>• Provides few, if any, words that convey experiences or events or signal shifts from one time frame or setting to another</li> <li>• Provides a minimal or no conclusion</li> <li>• May use few, if any, ideas or details from source material</li> <li>• Has frequent major errors in usage and conventions that interfere with meaning</li> </ul>
<b>0</b>	<p><i>The student's response is flawed for various reasons:</i></p> <ul style="list-style-type: none"> <li>• Blank</li> <li>• Copied</li> <li>• Too Limited to Score/Illegible/Incomprehensible</li> <li>• Non-English/Foreign Language</li> <li>• Off Topic/Off Task/Offensive</li> </ul>



## STUDENT RESPONSES

ELAGSE6.W.3

Response Score: 4 points

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

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

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

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

The student effectively writes a complete narrative essay that flows naturally from beginning to end without gaps and uses information from the original passage in a consistent manner.

The student establishes a situation (presenting a blanket to the Sheik) and characters (Mohamadi, his mother, the Sheik). The developed characters are true to those from the passage (the mother's encouragement and support, the Sheik's wisdom, Mohamadi's pride in his work).

The essay provides a clear beginning (*"time to give the blanket he helped make to the Sheik"*), middle (*"they walked together to the Sheik's tent," "When they arrived," "to walk toward the Sheik," "The Sheik stared intensely at the blanket and nodded with approval"*), and ending (*"Mohamadi felt very proud and suspected that his days of herding sheep were nearing an end"*). The action builds naturally, using inspiration from the passage (*"the Sheik was the most important person in the tribe," "my son, the shepherd," "his family's long weaving tradition"*).

The writing uses appropriate words (*"nudged," "intensely," "suspected"*) with some sentence variety. The student uses dialogue effectively to advance the plot (*"What will happen if the Sheik doesn't like the blanket?" "It will be okay," "Is this the blanket I requested?"*).

There are no errors that interfere with the meaning.

ELAGSE6.W.3

Response Score: 3 points



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

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

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

The student writes a complete narrative essay about the Sheik’s reaction when he learns a boy helped weave his blanket.

The student introduces characters (Mohamadi, his mother, the Sheik) and uses a third-person narrator.

The story has a beginning (“One smoggy evening when he was herding the sheep”), middle (“he was approached by the Sheik,” “Mohamadi was more scared than he had ever been in his life,” “Mohamadi was relieved that the Sheik liked his blanket”), and ending (“from now on Mohamadi would do all the royal weaving”).

Some information from the passage is included (“herding the sheep,” “his mother and sister would do the weaving”).

The story includes some variety of word choice (“approached,” “talented,” “relieved”).

The student uses dialogue to advance the plot (“So you are the boy who helped weave my blanket,” “Your mother told me everything. You’re very talented”).

The relatively few errors do not interfere with meaning (“afraid,” “in his life,” “Your” for you’re).

## ELAGSE6.W.3

## Response Score: 2 points

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

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

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

The student has written a narrative essay with the passage as a stimulus about presenting a blanket to the Sheik.

We are introduced to several characters (*"Mohamadi," "Mohamadi's Mom," "the Sheik," "little sister"*), but the characters do not have a very active role. The narrative includes an opening (*"Mohamadi's Mom presented the blanket to the Sheik"*), middle (*"He was very happy," "Mohamadi stepped forward," "The Sheik was surprised," "He told Mohamadi that he should not waste his talents"*), and ending (*"Mohamadi will work the loom with his Mom"*).

The student mentions elements from the passage, but without any details (*"loom," "sister," "sheep"*).

The student does not attempt dialogue, but mentions general things that had been said.

While the student has performed the assigned task to an extent, the narrative is so abbreviated that it reads like the summary of a story rather than the story itself.

There are a few spelling, capitalization, punctuation, and grammatical errors, but they do not seriously interfere with meaning (*"stepped," "He still happy," "prettiest," "his Mom,"* missing commas).

ELAGSE6.W.3

Response Score: 1 point



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

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

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

The story introduces at least two characters (“*the sheik*,” “*mohamadi*,” and a vague reference to a mom). None of the characters are developed to any extent.

The narrative is very abrupt and the opening, middle, and ending all fuse into one, as the story is over almost as soon as it starts. While the reader is aware of the situation that has been created, there is no real sense of plot, tension, or any action at all.

The student references information from the passage (“*weaving*,” “*sheep*”), but does not use any specific details.

The words used are basic (“*happy*,” “*decided*,” “*fun*”). There is no attempt to use dialogue.

The response does not use any capitalization and contains a punctuation error, but the errors do not greatly impede the meaning.

ELAGSE6.W.3

Response Score: 0 points



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

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

The sheik said to Mohamadi...

The student’s response, while on topic, is an incomplete thought that provides no evidence of an attempt to write a narrative essay.



## PASSAGE 2

**Stretching: The Right Way**

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

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

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

## PASSAGE 3

**Stretching: The Wrong Way to Go**

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

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

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

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

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

**CONSTRUCTED-RESPONSE ITEM**

**ELAGSE6.RI.7**



**3.** How do the authors of these passages support their opinions on stretching?

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

**Scoring Guide**

**#3 Item Information**

<p><b>Standard:</b> ELAGSE6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p><b>Item Depth of Knowledge: 3</b> Strategic Thinking Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</p>
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**ITEM-SPECIFIC SCORING GUIDELINE**

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

## STUDENT RESPONSES

ELAGSE6.RI.7

Response Score: 2 points

3. How do the authors of these passages support their opinions on stretching?

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

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

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

The student provides sufficient evidence of the ability to determine and support two authors' opinions on the value of stretching prior to athletic activity.

For each passage, the student correctly identifies the author's position and how this opinion was supported.

The student identifies the first passage's position ("*a good way to keep the body healthy*") and the support the author uses ("*the rubber-band model*"). The student misidentifies the title of the second passage but does provide the correct author position ("*stretching before exercising doesn't benefit*") and support ("*injury rate for both groups were the same*"). The incorrect title reference can be ignored for what is otherwise a complete response.

ELAGSE6.RI.7

Response Score: 1 point



3. How do the authors of these passages support their opinions on stretching?

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

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

The student provides limited evidence of the ability to determine and support two author’s opinions on the value of stretching prior to athletic activity.

The student does identify each author’s opinion on stretching (“Stretching: The Right Way”: “if you don’t stretch, you could accomodate serious injuries”; “Stretching: The Wrong Way to Go”: “stretching weakens your muscle”).

The student has not fully addressed the prompt as intended. Rather than describing how each author supports his/her opinion as asked, the student gives an opinion based on the student’s own life (“going to try out for cheer”).

ELAGSE6.RI.7

Response Score: 0 points

3. How do the authors of these passages support their opinions on stretching?

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

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

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The student gives no evidence of the ability to determine and support two authors' opinions on the value of stretching prior to athletic activity.

The student merely alludes to research cited in one of the passages ("One group streist before weight leifing and the outhur group did not") but does not make any conclusions regarding the benefit of stretching. The student ignores the first passage in the response.



You have read “Stretching: The Right Way” and “Stretching: The Wrong Way to Go” and have answered some questions about what you have read. Now write your argumentative essay on your answer document.

## Writing Task

4. In the world of athletics, some people believe that stretching before an activity is extremely important. Others, though, disagree that it should be done.

Write an essay arguing whether stretching has a positive or negative effect on athletes. Think about both sides of the discussion, and then write an argumentative essay supporting either side. In your essay, you will convince the reader whether stretching has a positive or negative effect on athletes.

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

### Before you write, be sure to

- think about ideas, facts, definitions, details, and other information and examples you want to use;
- think about how you will introduce your topic and what the main topic will be for each paragraph;
- develop your ideas clearly and use your own words, except when quoting directly from the passages;
- identify the passages by title or number when using details or facts directly from the passages; and
- use your scratch paper if needed, but you must write your essay on your answer document.

### Now write your argumentative essay on your answer document. Be sure to

- introduce your claim;
- support your claim with logical reasoning and relevant evidence from the texts;
- organize the reasons and evidence logically;
- use words, phrases, and clauses to connect your ideas and to clarify the relationships among claims, reasons, and evidence;
- establish and maintain a formal style;
- provide a concluding statement or section that follows from and supports the argument presented; and
- check your work for correct usage, grammar, spelling, capitalization, and punctuation.

**CONSTRUCTED-RESPONSE ITEM**

**ELAGSE6.W.1**

4. In the world of athletics, some people believe that stretching before an activity is extremely important. Others, though, disagree that it should be done.

Write an essay arguing whether stretching has a positive or negative effect on athletes. Think about both sides of the discussion, and then write an argumentative essay supporting either side. In your essay, you will convince the reader whether stretching has a positive or negative effect on athletes.

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

**Scoring Guide**

**#4 Item Information**

<p><b>Standard:</b> ELAGSE6.W.1 Write arguments to support claims with clear reasons and relevant evidence.</p>	<p><b>Item Depth of Knowledge:</b> 4 Extended Thinking Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.</p>
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SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Argumentative Genre

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

## ENGLISH LANGUAGE ARTS

	<b>1</b>	<p><i>The student's response is a weak attempt to write an argument and does not support claims with adequate text-based evidence.</i></p> <ul style="list-style-type: none"><li>• May not introduce claim(s)</li><li>• May be too brief to demonstrate an organizational structure, or no structure is evident</li><li>• May not support claim(s)</li><li>• Uses minimal or no words, phrases, or clauses to connect ideas</li><li>• Uses very informal style that is not appropriate for task, purpose, or audience</li><li>• Provides a minimal or no concluding statement or section</li></ul>
	<b>0</b>	<p><i>The student's response is flawed for various reasons:</i></p> <ul style="list-style-type: none"><li>• Blank</li><li>• Copied</li><li>• Too Limited to Score/Illegible/Incomprehensible</li><li>• Non-English/Foreign Language</li><li>• Off Topic/Off Task/Offensive</li></ul>

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 2 for Argumentative Genre

Writing Trait	Score	Description
<p><b>Language Usage and Conventions</b>  <i>This trait examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i></p>	3	<p><i>The student's response demonstrates full command of language usage and conventions.</i></p> <ul style="list-style-type: none"> <li>• Effectively varies sentence patterns for meaning, reader/listener interest, and style</li> <li>• Shows command of language and conventions when writing</li> <li>• Any errors in usage and conventions do not interfere with meaning</li> </ul>
	2	<p><i>The student's response demonstrates partial command of language usage and conventions.</i></p> <ul style="list-style-type: none"> <li>• Varies some sentence patterns for meaning, reader/listener interest, and style</li> <li>• Shows some knowledge of languages and conventions when writing</li> <li>• Has minor errors in usage and conventions with no significant effect on meaning</li> </ul>
	1	<p><i>The student's response demonstrates weak command of language usage and conventions.</i></p> <ul style="list-style-type: none"> <li>• Has fragments, run-ons, and/or other sentence structure errors</li> <li>• Shows little knowledge of languages and conventions when writing</li> <li>• Has frequent errors in usage and conventions that interfere with meaning</li> </ul>
	0	<p><i>The student's response is flawed for various reasons:</i></p> <ul style="list-style-type: none"> <li>• Blank</li> <li>• Copied</li> <li>• Too Limited to Score/Illegible/Incomprehensible</li> <li>• Non-English/Foreign Language</li> <li>• Off Topic/Off Task/Offensive</li> </ul>

## STUDENT RESPONSES

## ELAGSE6.W.1

Response Scores:



**Idea Development, Organization, and Coherence: 4**

**Language Usage and Conventions: 3**

4. In the world of athletics, some people believe that stretching before an activity is extremely important. Others, though, disagree that it should be done.

Write an essay arguing whether stretching has a positive or negative effect on athletes. Think about both sides of the discussion, and then write an argumentative essay supporting either side. In your essay, you will convince the reader whether stretching has a positive or negative effect on athletes.

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

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

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

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

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

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

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

The student has provided a well-developed argumentative essay that fully supports the student's opinion that stretching is detrimental to an athlete.

The essay opens with an effective introduction that engages the reader, states an alternate position (*"people have believed that stretching prevents injuries and decrease the amount of pain"*), and refutes this view (*"the facts say a whole other story"*).

The body of the essay consists of three arguments (*"you may still be injured," "this may have a harmful effect to their overall performance," "stretching is most beneficial to runners or anyother sport that involves running"*). The student develops each using layered elaboration and a variety of techniques, such as concession/rebuttal (*"Although this may be true," "This proves that it doesn't really matter if you stretch or not"*), and using examples from the provided text (*"two groups of men and women aged nineteen to twenty-five were studied"*) as well as the student's own knowledge (*"In wrestling, both opponets try to tackle one another in a way"*).

The essay concludes by summarizing the student's main points (*"stretching harms the overall performance in athlets," "doesn't nessimarily targets other sports," "you still may be injured"*).

The student includes specific information from the passage "Stretching: The Right Way" (*"stretching for slow and long periods of time, makes the muscles more flexible," "stretching benefits runners"*) as well as the passage "Stretching: The Wrong Way to Go" (*"both groups that stretched and didn't, were both injured," "stretching reduced muscle power in the biceps"*).

The response demonstrates full command of language usage and conventions. Clear, complete, and varied sentences are used with a diverse choice of words (*"previously," "strengthens," "performance"*). Although the response contains errors in usage and conventions, including grammar, end punctuation, and spelling (*"athlets," "opponets," "nessimarily"*), the errors do not impede meaning.

## ELAGSE6.W.1

## Response Scores:

Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 3

4. In the world of athletics, some people believe that stretching before an activity is extremely important. Others, though, disagree that it should be done.

Write an essay arguing whether stretching has a positive or negative effect on athletes. Think about both sides of the discussion, and then write an argumentative essay supporting either side. In your essay, you will convince the reader whether stretching has a positive or negative effect on athletes.

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

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

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



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

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

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

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

The student has provided an argumentative essay that supports the student's opinion ("*stretching is good for your body*").

The introduction states the student's position and identifies the viewpoint of each of the two passages.

The body of the essay consists of two arguments ("*stretching is good for you,*" "*it didn't convince me that stretching is bad for you*") that are supported using a self-as-expert approach ("*This made me believe,*" "*This passage didn't effect me*") and personal anecdotes ("*my sister is a competitive dancer and one day she was busy,*" "*now I can't dance, or run*"). The student does draw information from both passages ("*Muscles are like rubber bands,*" "*more research is needed to prove that stretching is bad*"), although the reference to the second text is brief and general.

The essay concludes with a restatement of the student's position.

The response demonstrates full command of language usage and conventions. Sentence structure is clear and complete, with appropriate range and variety and nice word choice ("*convince,*" "*nervous,*" "*extended*"). Errors present in usage and convention, including internal punctuation and spelling ("*becase,*" "*belive*"), do not interfere with meaning.

## ELAGSE6.W.1

### Response Scores:

**Idea Development, Organization, and Coherence: 2**

**Language Usage and Conventions: 2**

4. In the world of athletics, some people believe that stretching before an activity is extremely important. Others, though, disagree that it should be done.

Write an essay arguing whether stretching has a positive or negative effect on athletes. Think about both sides of the discussion, and then write an argumentative essay supporting either side. In your essay, you will convince the reader whether stretching has a positive or negative effect on athletes.

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

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

period of time. I can also increase how well you do in certain types of hobbies such as track and field sports. I hope that you will decide to start stretching before exercising because it is a great way to increase your running skills, and it also a great benefit for runners.

The student has provided an argumentative essay that attempts to support the student's opinion (*"I think it is a good idea to stretch before you exercise"*).

The essay begins with a brief introduction that states an alternate viewpoint (*"Many people think that stretching is bad for you"*) followed by the student's position with a slight extension to the idea (*"it reduces the amount of pain or stress your body gets when running"*).

The body of the essay lacks organization, consisting mainly of listed reasons in support of the position. These lack depth of elaboration, or in many cases, any elaboration at all. The student attempts to use techniques such as self as expert (*"I stretch every morning after waking up"*), but the arguments are ineffective because they do not connect with the surrounding statements. The student includes a number of statements from the passage "Stretching: The Right Way" (*"... increases the flexibility of your muscles," "muscles are like rubber bands," "allows you to take longer strides"*), but these excerpts are not integrated with the student's own writing and become merely a regurgitation of the passage. No material is included from the second passage.

The essay concludes with a brief call to action (*"I hope that you will decide to start stretching before exercising"*).

The response demonstrates partial command of language usage and conventions. Errors are noticeable but do not overly affect meaning. There is no use of commas or paragraphing in the response. Other errors exist in sentence structure, including a fragment, and spelling (*"belive," "musceles," "ruduces," "benifit"*).

ELAGSE6.W.1

Response Scores:



**Idea Development, Organization, and Coherence: 1**

**Language Usage and Conventions: 1**

4. In the world of athletics, some people believe that stretching before an activity is extremely important. Others, though, disagree that it should be done.

Write an essay arguing whether stretching has a positive or negative effect on athletes. Think about both sides of the discussion, and then write an argumentative essay supporting either side. In your essay, you will convince the reader whether stretching has a positive or negative effect on athletes.

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

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



The student has provided a weak attempt at an argumentative essay in support of the student's opinion ("*stretching is good for you*").

The essay begins with a confusing introduction that does not take a position. After a rhetorical question ("*Do stretching have a positive or negative effect on athletes?*"), it merely states the two passages have different opinions.

The body of the essay is an attempt at a summary of each of the passages. When the student does interject his/her own thoughts, they either fail to add value or create confusion ("*There you go you have did your stretching,*" "*This seems like to be another one of those time when a large number of people just isn't true*"). The student does find some common ground between the two passages ("*both say stretching is important for runners*"), and that leads to the writer finally stating a position. However, the student then goes off on a tangent after misunderstanding a passage ("*how can the earth be flat it's round*"). The essay suffers from a complete lack of organization.

The essay concludes with a bit of persuasion ("*I hope you learn that stretching is good for you*") and humor ("*one more thing the earth is not flat*").

The response demonstrates little command of language usage and conventions. Errors are frequent and interfere with meaning. Sentences are poorly constructed; problems include fragments, run-ons, and awkward sentences. Grammar errors are numerous ("*don't do no better,*" "*you have did your stretching,*" "*That's was my essay,*" "*a physical activities,*" "*A other,*" "*if you don't stretching*").

Grade 6  
MATHEMATICS  
Sample Constructed-Response Items

**CONSTRUCTED-RESPONSE ITEM**

**MGSE6.EE.9a**

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

**Profit on Sales**

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

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

$y =$  \_\_\_\_\_

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

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**#5 Item Information**

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

Score Point	Description
<b>2</b>	<p>Response demonstrates a complete understanding of the standard.</p> <p>Give 2 points for student identifying that <math>y</math> is 150 times greater than <math>x</math> and providing a correct explanation.</p> <p><b>Exemplar Response:</b>  <math>150x</math> (1 point)  <u>AND</u>                      I divided 450 by 3, 1,050 by 7, and so on to get the coefficient of <math>x</math>. (1 point)  <u>OR</u>                      Other valid response</p>
<b>1</b>	<p>Response demonstrates partial understanding of the standard.</p> <p>Student earns 1 point for answering 1 key element.</p>
<b>0</b>	<p>Response demonstrates limited to no understanding of the standard.</p> <p>Student earns 0 points because the student does not show understanding of analyzing the relationship between dependent and independent variables using tables and relating these to the equation.</p>

STUDENT RESPONSES

MGSE6.EE.9a

Response Score: 2

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

Profit on Sales

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

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

$y =$  \_\_\_\_\_

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

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

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The response demonstrates complete understanding by providing the correct equation ( $y = 150x$ ) and by providing a correct explanation for how the coefficient of  $x$  was calculated. The student shows the relationship between the dependent and independent variables and is able to use the table to calculate the rate of profit per computer sold and complete the equation.

MGSE6.EE.9a

Response Score: 1



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

**Profit on Sales**

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

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

$y =$  \_\_\_\_\_

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

150x, it is a linear equation

The response demonstrates a partial understanding by providing the correct equation ( $y = 150x$ ). Though the student identifies the equation as linear, the explanation is incomplete and does not demonstrate a complete understanding.

MGSE6.EE.9a

Response Score: 0



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

**Profit on Sales**

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

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

$y =$  \_\_\_\_\_

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

150

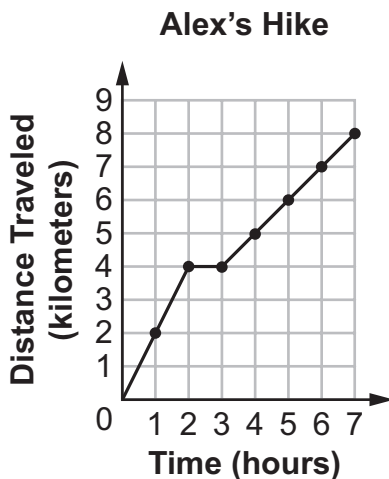
▼  
▲

The response demonstrates inadequate understanding of the concepts being tested. The student provides the value of the coefficient of  $x$  but no explanation of how this value was found, and the expression does not correctly complete the equation.

CONSTRUCTED-RESPONSE ITEM

MGSE6.RP.3

6. Alex hiked up a mountain. The graph shows Alex’s distance traveled,  $y$ , after  $x$  hours.



Part A: What was Alex’s average hiking rate, in kilometers per hour, between hour 0 and hour 2? Explain how you found your answer. **Write your answer in the space provided on your answer document.**

Part B: Did Alex hike faster, in kilometers per hour, between hour 3 and hour 7 or between hour 0 and hour 2? Explain how you found your answer. **Write your answer in the space provided on your answer document.**

Part C: Alex hiked a total of 8 kilometers. How many METERS did Alex hike? (1 kilometer = 1,000 meters)  
**Write your answer in the space provided on your answer document.**

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## #6 Item Information

<p><b>Standard:</b> MGSE6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems utilizing strategies such as tables of equivalent ratios, tape diagrams (bar models), double number line diagrams, and/or equations.</p>	<p><b>Item Depth of Knowledge: 3</b> Strategic Thinking Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</p>
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## ITEM-SPECIFIC SCORING GUIDELINE

Score Point	Description
4	<p>Response demonstrates a complete understanding of the standard.</p> <p>Give 4 points for correctly identifying Alex’s average hiking rate between hours 0 and 2, explaining how this rate was determined, explaining how the graph shows that Alex hiked faster between hours 0 and 2 than between hours 3 and 7, and identifying the total distance, in meters, Alex hiked.</p> <p><b>Exemplar Response:</b>  <b>Part A:</b> 2 (1 point)  <u>AND</u>                      Alex hiked 4 kilometers in 2 hours. I divided 4 by 2 to find his speed. (1 point)  <b>Part B:</b> Alex hiked faster between hour 0 and hour 2 because between hour 3 and hour 7, he hiked 4 kilometers in 4 hours. That is only 1 kilometer per hour. (1 point)  <b>Part C:</b> 8000 (1 point)  <u>OR</u>                      Other valid response</p>
3	<p>Response demonstrates nearly complete understanding of the standard.</p> <p>Student earns 3 points for answering 3 key elements.*</p>
2	<p>Response demonstrates partial understanding of the standard.</p> <p>Student earns 2 points for answering 2 key elements.*</p>
1	<p>Response demonstrates minimal understanding of the standard.</p> <p>Student earns 1 point for answering 1 key element.*</p>
0	<p>Response demonstrates limited to no understanding of the standard.</p> <p>Student earns 0 points because the student does not show understanding of solving unit rate problems and using ratio reasoning to convert measurement units within one system of measurement.</p>

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

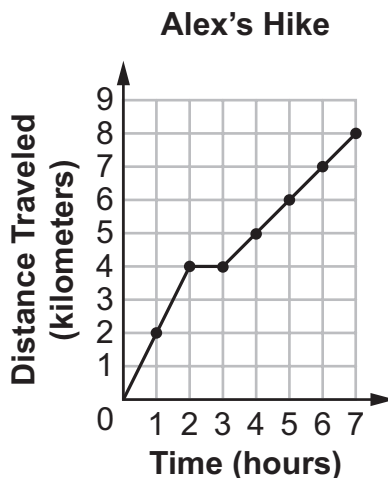
STUDENT RESPONSES

MGSE6.RP.3

Response Score: 4



6. Alex hiked up a mountain. The graph shows Alex’s distance traveled,  $y$ , after  $x$  hours.



Part A: What was Alex’s average hiking rate, in kilometers per hour, between hour 0 and hour 2? Explain how you found your answer. **Type your answer in the space provided.**

Part B: Did Alex hike faster, in kilometers per hour, between hour 3 and hour 7 or between hour 0 and hour 2? Explain how you found your answer. **Type your answer in the space provided.**

Part C: Alex hiked a total of 8 kilometers. How many METERS did Alex hike? (1 kilometer = 1,000 meters) **Type your answer in the space provided.**

A: 2 because after 1 hour she had walked 2 miles	▼
B: between hour 0-2 because she is going twice as fast	
C: 8000	▲

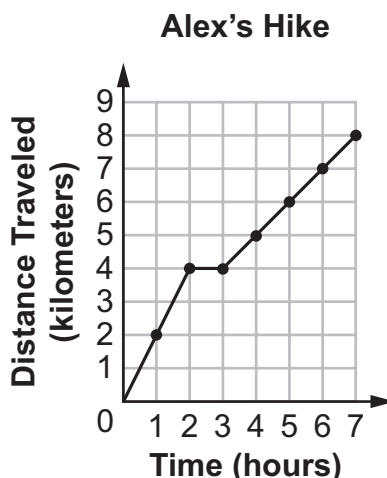
The response demonstrates a complete understanding by providing a correct answer in Part A (2) and in Part C (8000), by providing a correct explanation of how the rate was found for Part A, and by providing an explanation of when Alex was hiking at the faster rate in Part B. The student correctly states that Alex walked 2 miles in 1 hour and understands that this gives the rate. The student correctly states that Alex was walking twice as fast during hours 0 to 2, which shows understanding of using the right information in the graph to compare rates. The student correctly converts the number of kilometers to the number of meters in Part C. The misunderstanding between units (miles and kilometers) does not show misunderstanding of the concepts measured.

MGSE6.RP.3

Response Score: 3



6. Alex hiked up a mountain. The graph shows Alex’s distance traveled,  $y$ , after  $x$  hours.



Part A: What was Alex’s average hiking rate, in kilometers per hour, between hour 0 and hour 2? Explain how you found your answer. **Type your answer in the space provided.**

Part B: Did Alex hike faster, in kilometers per hour, between hour 3 and hour 7 or between hour 0 and hour 2? Explain how you found your answer. **Type your answer in the space provided.**

Part C: Alex hiked a total of 8 kilometers. How many METERS did Alex hike? (1 kilometer = 1,000 meters) **Type your answer in the space provided.**

2 kilometers per hour

Hour 0-2  
 Hour 0-2  $(4-0)/(2-0) = 2$       Hour 3-7  $(8-4)/(7-3) = 4/4 = 1$   
 2 is bigger than 1

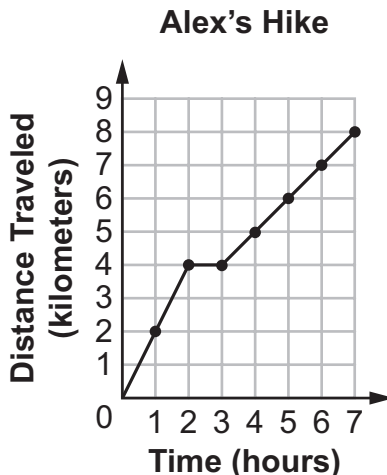
800

The response demonstrates a partial understanding by providing a correct answer in Part A (2) and a correct explanation of how the rate was found for Part A and by providing an explanation of when Alex was hiking at the faster rate in Part B. The student correctly calculates the rate during hours 0–2 and the rate during hours 3–7 and compares them correctly. The student uses an incorrect conversion factor in Part C, and the response provided for Part C (800) is incorrect.

MGSE6.RP.3

Response Score: 2

6. Alex hiked up a mountain. The graph shows Alex’s distance traveled,  $y$ , after  $x$  hours.



Part A: What was Alex’s average hiking rate, in kilometers per hour, between hour 0 and hour 2? Explain how you found your answer. **Write your answer in the space provided on your answer document.**

Part B: Did Alex hike faster, in kilometers per hour, between hour 3 and hour 7 or between hour 0 and hour 2? Explain how you found your answer. **Write your answer in the space provided on your answer document.**

Part C: Alex hiked a total of 8 kilometers. How many METERS did Alex hike? (1 kilometer = 1,000 meters)  
**Write your answer in the space provided on your answer document.**

A: 0.5 kilometers per hour

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B: the first part because the slope is

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steeper

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C: 8000

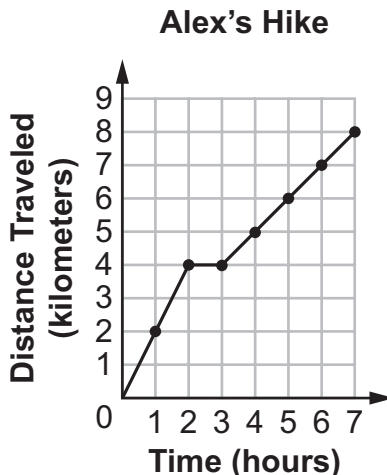
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The response demonstrates a partial understanding by providing a correct answer in Part B (the first part because the slope is steeper) and in Part C (8000). The student shows understanding that a steeper positive slope on the graph indicates a greater rate of speed and correctly states that Alex's rate is greater at the beginning. The student correctly converts the number of kilometers to the number of meters in Part C.

MGSE6.RP.3

Response Score: 1

6. Alex hiked up a mountain. The graph shows Alex’s distance traveled,  $y$ , after  $x$  hours.



Part A: What was Alex’s average hiking rate, in kilometers per hour, between hour 0 and hour 2? Explain how you found your answer. **Write your answer in the space provided on your answer document.**

Part B: Did Alex hike faster, in kilometers per hour, between hour 3 and hour 7 or between hour 0 and hour 2? Explain how you found your answer. **Write your answer in the space provided on your answer document.**

Part C: Alex hiked a total of 8 kilometers. How many METERS did Alex hike?  
(1 kilometer = 1,000 meters)

**Write your answer in the space provided on your answer document.**

<p>2</p> <hr/> <p>Hr 0-2</p> <hr/> <p>8 kilometers</p> <hr/> <hr/>
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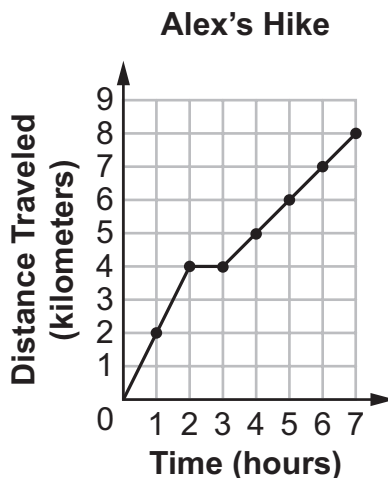
The response demonstrates a minimal understanding of the concepts being measured by providing a correct answer for Part A, though no process is shown. Though the student has correctly identified the period during which Alex was hiking at the faster rate, the required explanation is not present. The student does not convert the 8 kilometers to meters in Part C.

MGSE6.RP.3

Response Score: 1



6. Alex hiked up a mountain. The graph shows Alex’s distance traveled,  $y$ , after  $x$  hours.



Part A: What was Alex’s average hiking rate, in kilometers per hour, between hour 0 and hour 2? Explain how you found your answer. **Type your answer in the space provided.**

Part B: Did Alex hike faster, in kilometers per hour, between hour 3 and hour 7 or between hour 0 and hour 2? Explain how you found your answer. **Type your answer in the space provided.**

Part C: Alex hiked a total of 8 kilometers. How many METERS did Alex hike? (1 kilometer = 1,000 meters)  
**Type your answer in the space provided.**

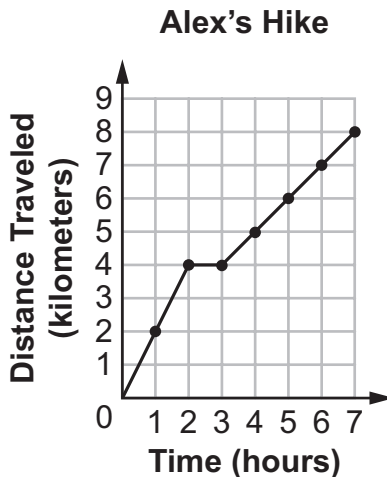
1	▼
Between 3-7 because it goes up higher	
8000 meters	▲

The response demonstrates minimal understanding by providing a correct answer to Part C. The answers in Parts A and B are incorrect and show misunderstanding of the necessary parts of the graph to find a rate.

MGSE6.RP.3

Response Score: 0

6. Alex hiked up a mountain. The graph shows Alex’s distance traveled,  $y$ , after  $x$  hours.



Part A: What was Alex’s average hiking rate, in kilometers per hour, between hour 0 and hour 2? Explain how you found your answer. **Write your answer in the space provided on your answer document.**

Part B: Did Alex hike faster, in kilometers per hour, between hour 3 and hour 7 or between hour 0 and hour 2? Explain how you found your answer. **Write your answer in the space provided on your answer document.**

Part C: Alex hiked a total of 8 kilometers. How many METERS did Alex hike? (1 kilometer = 1,000 meters) **Write your answer in the space provided on your answer document.**

4

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They are equal between hour 0 and 2 alex went 4 and between hour 3 and hour 7 he went 4 also

They are the same

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80

The response demonstrates inadequate understanding of the concepts being tested. The student misunderstands the key parts of the graph to find the rate in Part A and in Part B. The student provides the number of miles for both hours 0–2 and hours 3–7. The student attempts to convert 8 kilometers to meters but uses an incorrect conversion factor.

END OF SAMPLER  
QUESTIONS

