



Grades 4

Text-Dependent Analysis Sampler



Wisconsin Department of Public Instruction
Jill K. Underly, PhD, State Superintendent

Wisconsin Forward Exam Text-Dependent Analysis Sampler Grade 4

Developed by
The Wisconsin Department of Public Instruction
Office of Student Assessment

Adapted From
The Pennsylvania Department of Education's
Pennsylvania System of School Assessment
English Language Arts Item and Scoring Sampler for 4th Grade



Wisconsin Department of Public Instruction
Jill K. Underly, PhD, State Superintendent
Madison, Wisconsin

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Introduction

Overview

The English language arts (ELA) section of the Forward Exam includes a Text-dependent Analysis (TDA) question. A TDA requires students to use their best writing skills to compose an essay. Within the essay, the student must respond to a question and support their answer (claims, opinions, ideas) using evidence from the passage(s) read. The TDA allows students to demonstrate their ability to interpret the meaning behind the passage by writing an analysis and providing supporting evidence.

In order to successfully answer a TDA, students must

- demonstrate a deep understanding of the passage(s).
- thoroughly analyze passage(s) to support claims, opinions, and ideas.
- use a strong organizational structure with effective introduction, body, and conclusion paragraphs.
- reference the passage(s) using main ideas, details, examples, quotes, and/or facts as evidence.
- use precise language from the passage(s).
- use proper grammar and punctuation.

Students will have up to 5,000 characters to formulate their response.

The TDA portion of the Forward Exam requires students to read the text and then respond in writing in one of several ways:

- identifying and explaining a theme or central idea, using textual evidence to support the claim about what that theme or central idea is, and
- analyzing the development of an event, character, central ideas, or theme, using textual evidence to support the explanation and analysis.

This document contains samples of TDA test questions, stimulus passages, and student responses. It is intended to be used as a guide for educators and students when preparing for the Forward Exam.

Connection to the Standards

Wisconsin's Academic Standards for English Language Arts (ELA) are divided into the four areas of reading, writing, speaking and listening, as well as language use.

The ELA writing standards include a cluster of three standards called "Text Types and Purposes" which are:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured sequences.

The writing standards also include a cluster called “Research to Build and Present Knowledge.” Standard 9 in this cluster is: draw evidence from literary or information texts to support analysis, reflection, and research.

The ELA reading standards include a cluster of three standards called “Key Ideas and Details” which are:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of the text.

Questions or prompts require students to prove their knowledge and abilities as stated in the above referenced reading and writing standards. Further, these prompts show that literacy is an integrated process where reading and writing (and speaking and listening and language use) are not separate skills, but work together. However, it is important to recognize that Forward Exam results on the TDA portion are reported as an assessment of purely the writing standards noted above.

Rubric and Scoring

The TDA is scored using a [four point holistic rubric](#) that measures writing skills and the student’s ability to analyze and use information from the passage in order to develop a comprehensive essay. The rubric is provided with each sample TDA in this document. Students may receive an initial score of 0-4. This score is then multiplied by 2 giving the student a final TDA score of 0, 2, 4, 6, or 8.

Automated essay scoring or artificial intelligence (AI) scoring is used to score student responses to the TDA. AI scoring of essays is reliable when compared to traditional human scoring. Successful models rely heavily on accurately scored student responses from which the AI training sets are derived. To develop the AI training sets, student responses are scored twice, independently, by DRC’s professional hand scoring staff. Once a representative sample is scored, responses and corresponding scores are delivered to the AI team for model development. Using previously scored student responses, specialists create task specific algorithms that are used to accurately predict how humans would score these student responses. To validate AI scoring accuracy, DRC conducts a 20 percent human read behind of randomly selected student responses. This double check of scoring provides an additional quality check of the AI scoring engine.

There may be some instances where AI is unable to score a student response. These types of responses are routed to DRC’s hand scoring team for evaluation. DRC will either complete human hand scoring for these responses or confirm that the responses are not-scoreable. The following is a list of reasons the TDA would not be scoreable and would receive a score of zero:

- Blank
- Almost all copied text (from passage or question)
- In a language other than English
- Incoherent (e.g., best day school teacher inspired so I car)
- Insufficient length
- Responses that address some part of the question, but does not refer to the passage as evidence
- Responses that consist solely, or almost solely, of text copied directly from the passage(s)
- Refusal
- Off topic

Purpose and Uses

The TDA samples in this booklet will **not** be used on the Forward Exam and may, therefore, be used for professional development, improving instruction, and student practice. The sample questions in this document illustrate the layout of the TDA that students will encounter on the Forward Exam. This document also includes student responses at each score level as well as the comments that accompany each response.

Professional Development

Sample questions are useful as educators engage in conversations about what students are expected to know and be able to do to demonstrate proficiency on the Forward Exam relative to the Wisconsin Academic Standards for ELA. Sample items can inform discussions about state and local standards, curriculum, instruction, and assessment.

Improving Instruction

Teachers may use the TDA sample questions in classroom activities in order to help students understand how to:

- respond to TDA questions in essay form using with complete, thought-out answers; and
- use good test-taking strategies.

Student Practice and Test Preparation

Students may perform better and with less anxiety if they are familiar with the format of the test and with the types of questions they will be required to answer. All students should have the opportunity to practice with the Online Tools Training (OTT) to work with the item types and tools they will encounter on the exam within the online testing system. The OTT includes a sample TDA.

While using this TDA Sampler for test preparation practice, care should be taken that this is done in a **balanced manner and one that helps to enhance student knowledge of subject matter** as well as test performance. It is not recommended that excessive time be spent prepping students for any item type. TDAs measure specific standards and therefore should be incorporated into day-to-day classroom instruction. Additional TDA resources are available for use during instruction on the [Forward Exam Resources web page](#).

Please note that test preparation is only useful to the extent that it is also teaching content area knowledge and skills. Therefore, the use of this resource for test preparation is of limited value to students due to the narrow opportunity for content learning. It is very important to ensure that teachers are teaching to the curriculum and not to the test, as teaching to the test narrows the focus of instruction to only that content covered by the test.

Additional TDA Resources

TDA Resources for educators and students are available on the Forward Exam Resources Webpage. These resources include:

- How to Organize a TDA
- TDA Training Presentation (for educators)
- TDA Fact Sheet
- TDA Frequently Asked Questions
- TDA Item Samplers by grade level
- TDA Rubric
- TDA Writer's Checklist
- Tips for Writing a TDA

Testing Time for the Forward Exam

The suggested testing time for the TDA is 40-60 minutes. As the Forward Exam is an untimed test, students should be given as much time as necessary to complete the TDA within reason. It is strongly recommended that the TDA be administered first thing in the morning, allowing students ample time to complete their essay without having to return to it another day. Students should not be writing the TDA for several hours so please make sure students are making progress and completing the TDA in a reasonable amount of time.

Sample Items

Each TDA is displayed with a scoring rubric and examples of student responses with scores and annotations.

Directions

On the following pages are the reading passages and corresponding TDAs.

Directions for Text-Dependent Analysis (TDA) Questions:

The ELA TDA question will ask you to analyze the passage and use the evidence from the passage to write a response.

For the TDA response:

- Be sure to read the passage or passages and TDA question carefully.
- Review the Writer's Checklist to help you plan and organize your essay.
- You may look back at the passage to help you write your response.
- Be sure you have an introduction, supporting paragraphs, and conclusion.
- Be sure to check that your essay contains evidence from the passage to support your response.
- Be sure you explain your evidence.
- Be sure to check your essay for errors in capitalization, spelling, sentence formation, punctuation, and word choice.

Passage 1

Read the following passage.

One Lucky Fish

When I was nine years old, I had a pet fish that I named Fin. After months of saving and not buying myself any treats, I had finally set aside enough money to purchase Fin from the pet store. I also splurged on a really cool tank and decorations for Fin's home. I carpeted the floor of the tank in colorful pebbles and stuck a "No Fishing" statue in the corner. Fin also had a castle with windows and a door he could swim through. I was so happy when my dad said I could keep Fin's tank in my room. Sometimes, I would draw pictures of other fish and ocean scenes and tape them to the side of the tank so my aquatic roommate wouldn't get lonely while I was at school.

It was so much fun to share a room with Fin. However, after I'd had Fin for about a month, I noticed that the tank was collecting a greenish film of scum around the glass and it was starting to smell. My dad asked me to bring the unit into the kitchen so he could teach me how to clean it. He wanted to make sure I knew what to do so that Fin wouldn't get hurt.

First, my dad had me reach carefully into the tank and remove the castle and statue. When I took my hand out of the water, I noticed that the water was a lot dirtier than I had previously realized. Wow, that water sure smelled like rotting garbage!

"That's disgusting!" I said. "Let's hurry up and get rid of this stinky water, Dad!"

"Not so fast, Greg," Dad said. "We need to save a little of the old water, because Fin needs a place to stay while we clean the tank."

"Why can't we just put him straight into some fresh water?" I asked.

"Regular water from the sink can be harmful to fish," Dad explained. "That means that we can't put Fin into fresh water right away. Instead, we need to put him in a cup with some of the dirty water for a little while. While he's waiting, we'll scrub and rinse the whole tank and fill it up with new water."

Then dad showed me a bottle of some special drops that we would add to the new water in the tank to make it safe for Fin. Once the drops were in the new water, Fin would be able to go home to a clean tank.

All of that seemed easy enough. In fact, I was starting to consider myself to be a fish expert. I figured that the next time, I'd be able to clean the tank all by myself.

When it was time to take Fin out of the dirty water, I held a cup over the sink while Dad coaxed Fin out of his tank. Fin made his way toward the edge of the cup. But in the blink of an eye, he suddenly jumped out of the stream of water. He missed the cup completely and went straight down the drain!

I was horrified. "Fin!" I yelled. "Dad, we have to help him!"

Dad gasped and quickly stuck his hand down the drain. It seemed like hours, but it was probably only seconds until Dad pulled his hand back out. Thankfully, Fin was safe within Dad's grasp. He flopped about wildly as Dad placed him back inside the cup.

"Wow," Dad said as he let out a sigh of relief. "That was a close one, Greg. Next time, we'll be sure to plug the drain, okay?"

I was still in shock but managed a slow nod of agreement.

Fin was one lucky fish. He'd been through a terrible experience, but he had survived! He's had a peaceful life ever since and is still swimming happily around his tank today. Plus, Dad and I learned an important lesson from what happened to Fin. Even when we think we have taken all the right precautions, it can't hurt to be extra careful!

Writer’s Checklist for the Text-Dependent Analysis Question

PLAN before you write

- Read the entire passage(s) carefully.
- Read the question carefully.
- Think about how the question relates to the passage(s).
- Organize your ideas on scratch paper. Use a thought map or outline to plan your essay.
- Plan to include multiple paragraphs in your essay.

FOCUS while you write

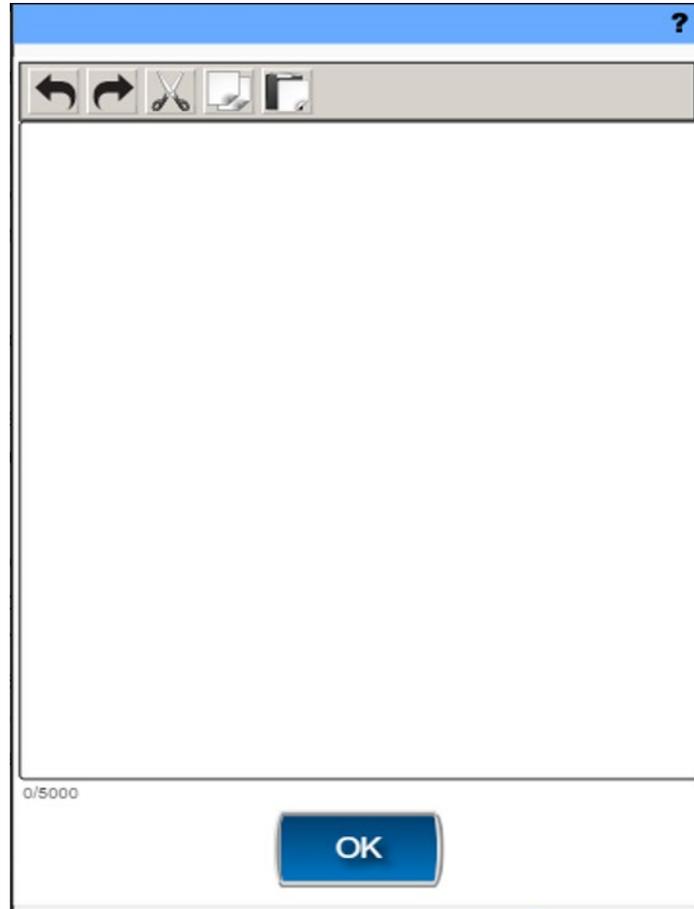
- Analyze and explain what you think about the information from the passage(s) in your essay.
- Support and develop the ideas in your essay by using text evidence from the passage(s).
- Use correct language, a variety of sentence types, and transitions between paragraphs in your essay.
- Organize your essay with an introduction, body, and conclusion.

PROOFREAD after you write

- I re-read the question and my final essay answers the question.
- I included my own thoughts and ideas in my essay.
- I included evidence from the passage(s) to support my ideas in my essay.
- I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.
- I used correct language, a variety of sentence types, and paragraph transitions in my essay.

Text-Dependent Analysis Question 1

The theme of “One Lucky Fish” is the importance of Greg’s relationship with his fish, Fin. Write an essay explaining how key details in the story support this theme. Use evidence from the story to support your answer.



A text entry box for an essay response. The box has a blue header bar with a question mark icon on the right. Below the header is a toolbar with icons for undo, redo, cut, copy, and paste. The main area is a large white rectangle for writing. At the bottom left, there is a character count "0/5000". At the bottom center, there is a blue button labeled "OK".

Text-Dependent Analysis Scoring Rubric

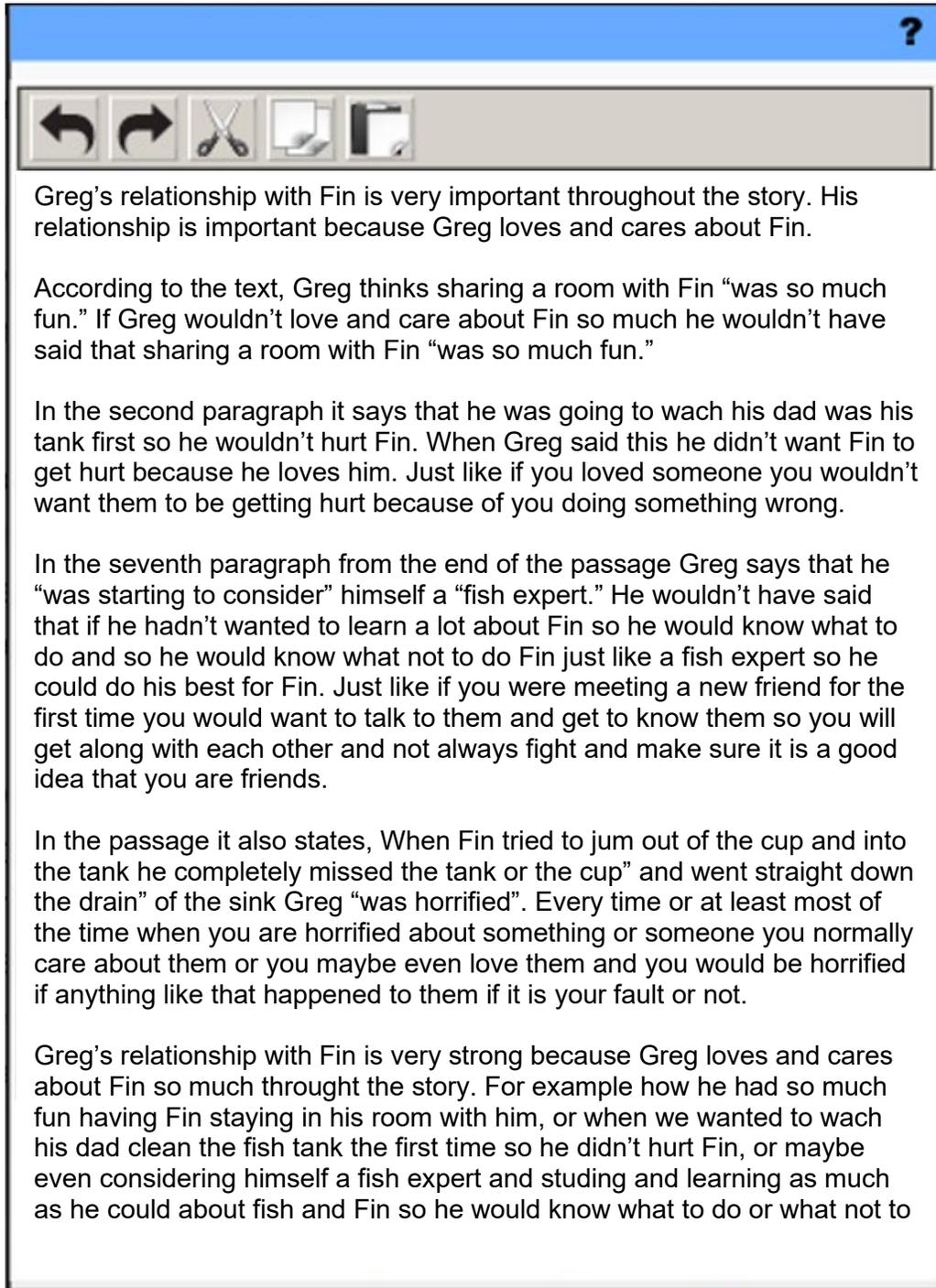
Points	Criteria
<p style="text-align: center;">4</p> <p style="text-align: center;">Demonstrates effective analysis of text and skillful writing</p>	<ul style="list-style-type: none"> • Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s). • Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas. • Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion. • Substantial, accurate, and direct reference to the text(s) using an effective combination of details, examples, quotes, and/or facts. • Substantial reference to the main ideas and relevant key details of the text(s). • Skillful use of transitions to link ideas within categories of textual and supporting information. • Effective use of precise language and domain-specific vocabulary drawn from the text(s). • Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning.
<p style="text-align: center;">3</p> <p style="text-align: center;">Demonstrates adequate analysis of text and appropriate writing</p>	<ul style="list-style-type: none"> • Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s). • Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas. • Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion. • Sufficient, accurate, and direct reference to the text(s) using an appropriate combination details, examples, quotes, and/or facts. • Sufficient reference to the main ideas and relevant key details of the text(s). • Appropriate use of transitions to link ideas within categories of textual and supporting information. • Appropriate use of precise language and domain-specific vocabulary drawn from the text(s). • Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning.
<p style="text-align: center;">2</p> <p style="text-align: center;">Demonstrates limited analysis of text and inconsistent writing</p>	<ul style="list-style-type: none"> • Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s). • Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas. • Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion.

	<ul style="list-style-type: none"> • Limited and/or vague reference to the text(s) using some details, examples, quotes, and/or facts. • Limited reference to the main ideas and relevant details of the text(s). • Limited use of transitions to link ideas within categories of textual and supporting information. • Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s). • Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning.
<p style="text-align: center;">1</p> <p style="text-align: center;">Demonstrates minimal analysis of text and inadequate writing</p>	<ul style="list-style-type: none"> • Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s). • Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas. • Minimal evidence of an organizational structure and focus on the task with arbitrarily grouped ideas that may or may not include an introduction, development, and/or conclusion. • Insufficient reference to the text(s) using few details, examples, quotes, and/or facts. • Minimal reference to the main ideas and relevant details of the text(s). • Few, if any, transitions to link ideas. • Little or no use of precise language or domain-specific vocabulary drawn from the text(s). • Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning.
<p style="text-align: center;">0</p> <p style="text-align: center;">Student received the score of 0 due to one of the following</p>	<ul style="list-style-type: none"> • Completely blank response. • Response indicates a refusal to attempt the task. • Response is illegible. • Response is too insufficient to be assessed. • Written entirely in a language other than English. • No reference to the item or passage provided, but does not seem to constitute an intentional refusal. • Consists solely, or almost solely, of text copied directly from the text(s) with little or no original student writing.

Text-Dependent Analysis Sample Student Responses

The theme of “One Lucky Fish” is the importance of Greg’s relationship with his fish, Fin. Write an essay explaining how key details in the story support this theme. Use evidence from the story to support your answer.

Response Score 4



Greg’s relationship with Fin is very important throughout the story. His relationship is important because Greg loves and cares about Fin.

According to the text, Greg thinks sharing a room with Fin “was so much fun.” If Greg wouldn’t love and care about Fin so much he wouldn’t have said that sharing a room with Fin “was so much fun.”

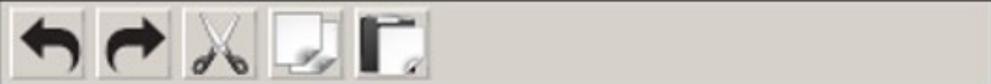
In the second paragraph it says that he was going to wach his dad was his tank first so he wouldn’t hurt Fin. When Greg said this he didn’t want Fin to get hurt because he loves him. Just like if you loved someone you wouldn’t want them to be getting hurt because of you doing something wrong.

In the seventh paragraph from the end of the passage Greg says that he “was starting to consider” himself a “fish expert.” He wouldn’t have said that if he hadn’t wanted to learn a lot about Fin so he would know what to do and so he would know what not to do Fin just like a fish expert so he could do his best for Fin. Just like if you were meeting a new friend for the first time you would want to talk to them and get to know them so you will get along with each other and not always fight and make sure it is a good idea that you are friends.

In the passage it also states, When Fin tried to jum out of the cup and into the tank he completely missed the tank or the cup” and went straight down the drain” of the sink Greg “was horrified”. Every time or at least most of the time when you are horrified about something or someone you normally care about them or you maybe even love them and you would be horrified if anything like that happened to them if it is your fault or not.

Greg’s relationship with Fin is very strong because Greg loves and cares about Fin so much throught the story. For example how he had so much fun having Fin staying in his room with him, or when we wanted to wach his dad clean the fish tank the first time so he didn’t hurt Fin, or maybe even considering himself a fish expert and studing and learning as much as he could about fish and Fin so he would know what to do or what not to

?



do for Fin, and last but not least when he was horrified because Fin feel in the drain. That is why Greg's relationship is very strong

2191/5000

OK

Annotation:

- This response demonstrates exemplary analysis of text, use of evidence, and writing skills.
- The response thoroughly addresses the task of explaining how key details in the story support the theme.
- The response demonstrates thorough understanding of the text and analyzes both implicit and explicit ideas.
- Specific evidence from the text to thoroughly support the analysis is integrated through the use of numerous details, examples, and quotes.
- Paraphrases and quotes attribute information to the text.
- The response is well-focused on how details from the story support the theme. The response includes a purposeful introduction, body, conclusion, and transitions.
- Precise word choice and vocabulary from the text are used to enhance ideas.
- Errors in conventions do not interfere with meaning.

The theme of “One Lucky Fish” is the importance of Greg’s relationship with his fish, Fin. Write an essay explaining how key details in the story support this theme. Use evidence from the story to support your answer.

Response Score 3

?

The key details in this passage show you how Greg has an important relationship with Fin, his pet fish. The first few key details appear in paragraph one. The author says that Greg had save up all his money to buy Fin. Greg also saved up a lot of money to spend on a cool aquarium, decorations, and pebbles for Fin to make him feel comfortable. He was also very excited when his dad told him he could keep Fin in his own bedroom. You can tell that Greg cared about his fish because he also drew ocean scenes so Fin wouldn't get lonely while Greg wasn't home. When it was time to clean Fin's tank, Greg said that the tank looked disgusting, so he would want Fin to have a clean tank right away. You can tell that he cares because next time, he'd also be able to take care of Fin all by himself. And when Fin fell down the drain, the author wrote that Greg was horrified. Greg loves Fin, and Greg doesn't want any anything bad to happen to him. Fin could have died!

963/5000

OK

Annotation:

- This response demonstrates effective analysis of text, use of evidence, and writing skills.
- The response addresses all parts of the task and demonstrates understanding of the text.
- Explicit and implicit (you can tell he cared because he also drew ocean scenes) ideas from the text are analyzed.
- Specific examples and details are integrated into the response.
- The evidence is relevant and accurate and supports the analysis that “the key details in the passage show you how Greg has an important relationship with Fin”.
- An appropriate organizational pattern and mode are demonstrated. Paraphrases attribute information to the text (the author wrote that Greg was horrified).
- The response is focused and includes a clear introduction and body.
- Precise word choice and content-specific vocabulary are utilized.
- Errors in conventions seldom interfere with meaning.

The theme of "One Lucky Fish" is the importance of Greg's relationship with his fish, Fin. Write an essay explaining how key details in the story support this theme. Use evidence from the story to support your answer.

Response Score 3

?



I can tell that Greg really really cares about Fin a Lot. Here are fome details from the text on how I know that the main idea is that Greg has an importance relationship with Fin.

Greg really like Fin. Once reason on how I know is because he saved up all that money just so he could buy Fin. Also he made pictures of other fish and stuck them to the wall of Fin's fish tank so he wouldn't be lonely when Greg was at school. Another example from the text on how I know, is that when he noticed that there was green stuff around the tank, he told his dad right away. And he helped clean it. He didn't just say, No dad you do it. I don't want to." He helped clean it. And when Fin missed the cup and was headed for the drain, he yelled, "Dad! He's going to go in the drain! We need to help him!" insted of not care.

Those were some fact about how I know that Greg cared about Fin and the main idea was that Greg had a good relationship with Fin.

945/5000

OK

Annotation:

- This response demonstrates effective analysis of text, use of evidence, and writing skills.
- The response addresses the task and demonstrates understanding of the text.
- Many explicit and a few implicit ideas from the text are analyzed.
- Relevant and accurate evidence is integrated into the response and is clearly linked to the analysis of the theme.
- Paraphrases and quotes attribute information to the text.
- The response is focused on the main idea is the importance of Greg's relationship with Fin.
- A clear introduction and body, as well as a partially effective conclusion are present.
- Precise word choice and content-specific vocabulary are utilized.
- Errors in conventions seldom interfere with meaning.

The theme of “One Lucky Fish” is the importance of Greg’s relationship with his fish, Fin. Write an essay explaining how key details in the story support this theme. Use evidence from the story to support your answer.

Response Score 2

?



Have ever had a pet fish? I’m going to show you the key details of Greg and Fin’s relationship.

First, Greg doesn’t spend his money just to save it up to purchase a fish. He doesn’t want any treats, toys, or stuff like that. Greg also bought a cool tank and some decorations for his aquatic friend to live in. He also put up a statue that said “No Fishing” so people doe “acidently” fish Fin. Fin also had his own castle! Now Fin could rule the fish tank! Greg also drew pictures of other fish so Fin wouldn’t feel lonely. His dad gave Greg permission that Fin could stay in his room. Don’t people do this when they get something they really wanted for their whole life?

Next, after a month of having Fin, Greg noticed something peculiar. The water was getting dirty and there was a bad odor. He quickly reacted and told his father about it. His dad told him to get the tank and take it to the kitchen. Greg did it as soon as his dad finished explaining. When he did what he was told his dad told him he was going to show him how to clean a fish tank. If Fin was a human or could understand humans, he should be relieved because he could die in that nasty water. Greg outreched his hands to carefully grab the castle the statue. He thought everything in the tank was disgusting so he told his dad they he should hurry up but his dad said “No. We have to be slow. Fin needs water to live so we need to leave some there.” Don’t people sometimes want to help or give you stuff but they’re lazy?

Finally, Greg thinks he is the worlds best fish tank cleaner guy, but Fin falls out of the tank dramatically . Thanks to his dad, Fin is still alive. Fin should be thankful that somebody saved his life. Greg made a mistake that he didn’t plug the drain.

In the end, Greg learned a lesson. His relationship with Fin was very strong.

1845/5000

OK

Annotation:

- This response demonstrates partially effective analysis of text, use of evidence, and writing skills.
- The response partially addresses the task by attempting to describe how “the key details of Greg and Fin’s relationship”.
- The response demonstrates partial understanding of the text through retelling important parts of the story.
- The response partially analyzes explicit (Fin also had his own castle...the water was getting dirty and there was a bad odor) and implicit (Fin falls out of the tank dramatically) ideas from the text.
- Evidence is partially integrated and the evidence provided partially supports the analysis, as it is not clearly linked back to the relationship between Greg and Fin.
- The response is partially focused on explaining how key details in the story show Greg and Fin’s relationship and includes a clear introduction and a partially effective body and conclusion.
- The response partially demonstrates an appropriate organizational pattern and mode as it strays away from analysis into retelling the story.
- Precise word choice and content-specific vocabulary from the text are skillfully used.
- Errors in conventions seldom interfere with meaning.

The theme of "One Lucky Fish" is the importance of Greg's relationship with his fish, Fin. Write an essay explaining how key details in the story support this theme. Use evidence from the story to support your answer.

Response Score 2

?



If Greg did not like Fin, then if Fin went down the drain he might have said "Yay!" or "Guess I will have to get another pet!" Also, when Greg saw that the tank was dirty he wanted to clean it so his pet could have a good home. He said "it's so fun to share a room with Fin! He also had been saving up money to buy him and not buy stuff for himself. He drew pictures of the ocean and put it next to the tank to Fin would not get lonely when his is at school. Last but not least, Greg said "Let's hurry uo and get rid of this stinky water!" he wanted his fish's water to be clean so Fin would be healthy. You can tell he loved Fin, because he showed expression when all of these things happened, he was terrified when Fin jumped down the drain, he was in shock and happy when his dad save his fish, and he was worried when Fin's tank was dirty.

844/5000

OK

Annotation:

- This response demonstrates partially effective analysis of text, use of evidence, and writing skills.
- The response addresses some parts of the task and demonstrates partial understanding of the text.
- Many explicit and some implicit (You can tell he loved Fin, because he showed expression when all of these things happened) ideas from the text are presented.
- The response does not clearly respond to the task, although some relevant and accurate evidence is provided that partially supports the theme of the story.
- Evidence is partially integrated through the use of details and quotes from the story.
- The response consists of a partially focused body, but lacks an introduction and conclusion.
- Precise word choice is occasionally used.
- Errors in conventions seldom interfere with meaning.

The theme of "One Lucky Fish" is the importance of Greg's relationship with his fish, Fin. Write an essay explaining how key details in the story support this theme. Use evidence from the story to support your answer.

Response Score 2




The theme of One Lucky fish is the importense of Greg's relationship whith his fish.

My first reason is Greg said "It so much fun to share a room whith Fin. "My second reason is that Greg was horrified when Fin fell in the drain. My third reason is that Greg did not want Fin to get hurt.

That's how I know that Greg and F in had a impotent relationship.

358/5000

OK

Annotation:

- This response demonstrates partially effective analysis of text, use of evidence, and writing skills.
- The response partially addresses the task of explaining the importance of Greg's relationship with Fin.
- The response demonstrates partial understanding of the text through restating some explicit ideas from the text.
- The evidence provided is relevant and accurate and partially supports the analysis.
- The response is partially focused and contains a partially effective introduction, body, and conclusion.
- An appropriate organizational pattern and mode are attempted.
- Precise word choice and content-specific vocabulary from the text are occasionally utilized.
- Errors in conventions seldom interfere with meaning.

The theme of "One Lucky Fish" is the importance of Greg's relationship with his fish, Fin. Write an essay explaining how key details in the story support this theme. Use evidence from the story to support your answer.

Response Score 1

?



The One Lucky Fish talk about it's hard to care care of pets for example Greg had a pet fish named Fin Greg notes that Fins tanck was green so Greg called his dad to help clen Fins tanck.

Greg relashenship was stornng with fin what so teragick Fin jump out of the cup in the deran buy happy whan Greg Dad save Fin. So Greg rellids that it was hard to take care of a fish.

So that's why fin still a life in the story the author did a nice job on having good disckitev words so that why I like it.

497/5000

OK

Annotation:

- This response demonstrates minimal analysis of text, use of evidence, and writing skills.
- The response minimally address the task as paragraph one focuses on “it’s hard to take care of pets,” paragraph two focuses on Greg’s relationship with Fin, and the last line discusses that the author did a nice job having descriptive words.
- Explicit and implicit ideas are ineffectively analyzed and minimal understanding of the text is demonstrated. Little evidence is provided to support the analysis of the theme in paragraph two.
- Evidence is minimally integrated and the few details provided are not all relevant to the task.
- The response is minimally focused.
- Precise word choice is occasionally used.
- Errors in conventions seriously interfere with meaning.

The theme of “One Lucky Fish” is the importance of Greg’s relationship with his fish, Fin. Write an essay explaining how key details in the story support this theme. Use evidence from the story to support your answer.

Response Score 1

?

Greg was 9 years old he was aloud to get a pet fish because he was saving up money by not buying any treats for a month. Greg was so happy and he had to go to the pet store right away. Greg also found a tank that had colorful pebble and a “no Fishing” statue in the corner. Fin also had a castle with windows and a door for him to swimm through. Greg went home and filled the tank up and put Fin in it then latter on he noticed the tank was greenish so he went to his dad. Dad got Fin out and put him in a cup and dumped out the water dad told Greg to take out the castle and th statue out carefully. Latter on it seemed easy to take care of a fish Greg tolled himself he could be a fish expert hed beable to clean the tank all by himself.

497/5000

OK

Annotation:

- This response demonstrates exemplary analysis of text, use of evidence, and writing skills.
- The response minimally addresses the task and demonstrates minimal understanding of the text as the response is solely retell.
- A few explicit and implicit ideas from the text are present in the response, but are ineffectively analyzed.
- Little evidence is provided and is minimally integrated into the response as it is not linked to an analysis of the theme.
- Paraphrases are used ineffectively.
- The response lacks an introduction and a conclusion.
- This retell response ineffectively demonstrates an appropriate organizational pattern and mode for the task.
- Errors in conventions may interfere with meaning.

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Passage 2

Read the following passage.

Living Off the Earth

Imagine a way of life that is quite different from the way we live today. Imagine there are no ready-made houses or clothing. There are no stores where people can buy food or medicine. Instead, people must depend on what nature offers. How would we get along? What would we do?

The ways that Native Americans lived many years ago can give some answers. While living in the area that is now the United States, they made their homes and clothing from what the earth supplied. They used plants for medicine, and they caught, grew, or gathered all their food. Some Native American tribes lived where there was plenty of food.

Shelters and Clothing

These people stayed in one place and used wood, stone, mud, or clay to build homes that would last a long time. Other tribes, such as the Apache, moved often in search of food. They needed shelters they could take with them, so they built tipis. It was easy to move a tipi. The Native Americans could take down the tipis and put the long poles of wood and buffalo skins onto a travois. A travois is a type of sled that a horse pulls.

Some Native Americans made clothing and shoes called moccasins from animal skins. In the southwestern areas, the Pueblo people made clothing from the cotton they grew and wove into yarn. The Navajo people wove wool into blankets and rugs. Along the northwestern coast, the Chinook tribe was one of several tribes that made clothing from the bark of the cedar tree.

Tool Time

Native Americans needed tools to build shelters, to make clothing, and to grow, hunt, and prepare food. However, they could not walk into a hardware store to buy a hammer or saw. Instead, they used what nature provided to create their own tools.

Where there were trees, people used wood to create bows, arrows, spears, and digging sticks. A digging stick was a piece of hardwood about three feet long. People stripped the stick of all bark and sharpened one end into a point. They poked holes into the ground for planting seeds. These sticks were also used to lift out roots and dig up plants to eat.

Some people made tools from stone too. They found rocks along riverbanks, lakeshores, and ocean coasts. From these stones, Native Americans made hammers, farming tools, and the heads of axes and arrows. They used thin, sharp pieces of stone to cut meat. They also scraped animal hides to make leather.

Bone was another useful material for tools. People made sewing needles from animal bones. They also made awls. An awl has a slim handle and a sharp point. People used awls for punching holes in leather. They could then sew the leather into tipi coverings, clothing, or moccasins.

Tying Things Up

Native Americans made their own rope, cord, string, and line to sew, fish, or tie things together. Many plants are made of fiber, a material that is like thread. People twisted, rolled, or braided strands of fiber together. More fiber could be attached to the ends of these strands to make them longer. The string or rope could be made as long as people needed.

Some Native Americans also made cords from the sinew of animals. Sinew is the stretchy band of tissue that fastens a muscle to a bone.

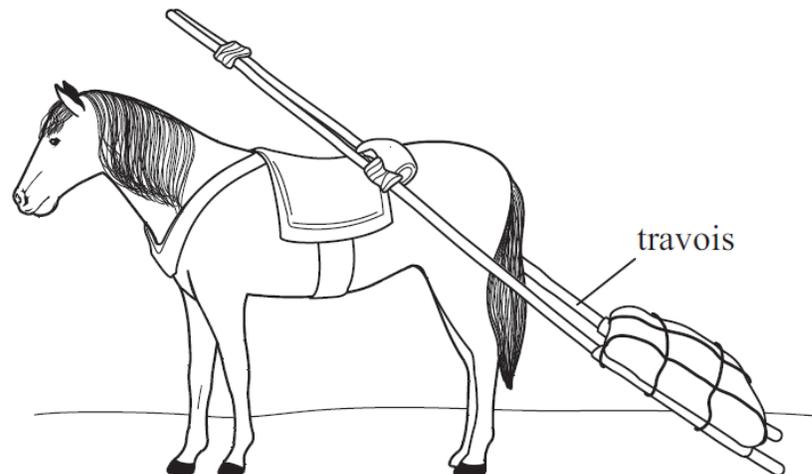
Plenty of Plants

The diet of Native Americans included plants, of course. But people also used many plants as medicine. And when water wasn't easy to find, people in desert areas knew to cut open a cactus. There would be water inside.

A fistful of dry grass could mop up morning dew from rocks and plants. The water would then be squeezed from the grass into a jug or pot.

The cattail is a plant with many uses. This plant grows in wet areas. The western Paiute tribe was one tribe that twisted the plant's leaves into rope or wove them into baskets, mats, cradles, and hats. The fluffy seeds from the cattail made great diaper material and bandages.

Today, people living in the United States still rely on the earth to provide many of the items needed to survive. However, most items are made in different ways or from different materials than they were 200 to 300 years ago. The knowledge and creativity of the early Native Americans show it is possible to live and depend solely on what nature offers.



Writer’s Checklist for the Text-Dependent Analysis Question

PLAN before you write

- Read the entire passage(s) carefully.
- Read the question carefully.
- Think about how the question relates to the passage(s).
- Organize your ideas on scratch paper. Use a thought map or outline to plan your essay.
- Plan to include multiple paragraphs in your essay.

FOCUS while you write

- Analyze and explain what you think about the information from the passage(s) in your essay.
- Support and develop the ideas in your essay by using text evidence from the passage(s).
- Use correct language, a variety of sentence types, and transitions between paragraphs in your essay.
- Organize your essay with an introduction, body, and conclusion.

PROOFREAD after you write

- I re-read the question and my final essay answers the question.
- I included my own thoughts and ideas in my essay.
- I included evidence from the passage(s) to support my ideas in my essay.
- I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.
- I used correct language, a variety of sentence types, and paragraph transitions in my essay.

Text-Dependent Analysis Question 2

The author of “Living Off the Earth” states that “The knowledge and creativity of the early Native Americans show it is possible to live and depend solely on what nature offers.” Write an essay explaining how the author supports this claim throughout the passage. Use evidence from the passage to support your answer.



A text entry box for an essay response. The box has a blue header bar with a question mark icon on the right. Below the header is a toolbar with icons for undo, redo, cut, copy, and paste. The main area is a large white rectangle for writing. At the bottom left, it shows "0/5000" characters. At the bottom center, there is a blue "OK" button.

Text-Dependent Analysis Scoring Rubric

Points	Criteria
<p style="text-align: center;">4</p> <p style="text-align: center;">Demonstrates effective analysis of text and skillful writing</p>	<ul style="list-style-type: none"> • Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s). • Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas. • Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion. • Substantial, accurate, and direct reference to the text(s) using an effective combination of details, examples, quotes, and/or facts. • Substantial reference to the main ideas and relevant key details of the text(s). • Skillful use of transitions to link ideas within categories of textual and supporting information. • Effective use of precise language and domain-specific vocabulary drawn from the text(s). • Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning.
<p style="text-align: center;">3</p> <p style="text-align: center;">Demonstrates adequate analysis of text and appropriate writing</p>	<ul style="list-style-type: none"> • Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s). • Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas. • Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion. • Sufficient, accurate, and direct reference to the text(s) using an appropriate combination details, examples, quotes, and/or facts • Sufficient reference to the main ideas and relevant key details of the text(s). • Appropriate use of transitions to link ideas within categories of textual and supporting information. • Appropriate use of precise language and domain-specific vocabulary drawn from the text(s). • Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning.
<p style="text-align: center;">2</p> <p style="text-align: center;">Demonstrates limited analysis of text and inconsistent writing</p>	<ul style="list-style-type: none"> • Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s). • Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas. • Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion.

	<ul style="list-style-type: none"> • Limited and/or vague reference to the text(s) using some details, examples, quotes, and/or facts. • Limited reference to the main ideas and relevant details of the text(s) • Limited use of transitions to link ideas within categories of textual and supporting information. • Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s). • Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning.
<p style="text-align: center;">1</p> <p style="text-align: center;">Demonstrates minimal analysis of text and inadequate writing</p>	<ul style="list-style-type: none"> • Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s). • Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas. • Minimal evidence of an organizational structure and focus on the task with arbitrarily grouped ideas that may or may not include an introduction, development, and/or conclusion. • Insufficient reference to the text(s) using few details, examples, quotes, and/or facts. • Minimal reference to the main ideas and relevant details of the text(s). • Few, if any, transitions to link ideas. • Little or no use of precise language or domain-specific vocabulary drawn from the text(s). • Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning.
<p style="text-align: center;">0</p> <p style="text-align: center;">Student received the score of 0 due to one of the following</p>	<ul style="list-style-type: none"> • Completely blank response. • Response indicates a refusal to attempt the task. • Response is illegible. • Response is too insufficient to be assessed. • Written entirely in a language other than English. • No reference to the item or passage provided, but does not seem to constitute an intentional refusal. • Consists solely, or almost solely, of text copied directly from the text(s) with little or no original student writing.

Text-Dependent Analysis Sample Student Responses

The author of “Living Off the Earth” states that “The knowledge and creativity of the early Native Americans show it is possible to live and depend solely on what nature offers.” Write an essay explaining how the author supports this claim throughout the passage. Use evidence from the passage to support your answer.

Response Score 4

?



The Native Americans in “Living off the Earth” were creative and smart. They show us that it is possible to live and depend on what nature offers. I can’t even imagine that way of life so let me tell you how they actually did it.

First of all, I can’t imagine living without shelter and clothing if there are no stores to buy those things? Native Americans figured out how to build a home to last a long time. They used mud, stones and wood that they found in the area. If you travel a lot then some Native Americans built a home that could move with them. They called them tipis and they were easy to take down and move on a travois.

Now, how about imagining about how you would make your clothes, get food or have tools? If you were a Native American you figured it out. A tree gave you wood for a bow and arrow to hunt for food. You could even make planting seeds easier with a digging stick made out of a piece of hardwood. Also, after you hunted with your wooden bow and arrow you could make shoes called moccasins from the skins of animal.

Last, try to imagine how can I get my water if I’m used to getting it from my sink? If you were a Native American living in a desert you would cut open a cactus and find water to drink. What if you don’t live near cactuses? Some Native Americans got their water from morning dew. They used dry grass to get it from rocks and plants and then put into a pot.

You can now believe what you can’t imagine. All of these examples in “Living off the Earth” are how Native Americans could live on only what nature offered. Yes, they actually did it.

1582/5000



Annotation:

- This response demonstrates exemplary analysis of text, use of evidence, and writing skills.
- The response addresses all parts of the task, thoroughly explaining how the author supports the claim that the knowledge and creativity of the early Native Americans show it is possible to live and depend solely on what nature offers.
- Relevant evidence thoroughly supports that analysis that Native Americans creatively problem solved.
- The response is well-focused and includes a purposeful introduction, body, conclusion, and transitions.
- An appropriate organizational pattern is skillfully demonstrated.
- The skillful use of precise word choice and content specific vocabulary from the text enhances meaning.
- A thorough demonstration of conventions of Standard English with few errors is demonstrated.

The author of "Living Off the Earth" states that "The knowledge and creativity of the early Native Americans show it is possible to live and depend solely on what nature offers." Write an essay explaining how the author supports this claim throughout the passage. Use evidence from the passage to support your answer.

Response Score 3

?

The author of "Living off the earth" states that "the knowledge and creativity of the early Native Americans show it is possible to live and depend solely on what nature offers." The Native Americans had to find or make all their food, medicine, houses and clothing. They had no stores to just go and buy stuff. They used what they found around where they lived. The Apache moved to find food so they made tipis out of buffalo skins and long poles. The made cloths and shoes out of animal skins too.

Native americans also made their own tools. They used nature to make them. Trees would be used for bows, arrows, spears, and digging sticks. Stones were used to make hammers, farming tools, axe heads and arrow heads. The sharp stones made knives for meat and scraping hides. They used bones to make needles.

They had to make their own rope, cord, string and line to tie things together or to fish and sew. Some plants made good rope. They had to be smart to figure out how to make all these things.

If they ran out of water they could cut a cactus or collect water drops off plants.

Native Americans were smart to figure out how to live without all the stuff we have today. They used nature and the land to make what they needed to live.

1245/5000

OK

Annotation:

- This response demonstrates effective analysis of text, use of evidence, and writing skills.
- The response addresses all parts of the task of explaining how the author supports the claim that the knowledge and creativity of the early Native Americans show it is possible to live and depend solely on what nature offers.
- Specific, relevant evidence is provided that supports the analysis. The response is focused on the idea that Native Americans were intelligent and creative in making use of things around them where they lived.
- The response includes a clear introduction/thesis, body, and conclusion.
- The response demonstrates an appropriate organizational pattern, and the use of precise word choice and content-specific vocabulary from the text are evident.
- Errors in conventions of Standard English seldom interfere with meaning.

The author of "Living Off the Earth" states that "The knowledge and creativity of the early Native Americans show it is possible to live and depend solely on what nature offers." Write an essay explaining how the author supports this claim throughout the passage. Use evidence from the passage to support your answer.

Response Score 3

?



The author states lots of things on how the Native Americans lived by what earth provides like wood, stone, and clay and other things

Native Americans needed cloths and shelter. For homes that stayed on the ground they used wood, stone, mud, or clay. The Apach tribe was looking for food alot so they made tipis that they could move. Some Native Americans made moccasins out of animal fur. Other Native Americans used cotton for cloths.They Navajo tribe wove wool in to blankets.

The auther states in tool time that Native Americans need tools for building, clothing, growing, hunting, and to prepare food. Native Americans could not walk in to a hardware store so that had to use what nature had.They got wood from trees to get bows, arrows, spears, and digging sticks. Some Native Americans used stone for tools. They found stone and rocks around riverbanks and more places.

The auther states in tying things up Native Americans make their own rope, string, and other things.They twisted, rolled, and braided strands of fiber.

In plenty of plants the auther states that the diet for Native Americans is plants.But they also used plants for medicine.They can use cattail for many things. This plant grows in wet places. The soft materiel made good diapers and bandages.

The auther states great thing in how Native americans live off what nature provides

1354/5000

OK

Annotation:

- This response demonstrates effective analysis of text, use of evidence, and writing skills.
- All parts of the task are addressed to demonstrate understanding of the text.
- The response analyzes explicit and implicit ideas from the text.
- Specific evidence is provided using details and examples from the text.
- The evidence is relevant and accurate and supports the claim that “the author states lots of things on how the Native Americans lived by what earth provides”.
- The response is focused and includes a clear introduction/thesis and body, but the conclusion and transitions are only partially effective.
- Clear use of paraphrasing attributes information to the text.
- Precise word choice and content-specific vocabulary from the text are occasionally used.
- Errors in conventions seldom interfere with meaning.

The author of "Living Off the Earth" states that "The knowledge and creativity of the early Native Americans show it is possible to live and depend solely on what nature offers." Write an essay explaining how the author supports this claim throughout the passage. Use evidence from the passage to support your answer.

Response Score 2

?



The author states that it is possible to live off nature just by using whats around you. Some Native American made tools from stone. Some use bone. They use bone for tools. Native American made shelter. They lived in tipis. They moved tipis with travois. The horse pulls it. Native American made rope and cord to sew and to fish. They made long rope and twisted it together. They use plants as medicine. They use cactus to drink the water inside when they got thirsty. This is how the Native American live off nature by using different stuff.

543/5000

OK

Annotation:

- This response demonstrates partially effective analysis of text, use of evidence, and writing skills.
- The response partially addresses the task of explaining how the author supports the claim that the knowledge and creativity of the early Native Americans show it is possible to live and depend solely on what nature offers.
- Some relevant textual evidence supports the claim that Native Americans lived off nature by using what was around them.
- The response is partially focused on the task and includes a partially effective introduction and conclusion.
- The response demonstrates partial evidence of an appropriate organizational pattern. The response demonstrates partially effective use of paraphrases and quotes.
- The response partially demonstrates conventions of Standard English, and some errors interfere with meaning.

The author of "Living Off the Earth" states that "The knowledge and creativity of the early Native Americans show it is possible to live and depend solely on what nature offers." Write an essay explaining how the author supports this claim throughout the passage. Use evidence from the passage to support your answer.

Response Score 2

?



The author supports his claims in a couple ways. First of all the Native American's shelter was made in nature. It has been made out of wood, stone, mud, clay, and animal skin. Some shelters are called tipis. Then the author also says that Native Americans couldn't just walk into a hardware store and buy tools. Tools were also made in nature from things like bone and stone. Finally, thier cloths were from the wilderness from things like animal hide and (surprisingly) bark. In conclusion, the author suports his claims about Native Americans.

546/5000

OK

Annotation:

- This response demonstrates partially effective analysis of text, use of evidence, and writing skills.
- Some parts of the task are addressed to demonstrate a partial understanding of the text.
- The response partially analyzes the text by addressing some explicit ideas.
- The response partially integrates some evidence from the text by using some examples from the text.
- Some relevant and accurate evidence is provided to support the author's claim.
- The response is partially focused and includes a partially effective introduction and conclusion.
- A partially effective organizational pattern is evident.
- Precise word choice and vocabulary are occasionally used.
- Errors in conventions seldom interfere with meaning.

The author of "Living Off the Earth" states that "The knowledge and creativity of the early Native Americans show it is possible to live and depend solely on what nature offers." Write an essay explaining how the author supports this claim throughout the passage. Use evidence from the passage to support your answer.

Response Score 2

?



The author states that some Native Americans lived where there was plenty of food others needed to move so they could get food.

Native Americans used wood, stone, mud, or clay to make their houses. Also they used animal skins, cotton, and the bark off of cedar trees. They made clothing, shoes, blankets and rugs.

Native Americans needed tools so they could build shelters, make clothing, grow, hunt, and prepare food. They couldn't just go to the store and buy tools. They used trees to make bows, arrows, spears and digging tools.

Some made tools from stone like hammers, farming tools, arrows, and heads of axes. Bone was also useful people made sewing needles and awls. Awls have a slim handle they also have a sharp point.

Native Americans made their own rope, cord, string, line to sew, fish, and tie things together. People twisted, rolled, and braided strains of fiber.

The diet of Native Americans included plants but people also used many plants as medicine. The cattail is a plant with many uses Native Americans twisted the plant's leaves into rope or wove them into baskets, mats, cradles, and hats. The fluffy seeds made great diaper material and bandages.

The knowledge and creativity of the early Native Americans show it is possible to live and depend solely on what nature offers.

The author has good details and tells about different categories.

1360/5000

OK

Annotation:

- This response demonstrates partially effective analysis of text, use of evidence, and writing skills.
- Some parts of the task are addressed to demonstrate partial understanding of the text.
- The response analyzes text by addressing explicit ideas from the text.
- Specific evidence from the text is integrated using details and examples.
- Relevant and accurate evidence is included and supports the claim in the prompt but the analysis is only partially supported.
- The response is partially focused.
- The response lacks a clear introduction/thesis and the conclusion is partially effective.
- Ineffective use of paraphrasing is evident; much of the response is copied text.

The author of "Living Off the Earth" states that "The knowledge and creativity of the early Native Americans show it is possible to live and depend solely on what nature offers." Write an essay explaining how the author supports this claim throughout the passage. Use evidence from the passage to support your answer.

Response Score 2

?



The author shows us how Native Americans could live with what nature offers and this is how:

- 1: The author showed us how homes and shelter were made and what they were made of.
- 2: The author showed us how cloths were made, what they were made of, and different kinds of clothing.
- 3: The author showed us what different tools they made, how they were made, what they were made of, and what they were used for.
- 4: The author showed us that the Native Americans made they're own rope, cord, and string, the author also showed us how it was made, what they were made of, and what they were used for.
- 5: The author showed us what a big role plants played in the Native Americans lives. The author showed us how many things plants did like made things for them, fed them, and created a home for them.

790/5000

OK

Annotation:

- This response demonstrates partially effective analysis of text, use of evidence, and writing skills.
- Some parts of the task are addressed the task to demonstrate partial understanding of the text.
- The response partially analyzes text by addressing explicit ideas from the text.
- Some relevant evidence is provided to partially support the claim that “Native Americans could live with what nature offers”.
- However, specific details, examples, and/or quotes are only partially integrated.
- The response is partially focused and includes a partially effective introduction, but no conclusion or transitions.
- The response utilizes a listing organizational pattern in which sections of the text are broadly summarized, which is partially suited to the purpose and intended audience.
- The response demonstrates minimal use of precise word choice and vocabulary from the text.
- Some errors in conventions interfere with meaning.

The author of "Living Off the Earth" states that "The knowledge and creativity of the early Native Americans show it is possible to live and depend solely on what nature offers." Write an essay explaining how the author supports this claim throughout the passage. Use evidence from the passage to support your answer.

Response Score 2

?



The clues from the story support's the authors thinking of how the people could live off the land. First to help then survive they have to make hamers, arrows, bows, sppers, axes, and digging sticks to help them hunt and build things. Next they have to make clothes and tipis out of bear, bufflo, and wolf hide. Last they have to make medsin out of plants because 200-300 years ago they didnt have claratin or antilyatic. Obyasly there are many supporting details that tells that the native americans had to live off the land

525/5000

OK

Annotation:

- This response demonstrates partially effective analysis of text, use of evidence, and writing skills.
- Some parts of the task are addressed to demonstrate partial understanding of the text.
- The text is partially analyzed by addressing explicit and implicit ideas from the text.
- The response partially integrates evidence from the text by using some examples and details.
- Some relevant and accurate evidence from the text is provided which partially supports the writer's claim that "the people could live off the land."
- The response is partially focused and contains a partially effective introduction, conclusion, and transitions.
- Precise word choice and vocabulary from the text are occasionally used.
- Errors in conventions may interfere with meaning.

The author of "Living Off the Earth" states that "The knowledge and creativity of the early Native Americans show it is possible to live and depend solely on what nature offers." Write an essay explaining how the author supports this claim throughout the passage. Use evidence from the passage to support your answer.

Response Score 1

?



There are several ways that nature can help. They must depend on what nature offers they can use plants for medicine. Also they can catch and gather meat. They can use wood for spheres arrows bows. They use mud wood and clay for house making they can make clothes for cotton. you can use stone for meat.

303/5000

OK

Annotation:

- This response demonstrates minimal analysis of text, use of evidence, and writing skills.
- The task is minimally addressed and the response demonstrates minimal understanding of the text.
- The response ineffectively analyzes the text by minimally addressing ideas from the text. Little specific evidence is provided.
- The response is minimally focused and lacks a clear introduction/thesis, conclusion, and transitions.
- Use of precise word choice and vocabulary from the text are not evident.
- Some errors in conventions interfere with meaning.

The author of "Living Off the Earth" states that "The knowledge and creativity of the early Native Americans show it is possible to live and depend solely on what nature offers." Write an essay explaining how the author supports this claim throughout the passage. Use evidence from the passage to support your answer.

Response Score 1

?

← → ✂ 📄 📄

Native americans were smart. They could make there own houses and they could move them with a sled. They even made there own clothing and shoes. They grew cotton and wove it into yarn. They made shoes from aminal skins. That is how Native americans lived.

255/5000

OK

Annotation:

- This response demonstrates minimal analysis of text, use of evidence, and writing skills.
- The response minimally addresses the task of explaining how the author supports the claim that the knowledge and creativity of the early Native Americans show it is possible to live and depend solely on what nature offers.
- A minimal understanding of the text is demonstrated.
- Text analysis is ineffective as few explicit or implicit ideas from the text are addressed.
- Little specific evidence from the passage has been provided.
- The response is minimally focused, lacks an introduction or thesis statement, and includes partially effective conclusion and transitions.
- Precise word choice and content-specific vocabulary are not evident.
- Errors in conventions interfere with meaning.

Passage 3

Read the following passage.

Hidden Kingdom

Deep within the rich, dense forest,
In a hidden kingdom so lush and green,
Lies a sparkling pond that is bursting with life—
A small paradise on earth, a nature-lover's dream.

5 The tall and slender cattail plants
Sway gently to the rhythm of the breeze.
The bushes join them in their dance,
Together with each tiny leaf on the trees.

10 Nearby, the wide, white water lilies
Proudly show off their pure, snowy blooms.
Freely and happily, they float on the pond,
Stretching out their petals with plenty of room.

15 But if you're able to listen very closely,
You may be lucky enough to hear
The sweet sounds of the many forest animals
Coming out of hiding to gather near.

20 Can you hear the frog's deep ribbit-ribbit
And the shrill chirp-chirp of crickets too?
Can you hear the low hoot of the wise old owl
And the spotted dove's soft coo-coo?

Just overhead, a bird zooms through the air
Like a tiny, dark jet plane in flight,
While two jittery squirrels race up into the trees
To survey the land from a much greater height.

25 Standing up straight like soldiers on command,
An army of herons is perched on the shore,
Studying the fish in the clear, glassy waters
So that they can catch lunch, then go off to explore.

30 Still more forest creatures are drawn to the pond
To quench their thirst in its clear, clean waters.
There are deer, coyotes, possums, and raccoons,
All gathering here with their sons and daughters.

35 This lively meeting place, this natural gem,
Is a safe haven for all who venture here
To find refuge in its welcoming arms
And enjoy its treasures, year after year.

Writer’s Checklist for the Text-Dependent Analysis Question

PLAN before you write

- Read the entire passage(s) carefully.
- Read the question carefully.
- Think about how the question relates to the passage(s).
- Organize your ideas on scratch paper. Use a thought map or outline to plan your essay.
- Plan to include multiple paragraphs in your essay.

FOCUS while you write

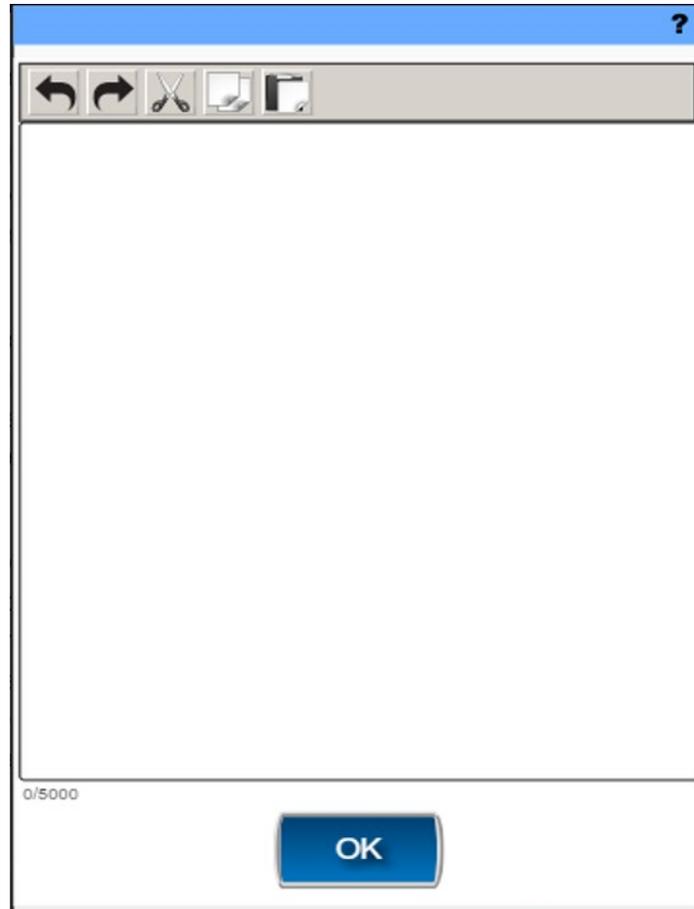
- Analyze and explain what you think about the information from the passage(s) in your essay.
- Support and develop the ideas in your essay by using text evidence from the passage(s).
- Use correct language, a variety of sentence types, and transitions between paragraphs in your essay.
- Organize your essay with an introduction, body, and conclusion.

PROOFREAD after you write

- I re-read the question and my final essay answers the question.
- I included my own thoughts and ideas in my essay.
- I included evidence from the passage(s) to support my ideas in my essay.
- I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.
- I used correct language, a variety of sentence types, and paragraph transitions in my essay.

Text-Dependent Analysis Question 3

The poet's purpose for writing "Hidden Kingdom" is to encourage the reader to observe and appreciate nature. Write an essay explaining how the poet uses sights and sounds to accomplish this purpose. Use evidence from the poem to support your answer.



A text entry box for an essay response. The box has a blue header bar with a question mark icon on the right. Below the header is a toolbar with five icons: a left arrow, a right arrow, a pair of scissors, a document with a pencil, and a document with a checkmark. The main area of the box is a large white rectangle for writing. At the bottom left of the box, the text "0/5000" is displayed. At the bottom center, there is a blue button with the text "OK" in white.

Text-Dependent Analysis Scoring Rubric

Points	Criteria
<p style="text-align: center;">4</p> <p style="text-align: center;">Demonstrates effective analysis of text and skillful writing</p>	<ul style="list-style-type: none"> • Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s). • Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas. • Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion. • Substantial, accurate, and direct reference to the text(s) using an effective combination of details, examples, quotes, and/or facts. • Substantial reference to the main ideas and relevant key details of the text(s). • Skillful use of transitions to link ideas within categories of textual and supporting information. • Effective use of precise language and domain-specific vocabulary drawn from the text(s). • Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning.
<p style="text-align: center;">3</p> <p style="text-align: center;">Demonstrates adequate analysis of text and appropriate writing</p>	<ul style="list-style-type: none"> • Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s). • Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas. • Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion. • Sufficient, accurate, and direct reference to the text(s) using an appropriate combination details, examples, quotes, and/or facts. • Sufficient reference to the main ideas and relevant key details of the text(s). • Appropriate use of transitions to link ideas within categories of textual and supporting information. • Appropriate use of precise language and domain-specific vocabulary drawn from the text(s.) • Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning.
<p style="text-align: center;">2</p> <p style="text-align: center;">Demonstrates limited analysis of text and inconsistent writing</p>	<ul style="list-style-type: none"> • Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s). • Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas. • Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion.

	<ul style="list-style-type: none"> • Limited and/or vague reference to the text(s) using some details, examples, quotes, and/or facts. • Limited reference to the main ideas and relevant details of the text(s). • Limited use of transitions to link ideas within categories of textual and supporting information. • Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s). • Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning.
<p style="text-align: center;">1</p> <p style="text-align: center;">Demonstrates minimal analysis of text and inadequate writing</p>	<ul style="list-style-type: none"> • Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s). • Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas. • Minimal evidence of an organizational structure and focus on the task with arbitrarily grouped ideas that may or may not include an introduction, development, and/or conclusion. • Insufficient reference to the text(s) using few details, examples, quotes, and/or facts. • Minimal reference to the main ideas and relevant details of the text(s). • Few, if any, transitions to link ideas. • Little or no use of precise language or domain-specific vocabulary drawn from the text(s). • Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning.
<p style="text-align: center;">0</p> <p style="text-align: center;">Student received the score of 0 due to one of the following</p>	<ul style="list-style-type: none"> • Completely blank response. • Response indicates a refusal to attempt the task. • Response is illegible. • Response is too insufficient to be assessed. • Written entirely in a language other than English. • No reference to the item or passage provided, but does not seem to constitute an intentional refusal. • Consists solely, or almost solely, of text copied directly from the text(s) with little or no original student writing.

Text-Dependent Analysis Sample Student Responses

The poet's purpose for writing "Hidden Kingdom" is to encourage the reader to observe and appreciate nature. Write an essay explaining how the poet uses sights and sounds to accomplish this purpose. Use evidence from the poem to support your answer.

Response Score 4

?

The poet's purpose for writing "hidden Kingdom" is to encourage the reader to observe and appreciate nature. The poet does this by using good descriptions. He describes a sparkling pond found deep in the forest. The poet describes what the scene looks like and what it sounds like. He makes the meeting place sound like such a beautiful place to be appreciated.

The poet describes the sights that the reader can see in the forest. The trees are lush and green and white water lilies lie nearby. Tall skinny cattail plants blow in the wind and the water sparkles in the sunlight. Many animals come to the pond to drink the water and you can see the racoons, possums, coyotes, deer, fish and many other creatures. the hidden kingdom is bursting with life. The reader can see clearly the sights the poet is talking about.

The reader can also hear the sounds from the forest if you listen closely. The frogs deep ribbit ribbit, and the chirping of crickets. A bird zooms by like a plane. The hoot of an owl and the coo of a dove are also sounds that a reader can hear to make them appreciate the nature all around. The sights and sounds make me feel like I am actually there in the forest and i can appreciate it better.

All these beautiful things the poet describes makes the pond in the forest sound amazing and wonderful and I can really appreciate its beauty. This is how the poet achieves encouraging me to observe and appreciate nature.

1434/5000

OK

Annotation:

- This response demonstrates exemplary analysis of text, use of evidence, and writing skills.
- The response purposefully addresses the task of explaining how the poet encourages the reader to observe and appreciate nature and demonstrates thorough understanding of the text.
- The writer provides thorough, relevant analysis and text support to show how the poet uses descriptive language to describe the Hidden Kingdom.
- The response is well focused on the theme of the sights and sounds the poet describes and is appropriately organized with purposeful transitions.
- The writer skillfully uses precise word choice and content-specific vocabulary from the text.
- The response thoroughly demonstrates conventions of Standard English and makes strong use of paraphrases attributing information to the text.

The poet's purpose for writing "Hidden Kingdom" is to encourage the reader to observe and appreciate nature. Write an essay explaining how the poet uses sights and sounds to accomplish this purpose. Use evidence from the poem to support your answer.

Response Score 3

?



This poet encourages us to observe and appreciate nature. The poem tells us to "enjoy its treasure, year after year". She means that nature is a treasure. You can appreciate something better if you think of it as a treasure. You go searching for treasure and that is what the poet does. She goes searching deep within the forest to a "hidden kingdom". The poet calls this kingdom a "small paradise on earth". I can appreciate that!

Here's how she describes the paradise . she says there is a sparkling pond with cattail plants and white water lily's that float on the pond. I really like that they float freely and happily. There is more to see near the pond. There are fish to see in the "clear, glassy waters". There are animals at the pond that bring their children to drink water that is clear and clean. She calls this pond a "natural gem" which is a treasure.

The poet also wants you to listen very closely when you are in nature and in the forest. If you listen you could be lucky to hear all kinds of sounds. There are sounds from frogs and crickets and owls too. There is much more you can hear but that is all she mentioned.

That is why the poet encourages us to observe and appreciate nature because when you do you find a treasure that might be a hidden kingdom and is a paradise on earth. Just listen and see.

1318/5000

OK

Annotation:

- This response demonstrates effective analysis of text, use of evidence, and writing skills.
- The response addresses the task of explaining how the poet encourages the reader to observe and appreciate nature and provides analysis and text support for the idea that nature is like a treasure.
- The writer generates a focused response and uses precise word choice and vocabulary from the text.
- An organizational pattern and mode suited to the purpose are evident, and a clear use of quotations attributes information to the text.
- Demonstration of conventions of Standard English is shown, and the errors that are present do not interfere with meaning.

The poet's purpose for writing "Hidden Kingdom" is to encourage the reader to observe and appreciate nature. Write an essay explaining how the poet uses sights and sounds to accomplish this purpose. Use evidence from the poem to support your answer.

Response Score 2

?



The poem explains what animals and nature look like and sound like so you can see and hear the Hidden Kingdom. You can see the tall and slender catail grass and a sparkling pond. you can also hear the ribbid ribbit of frogs and the coo coo of doves. You can see each tiny leaf on the trees. There are deer coyotes posums and raccoons.

the poem makes me like I am actualy in the hidden forest and I can see and hear all the things there it is very cool.

451/5000

OK

Annotation:

- This response demonstrates partially effective analysis of text, use of evidence, and writing skills.
- The response partially addresses the task of explaining how the poet encourages the reader to observe and appreciate nature and provides partial analysis and text support for the idea that the reader can see, hear, and feel the Hidden Kingdom.
- The writer generates a partially focused response and occasionally uses precise word choice and vocabulary from the text.
- An organizational pattern and mode suited to the purpose are somewhat lacking.
- Partial demonstration of conventions of Standard English is shown, with some grammatically correct sentences and some errors that occasionally interfere with meaning.

The poet's purpose for writing "Hidden Kingdom" is to encourage the reader to observe and appreciate nature. Write an essay explaining how the poet uses sights and sounds to accomplish this purpose. Use evidence from the poem to support your answer.

Response Score 1

?



The poem is about nature. Like the cattails and the water lilies. It tell about the frog, owl, birds and squirrels Then the herons and fish, deer, coyotes, possums and raccoons. That is all the animals This poem has some ryhming too so it is a good poem.

254/5000

OK

Annotation:

- This response demonstrates limited analysis of text, use of evidence, and writing skills.
- The response demonstrates a limited understanding of the text. It minimally addresses the task of explaining how the poet encourages the reader to observe and appreciate nature, but overall, analysis of the text is inadequate.
- Little evidence from the passage has been provided to support the ideas.
- The response demonstrates little evidence of an organizational pattern, providing only basic introductory and concluding statements and few, if any, transitions.
- Precise word choice and content-specific vocabulary are lacking, and demonstration of conventions of Standard English is ineffective.

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Passage (set) 4

Read the following passage and folktale are about greed.

The Greedy Dog

By Amy Peters

Once upon a time in a tiny village there was a rather greedy dog who would go to great lengths to get good food. This greedy dog was a bulldog, with a flat nose, broad paws, and big, floppy jowls¹. All of the other village dogs and cats rather dreaded the bulldog's presence because of his dreadful, greedy manner, which intimidated them all.

One day, a small schnauzer² had managed to procure a juicy bone from the local butcher. The butcher had given it to the small dog, because the dog often helped watch his shop at night. The schnauzer had retreated to a quiet village alley to gnaw the bone when the big bulldog suddenly loomed over him.

"Give me that bone, little schnauzer," growled the greedy bulldog.

"No, I won't. You can ask the butcher for your own bone. I earned this one fair and square," insisted the schnauzer.

As you might have guessed, the small schnauzer was no match for this greedy bulldog. Having asked and been denied, the greedy dog simply reached over with his big, drool-filled mouth, and snatched up that bone. Before you could say, "Jack Spratt could eat no fat," that rotten dog had eaten every last bit of the juicy bone and left the schnauzer feeling sad, hungry, and mad.

Soon after, a rather puffy and fancily attired poodle went to visit the village baker. This baker rather admired the poodle's fluffy black shape and the colorful ribbons she always wore tied in bows on her topknot and tail. He also liked her friendly manner. So, when the poodle asked politely if there might be a few crumbs left over from the day's baking, the baker readily agreed to share a few of these samples with her.

The kindly baker filled a small pink bowl with the crumbs and set it outside the bakery door for the poodle to enjoy. Just then, who should appear but the greedy dog. He seemed to have a sixth sense, knowing when extra special tidbits were about to be served!

"Move aside, silly poodle," grumbled the bulldog. "I want those crumbs and I want them now."

Well, the poodle certainly did not want to share her crumbs with a dog as greedy as this one, and she also didn't take kindly to being called "silly."

"No," she snapped back. "You ask the baker for your own samples. These belong to me!"

¹Jowls—jaws

²schnauzer—a type of small dog

Having asked and been denied, the big bulldog shouldered the little poodle aside and with one bulldog bite, he finished those sweet crumbs. Licking his chops happily, he sauntered away with his bowlegged gait. The poodle was left with nothing, feeling forlorn and angry.

Not long after that, a peppy corgi³ visited the town market and asked the fruit vendor for a piece of overripe fruit that was not suitable for selling. This vendor had a soft spot for the red dog and chose a handful of strawberries (that really were suitable for selling) to set down in front of the corgi, just outside the market entrance. As she prepared to eat the first juicy strawberry, who should loom in front of her but that greedy bulldog!

“Put down those strawberries,” he growled. “They are meant for me. A little dog like you has no need for such morsels. I need the strawberries to maintain my grand figure!”

“No,” barked the corgi fiercely. Though smaller than the bulldog, she was not intimidated. “I asked the vendor for the strawberries. If you’d like some too, go ask for them.”

Having asked and been denied, the bulldog leaned over with his big head and ate the bunch of strawberries—stems and all—in one crunchy bite.

Then the bulldog wandered off, satisfied with his fruity snack. The corgi, left behind, felt wistful at the memory of the missed strawberries and a little angry.

As you can imagine, the village dogs were getting quite upset about this greedy dog. They decided to hold a meeting and decide how to deal with the ever-growing problem.

They met that night by the butcher’s shop, hoping to find a stray morsel about. Dogs of every shape and size streamed in from all parts of the village to discuss the situation and to devise a plan to cure the greedy dog of his avarice⁴.

After much plotting and planning, a decision was made and roles were assigned to various dogs. They implemented the plan the very next day.

The greedy dog was sitting by the village fountain, wondering where he would find his next snack, when the schnauzer happened by.

“Hey, Bulldog,” barked the schnauzer. “I have a tip for you, if you’re interested in having a fat, juicy steak. The butcher is not in the shop right now. He’s home having lunch with his wife. The shop door is open, and sitting on the counter is a steak as big as your head! If you hurry, you can run into the shop and make off with the steak before the butcher returns.”

The bulldog thanked the dog, although he was a bit mystified as to why this dog, who didn’t like him, should give him such a valuable tip. “Oh, well,” thought the bulldog. “No need to think about it too long or I’ll be too late to get the steak!”

So, he trotted off from the fountain to the butcher’s shop and greedily snatched up that steak. Just as the schnauzer had predicted, the butcher was out of the shop and the door had been left open.

³corgi—a type of small dog

⁴avarice—desire to have everything

The bulldog was just setting out for the woods to eat it (for he didn't want the butcher to catch him with it), when the corgi wandered by with another tip.

"Hey, Bulldog," said the corgi, "listen up! I know where you can get another steak just as thick and juicy as the one you're holding in your mouth. You'd better hurry, though, and not eat that one yet or you won't be in time to get another one."

Although the bulldog really wanted to eat the juicy steak that instant, he also wanted another steak just as fine, so he agreed to listen to the corgi's plan.

"Go over by that stream, just over the hill. When you get there, look into the water and there you'll see a dog holding a steak, thick and perfect just as the one in your mouth."

Hardly able to believe his good fortune, the bulldog loped over the hill to the edge of the babbling stream.

And, as the corgi had told him, there truly was another dog holding a thick steak.

"Oh my," thought the bulldog. "I must have that steak, too!"

Well, as you may have guessed this greedy bulldog was none too clever. He didn't realize that he was looking at a reflection of himself in the water. What he thought he saw was another dog, holding a large steak in its mouth.

Being a greedy and rather silly dog, he quickly jumped into the rushing stream to snatch the other dog's meat. Of course, the reflection vanished at that instant and he could see no sign of dog or steak.

Only then did he realize that when he had barked to frighten the other dog into dropping his steak, he had dropped his stolen meat.

Unluckily for him, the stream's current was swift and the steak had been carried away in the churning water. The bulldog was determined to find the steak so he jumped headfirst into the stream, sniffing and snorting, hoping to find a trace of the lost meat. He paddled in the stream for a very long time before finally giving up, and sadly returned to the stream's bank.

So, this greedy dog went from having one juicy steak to having none at all. And as the other village dogs had hoped, this episode did indeed teach the greedy dog a thing or two.

From that day forward, he worked hard to be kinder to the other dogs and better about sharing. Although these traits didn't come naturally to the big dog, he tried his best, and that turned out to be good enough!

Read the Chinese folktale

The Man and the Golden Fish

a traditional Chinese folktale retold by Hoh Chee Bin from China

There was once a man who liked fishing. He always fished in a lake, which was near his house. One day, the man brought his fishing pole and fishing tackle and went out to the lake to fish after he had eaten his dinner.

When he reached the lake, the sky was becoming dark. There was a boat beside the lake. The man used the boat and rowed to the center of the lake. He began fishing in the center of the lake. After a while, he fell asleep.

Suddenly, the man woke up as his fishing pole was shaking. The man pulled up the fishing pole and caught a fish. To his surprise, it was a golden fish.

Even more surprising, it could talk to the man. "Can you let me go, please?" the fish begged the man.

"No, I am going to eat you," the man said.

"Please! Let me go. If you let me go, I will give you a golden rope," the fish said.

"Golden rope? Is that true? How can I trust you?" the man asked.

"You can put your fishing pole into the lake and a few minutes after, you are going to get the golden rope," said the fish.

The man listened to the fish and put the fishing pole into the lake. After he pulled up the fishing pole, he saw a golden rope attached to the fishing line. The golden rope must be very long, the man thought, because he could not see the end of the golden rope. The man was very happy and he continued to pull up the golden rope.

"Let me go now that you have the golden rope," said the fish.

"No, I won't let you go. I am going to sell you. I think someone will pay a very high price to get you," the man said. The man then put the fish into a container, which was full of water, and continued to pull up the golden rope.

As the man pulled up the golden rope, his boat began to sink into the lake but he was too greedy and still wanted to get all of the golden rope. He continued to pull it. Finally, his boat sank completely into the lake.

Writer’s Checklist for the Text-Dependent Analysis Question

PLAN before you write

- Read the entire passage(s) carefully.
- Read the question carefully.
- Think about how the question relates to the passage(s).
- Organize your ideas on scratch paper. Use a thought map or outline to plan your essay.
- Plan to include multiple paragraphs in your essay.

FOCUS while you write

- Analyze and explain what you think about the information from the passage(s) in your essay.
- Support and develop the ideas in your essay by using text evidence from the passage(s).
- Use correct language, a variety of sentence types, and transitions between paragraphs in your essay.
- Organize your essay with an introduction, body, and conclusion.

PROOFREAD after you write

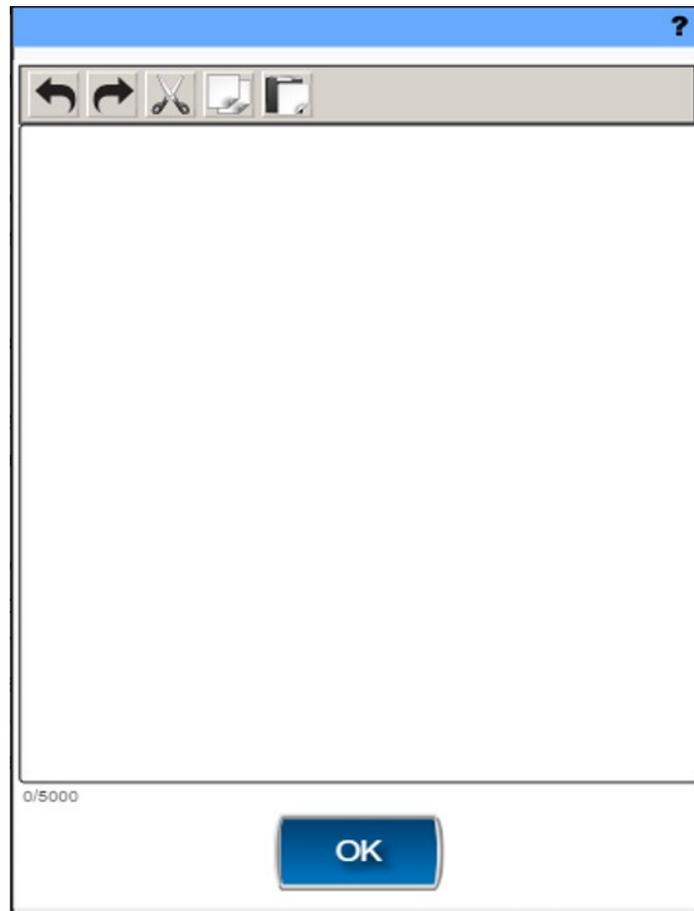
- I re-read the question and my final essay answers the question.
- I included my own thoughts and ideas in my essay.
- I included evidence from the passage(s) to support my ideas in my essay.
- I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.
- I used correct language, a variety of sentence types, and paragraph transitions in my essay.

Text-Dependent Analysis Question 4

Read the statement about greed.

“One who is greedy always wants more.”

Write an essay analyzing how both passages show the statement to be true. Use evidence from both passages to support your response.



The image shows a digital writing interface. At the top, there is a blue header bar with a question mark icon on the right. Below the header is a toolbar with five icons: a left-pointing arrow, a right-pointing arrow, a pair of scissors, a document with a pencil, and a document with a checkmark. The main area is a large, empty white rectangle for writing. At the bottom left of this area, the text "0/5000" is displayed. At the bottom center, there is a blue button with the text "OK" in white.

Text-Dependent Analysis Question Scoring Rubric

Points	Criteria
<p style="text-align: center;">4</p> <p style="text-align: center;">Demonstrates effective analysis of text and skillful writing</p>	<ul style="list-style-type: none"> • Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s). • Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas. • Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion. • Substantial, accurate, and direct reference to the text(s) using an effective combination of details, examples, quotes, and/or facts. • Substantial reference to the main ideas and relevant key details of the text(s). • Skillful use of transitions to link ideas within categories of textual and supporting information. • Effective use of precise language and domain-specific vocabulary drawn from the text(s). • Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning.
<p style="text-align: center;">3</p> <p style="text-align: center;">Demonstrates adequate analysis of text and appropriate writing</p>	<ul style="list-style-type: none"> • Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s). • Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas. • Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion. • Sufficient, accurate, and direct reference to the text(s) using an appropriate combination details, examples, quotes, and/or facts. • Sufficient reference to the main ideas and relevant key details of the text(s). • Appropriate use of transitions to link ideas within categories of textual and supporting information. • Appropriate use of precise language and domain-specific vocabulary drawn from the text(s). • Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning.
<p style="text-align: center;">2</p> <p style="text-align: center;">Demonstrates limited analysis of text and inconsistent writing</p>	<ul style="list-style-type: none"> • Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s). • Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas.

	<ul style="list-style-type: none"> • Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion. • Limited and/or vague reference to the text(s) using some details, examples, quotes, and/or facts. • Limited reference to the main ideas and relevant details of the text(s) • Limited use of transitions to link ideas within categories of textual and supporting information. • Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s). • Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning.
<p style="text-align: center;">1</p> <p style="text-align: center;">Demonstrates minimal analysis of text and inadequate writing</p>	<ul style="list-style-type: none"> • Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s). • Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas. • Minimal evidence of an organizational structure and focus on the task with arbitrarily grouped ideas that may or may not include an introduction, development, and/or conclusion. • Insufficient reference to the text(s) using few details, examples, quotes, and/or facts. • Minimal reference to the main ideas and relevant details of the text(s). • Few, if any, transitions to link ideas. • Little or no use of precise language or domain-specific vocabulary drawn from the text(s). • Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning.
<p style="text-align: center;">0</p> <p style="text-align: center;">Student received the score of 0 due to one of the following</p>	<ul style="list-style-type: none"> • Completely blank response. • Response indicates a refusal to attempt the task. • Response is illegible. • Response is too insufficient to be assessed. • Written entirely in a language other than English. • No reference to the item or passage provided, but does not seem to constitute an intentional refusal. • Consists solely, or almost solely, of text copied directly from the text(s) with little or no original student writing.

Text-Dependent Analysis Sample Student Responses

Read the statement about greed. "One who is greedy always wants more."

Write an essay analyzing how both passages show the statement to be true. Use evidence from both passages to support your response.

Response Score: 4

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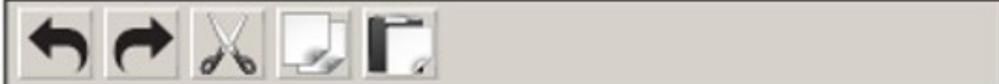


Both passages show the statement "one who is greedy always wants more" to be true by the actions of the characters. The greed dog steals whatever food he sees and the fisherman is greed about wanting as much golden rope as possible.

The greedy dog wants all the food he sees but doesn't want to work for it, he only takes it from other dogs. The other dogs did something good to get the food and the greedy dog just stole it from them. For example the schnauzer got the bone from the butcher show at night. He says "I earned this one fair and square." But the greedy dog just stole the bone and ate it himself. It was the same with the corgi and the poodle. Each of them asked for their treats and because the baker and fruit vendor liked them, they got what they asked for, but the greedy dog just took it from them without earning it himself.

Because the other dogs know that the greed dog will "always want more" they plan to trick him so he'll stop stealing their food. They know he is not very smart, so they tell him about a dog near the river with another steak. Sure enough, when the dog saw his reflection in the water holding a steak, he got greedy and tried to get that one too. But the steak he already had fell out of his mouth when he tried to get the other steak and he ended up with nothing. The good news is he learned a lesson and was nicer to the dogs after that. Now they don't have to worry about getting their food stolen.

The passage about the Fisherman also shows the statement to be true because the man could have been rich with the golden rope that the fish offered him to let him go. But he was greedy and wanted more so he decided he was going to keep the rope and the fish because someone would pay good money for the fish too. Because the man was greedy he wanted more and more golden rope. He ended up losing the fish and the rope and his boat because it sinks into the lake because he pulled too much rope onto the boat. (Gold is heavy.) If he was smart he should have sold the golden rope and kept the fish to make more golden rope so he



he could sell more rope. It is a lot like the goose and the golden egg. A golden egg is worth something, but the goose that lays more of them is worth more than one gold egg.

In both passages, the statement that “one who is greedy always wants more” is demonstrated by the actions of the characters and the lesson that being greedy is not good.

2049/5000



Annotation:

- In this response, the student effectively addresses all parts of the task, demonstrating indepth analytic understanding of the texts.
- The student analyzes both explicit meanings and implicit meanings from the texts, effectively supporting the main idea.
- Substantial, accurate, and direct references to the text support the explanation that both passages show the statement to be true by the actions of the characters.
- The student uses a strong organizational structure with a logical progression of ideas that supports the focus of the response.
- Few errors in sentence formation, grammar, usage, and conventions are present.
- The student seems to have an issue with usage and/or spelling when using tenses of the word steal (“stoled” and “stolden”); however, this minor issue is not serious enough to interfere with meaning or detract from the score.

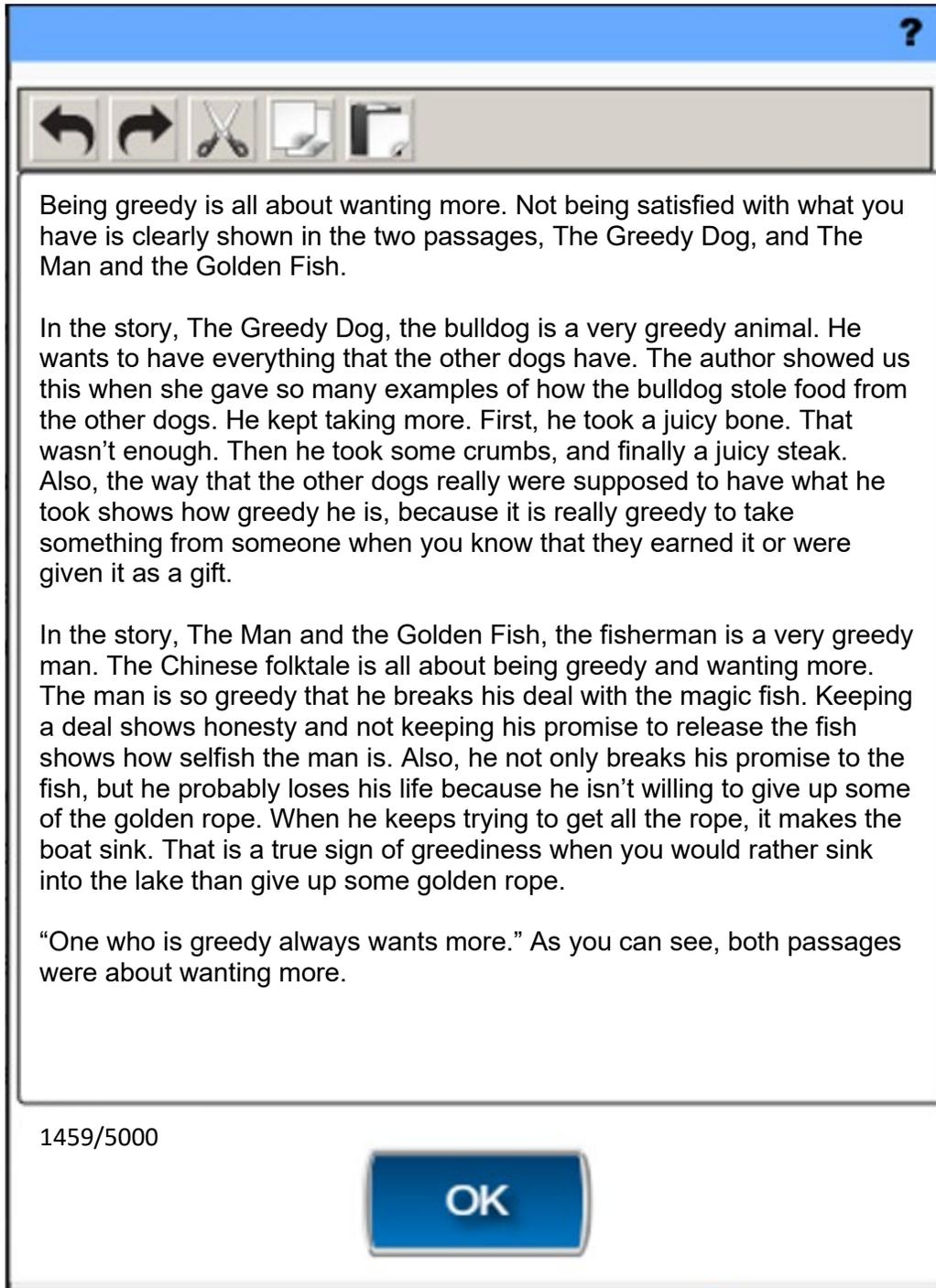
Read the statement about greed.

“One who is greedy always wants more.”

Write an essay analyzing how both passages show the statement to be true.

Use evidence from both passages to support your response.

Response Score: 4



The screenshot shows a digital writing interface. At the top right, there is a blue bar with a question mark icon. Below this is a toolbar with icons for undo, redo, cut, copy, and paste. The main text area contains the following response:

Being greedy is all about wanting more. Not being satisfied with what you have is clearly shown in the two passages, The Greedy Dog, and The Man and the Golden Fish.

In the story, The Greedy Dog, the bulldog is a very greedy animal. He wants to have everything that the other dogs have. The author showed us this when she gave so many examples of how the bulldog stole food from the other dogs. He kept taking more. First, he took a juicy bone. That wasn't enough. Then he took some crumbs, and finally a juicy steak. Also, the way that the other dogs really were supposed to have what he took shows how greedy he is, because it is really greedy to take something from someone when you know that they earned it or were given it as a gift.

In the story, The Man and the Golden Fish, the fisherman is a very greedy man. The Chinese folktale is all about being greedy and wanting more. The man is so greedy that he breaks his deal with the magic fish. Keeping a deal shows honesty and not keeping his promise to release the fish shows how selfish the man is. Also, he not only breaks his promise to the fish, but he probably loses his life because he isn't willing to give up some of the golden rope. When he keeps trying to get all the rope, it makes the boat sink. That is a true sign of greediness when you would rather sink into the lake than give up some golden rope.

“One who is greedy always wants more.” As you can see, both passages were about wanting more.

At the bottom left of the interface, the text "1459/5000" is displayed. At the bottom center, there is a blue button with the text "OK".

Annotation:

- In this response, the student effectively addresses all parts of the task demonstrating in-depth analytic understanding of the texts.
- There is thorough analysis of explicit and implicit meanings of texts to effectively support claims, opinions, and ideas.
- The response includes substantial, accurate, and direct reference to the texts, indicating an effective understanding of the role greediness plays in both stories.
- There is a strong organizational structure with an effective introduction, development, and conclusion as well as transitions to link ideas between and within paragraphs.
- There is effective use of precise language and domain-specific vocabulary drawn from the text.

Read the statement about greed.

“One who is greedy always wants more.”

Write an essay analyzing how both passages show the statement to be true.

Use evidence from both passages to support your response.

Response Score: 4

?



What is greed and who has it? Greed is when you are not happy with what you have, and so you want to have more.

This problem of wanting more is shown by the greedy dog who just wanted what everyone else had. All of the other village dogs and cats dreaded the bulldog's presence because of his greedy manner. He never seemed to be satisfied unless he was taking the food from another creature. Poodles and schnauzers and corgis were all victims of his greed.

The passage, *The Greedy Dog*, had many examples of the bulldog stealing food from the other animals which showed his greed and avarice. Then one day the other animals got together and came up with a plan to trick the bulldog into seeing how his greed would get him nothing. It worked. The bulldog was fooled by his reflection into trying to get two pieces of meat instead of one which made him fall into the water and made him lose the meat. That was a good trick because he saw how the greed was a bad thing. It made him lose what he wanted. The passage showed that one who is greedy wants more.

The folktale of *The Man and the Golden Fish* showed greed too. A fisherman caught a gold fish and he made a deal with the fish that he would free him if he got a golden rope. The fisherman was so greedy that he broke the deal and kept the fish and tried to get all the golden rope. But, the rope was so heavy that it made the boat sink. Instead of cutting the rope the fisherman wanted all the gold, and lost everything, just like the dog lost his meat.

They were both very greedy. The dog lost his meat and the fisherman sank his boat. These are two examples of greed. The difference between the greed in the two stories is that the dog learned from his mistake and tried to be kind and less greedy, but the fisherman probably didn't learn from his mistake because his boat sank and we don't even know if he survived.

?

← → ✂ 📄 📄

Both stories gave good examples of greed and the consequences of it.

1929/5000

OK

Annotation:

- In this response, the student effectively addresses all parts of the task demonstrating in-depth analytic understanding of the texts.
- Thorough analysis of explicit and implicit meaning from the texts effectively supports claims, opinions, and ideas.
- Substantial, accurate, and direct reference to the texts is evident, indicating an effective understanding of how the greediness of both the dog and the fisherman exemplify the quote.
- The response has a strong organizational structure with effective introduction, development of ideas, and conclusion as well as skillful use of transitions to link ideas.
- There is effective use of language and domain-specific vocabulary drawn from the text.
- The response has an error in spelling (“golen” for golden) that does not interfere with meaning.

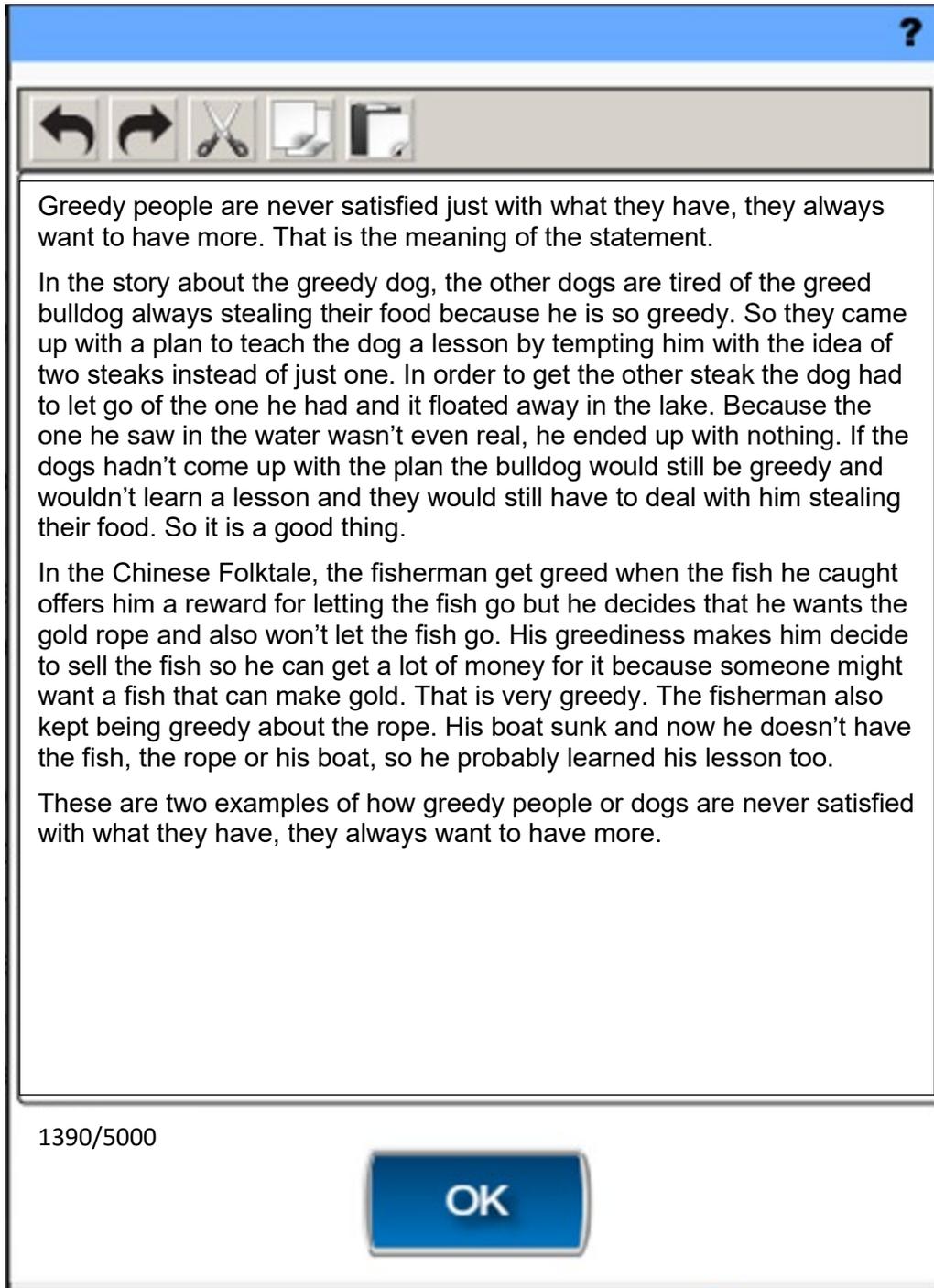
Read the statement about greed.

“One who is greedy always wants more.”

Write an essay analyzing how both passages show the statement to be true.

Use evidence from both passages to support your response.

Response Score: 3



The screenshot shows a digital writing interface. At the top right, there is a blue bar with a question mark icon. Below this is a toolbar with icons for undo, redo, cut, copy, and paste. The main text area contains the following response:

Greedy people are never satisfied just with what they have, they always want to have more. That is the meaning of the statement.

In the story about the greedy dog, the other dogs are tired of the greed bulldog always stealing their food because he is so greedy. So they came up with a plan to teach the dog a lesson by tempting him with the idea of two steaks instead of just one. In order to get the other steak the dog had to let go of the one he had and it floated away in the lake. Because the one he saw in the water wasn't even real, he ended up with nothing. If the dogs hadn't come up with the plan the bulldog would still be greedy and wouldn't learn a lesson and they would still have to deal with him stealing their food. So it is a good thing.

In the Chinese Folktale, the fisherman got greedy when the fish he caught offers him a reward for letting the fish go but he decides that he wants the gold rope and also won't let the fish go. His greediness makes him decide to sell the fish so he can get a lot of money for it because someone might want a fish that can make gold. That is very greedy. The fisherman also kept being greedy about the rope. His boat sunk and now he doesn't have the fish, the rope or his boat, so he probably learned his lesson too.

These are two examples of how greedy people or dogs are never satisfied with what they have, they always want to have more.

At the bottom left of the interface, the text "1390/5000" is displayed. At the bottom center, there is a blue button with the text "OK".

Annotation:

- In this response, the student adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text.
- The student analyzes the text.
- The response features an introduction and conclusion (albeit simplistic ones) and the mostly separate development of ideas relating to each passage.
- The student largely opts to analyze each passage on its own terms; however, a comparison that addresses the idea that both passages feature characters who are so greedy that they are taught a lesson can be inferred.
- There is sufficient reference to the main idea and relevant details from the texts.
- Few errors in sentence formation, grammar, usage (“sunk” for sank), and conventions are present and those do not interfere with meaning.

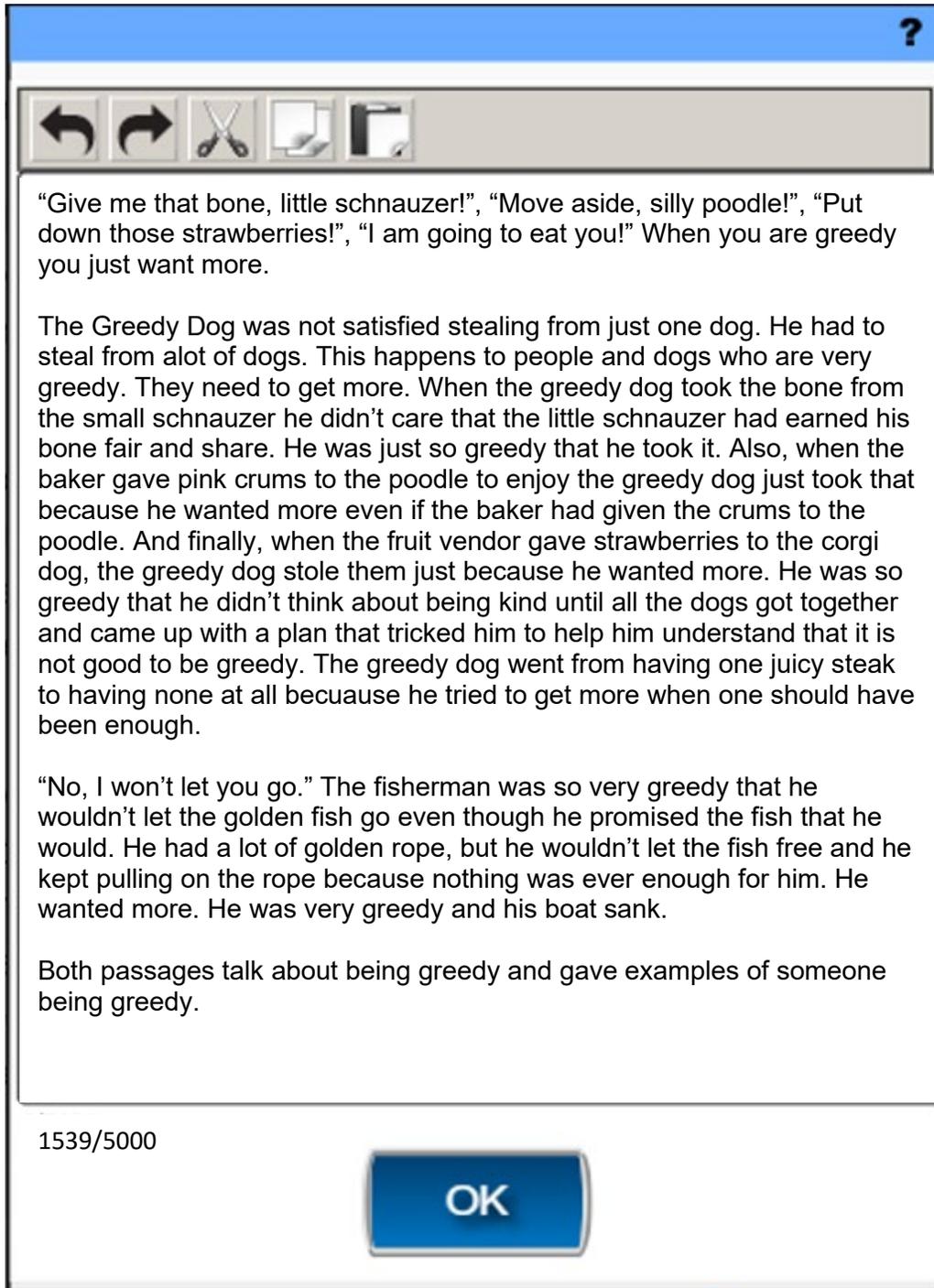
Read the statement about greed.

“One who is greedy always wants more.”

Write an essay analyzing how both passages show the statement to be true.

Use evidence from both passages to support your response.

Response Score: 3



The screenshot shows a digital writing interface. At the top right, there is a blue bar with a question mark icon. Below this is a toolbar with icons for undo, redo, cut, copy, and paste. The main text area contains the following response:

“Give me that bone, little schnauzer!”, “Move aside, silly poodle!”, “Put down those strawberries!”, “I am going to eat you!” When you are greedy you just want more.

The Greedy Dog was not satisfied stealing from just one dog. He had to steal from alot of dogs. This happens to people and dogs who are very greedy. They need to get more. When the greedy dog took the bone from the small schnauzer he didn't care that the little schnauzer had earned his bone fair and share. He was just so greedy that he took it. Also, when the baker gave pink crums to the poodle to enjoy the greedy dog just took that because he wanted more even if the baker had given the crums to the poodle. And finally, when the fruit vendor gave strawberries to the corgi dog, the greedy dog stole them just because he wanted more. He was so greedy that he didn't think about being kind until all the dogs got together and came up with a plan that tricked him to help him understand that it is not good to be greedy. The greedy dog went from having one juicy steak to having none at all becuause he tried to get more when one should have been enough.

“No, I won't let you go.” The fisherman was so very greedy that he wouldn't let the golden fish go even though he promised the fish that he would. He had a lot of golden rope, but he wouldn't let the fish free and he kept pulling on the rope because nothing was ever enough for him. He wanted more. He was very greedy and his boat sank.

Both passages talk about being greedy and gave examples of someone being greedy.

1539/5000

OK

Annotation:

- In this response, the student adequately addresses all parts of the task demonstrating sufficient analytic understanding of the texts.
- There is clear analysis of the texts that support the student's ideas.
- Sufficient, accurate, and direct reference to each text is made indicating a clear understanding of the greediness of both the dog and the fisherman.
- There is some unevenness in the response in that the first passage, "The Greedy Dog," is more clearly supported and analyzed than the second passage, "The Man and the Golden Fish".
- Also, the student's interpretation that the man promised the fish that he would let him go is not entirely accurate.
- The man never actually makes such a promise; however, the deal entailed that he would let the fish go after receiving the golden rope.
- The response has an appropriate organizational structure with a clear introduction, development of ideas, conclusion, and appropriate use of transitions.
- There is also appropriate use of language and vocabulary drawn from the text.
- Errors in usage and spelling though numerous, do not seriously interfere with meaning.

Read the statement about greed.

“One who is greedy always wants more.”

Write an essay analyzing how both passages show the statement to be true.

Use evidence from both passages to support your response.

Response Score: 3




The two stories show two very greedy characters.

One story has a bulldog who likes to steal food from other dogs. If you are greedy you always want more and this bulldog always wanted more and kept stealing from different dogs. He didn't listen when the dogs he was stealing from told him it was their food.

The poodle told him, "You ask the baker for your own samples. These belong to me!" The greedy bulldog didn't listen and just took what he wanted because he was bigger. If he wasn't so greedy he probably could have been friends with the other dogs. He ended up losing the juicy steak and friends.

In the other story, the fisherman is a greedy man who one day caught a special fish and made a deal to release the fish in exchange for a golden rope. The fish kept his part of the bargain, but the man didn't because he was greedy! He kept the fish to sell later and pulled up so much golden rope that his boat sank. If he hadn't been so greedy then he could have freed the fish, kept his boat and sold some of the rope. That way, he would be rich, still have a boat and live happily ever after.

But when you are greedy you always want more and both the dog and the fisherman's greed made them lose things.

1208/5000



Annotation:

- In this response, the student adequately addresses all parts of the task demonstrating sufficient analytic understanding of the texts.
- There is clear analysis of explicit/implicit meanings from the texts that support the student's ideas.
- Sufficient, accurate, and direct reference to the texts is made throughout the response, indicating a clear understanding of the inherent greediness of both the dog and the fisherman.
- The response features an appropriate organizational structure with a clear introduction, development, and conclusion.
- There is appropriate use of language and vocabulary drawn from the text.
- The response is relatively free of conventions errors; those present do not interfere with meaning.

Read the statement about greed.

“One who is greedy always wants more.”

Write an essay analyzing how both passages show the statement to be true.

Use evidence from both passages to support your response.

Response Score: 2

?



Both passages show the statement “one who is greedy always wants more” to be true. I will now tell how each passage shows the statement to be true.

In the first passage, we see that the bulldog always wants what the other dogs have especially if it's food. The other dogs work for the food that the butcher and the baker gave them. The one watches the butcher shop and the other gets the crumbs because the baker like the way it looks. But the bulldog doesn't work for it he just takes the food from the other dogs. This shows that the greed dog always wants more because he keeps taking from more and more dogs.

In the second passage, the greedy fisherman keeps the golden rope and the fish he promised to let go. Even things he could have got money for the golden rope, he wanted more so he decided that he was going to keep the fish too and sell it to someone so he could get even more money. This shows that he just wanted more because he was greedy.

The greedy dog and the greedy fisherman both want more than what they already have. The dog wanted all the other dogs food just like the fisherman wanted all the gold rope. They were both very greedy.

That is how both passages show that the statements is true. I have told you how each passage shows the statement to be true.

1276/5000

OK

Annotation:

- In this response, the student inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text.
- There is weak analysis of the text that goes beyond a literal interpretation of the text to support the development of ideas.
- There is limited use of precise language and domain-specific vocabulary drawn from the text to explain the topic and while there are details drawn from the text, they are only somewhat relevant.
- A weak organizational structure is present and transition use is basic.
- The introduction and conclusion are simplistic.
- The response contains some errors (e.g., “bucher” for butcher), but none that interfere with meaning.

Read the statement about greed.

“One who is greedy always wants more.”

Write an essay analyzing how both passages show the statement to be true.

Use evidence from both passages to support your response.

Response Score: 2

?



Both stories are about greed and wanting more.

The first one is about a greedy dog who steals food from other dogs. He thinks its okay because he is a big bulldog and the other dogs are small. But the other dogs are sick of it and decide to teach the dog a lesson. They know he is greedy so they tell him about a dog with another steak he can steal. They trick him because the other dog is just his reflection in the water, but he is greedy and all he can think about is that steak so he jumps in the water after it. This helps him learn a lesson because he loses both steaks and he is good to the other dogs after that.

In the folktale from china the fisherman is greedy and thinks he'll get rich. It didn't work though because he ended up sinking his boat. The story doesn't say but I hope he learned a lesson too.

816/5000

OK

Annotation:

- In this response, the student inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text.
- There is weak analysis of the text that goes slightly beyond a literal interpretation of the text.
- The analysis only somewhat supports the main idea.
- There is weak reference to relevant details, and even this is somewhat vague.
- Reference to the text is vague and uneven; there are only two generic sentences that address the Chinese folktale.
- The organizational structure is weak with a simple introduction and no conclusion.
- The response employs simplistic and repetitive transitions between ideas.
- There is only inconsistent use of precise language and vocabulary drawn from the text to explain the topic (“he is a big bulldog”).
- The response contains an error in usage (“its” for “it’s”) and capitalization (“china”), but they do not seriously interfere with meaning.

Read the statement about greed.

“One who is greedy always wants more.”

Write an essay analyzing how both passages show the statement to be true.
Use evidence from both passages to support your response.

Response Score: 1

?



The dog should not have been so greedy. He could have made friends with the other dogs and they might have shared with him. When he stole that stak, he should've give some to the other dogs but he was greed and wanted another stak to eat so he tried to steal the one from the dog in the water but he fell in the water and both the dogs lost their staks. The man in the other passage was greedy too and he shouldn't have been greedy. So that shows the lesson of don't be greedy.

478/5000

OK

Annotation:

- In this brief response, the student minimally addresses part of the task, demonstrating inadequate analytic understanding of the text.
- The response lacks development and a conclusion, providing only a vague sense of the events in the first passage.
- There is only minimal reference to the second passage.
- An attempt at analysis is made but it does not support the student's claims, opinions, or ideas.
- The response features errors in spelling ("stak" for steak; "staks" for steaks) and (usage, "stoled" for had stolen) that sometimes interfere with meaning.

Read the statement about greed.

“One who is greedy always wants more.”

Write an essay analyzing how both passages show the statement to be true.
Use evidence from both passages to support your response.

Response Score: 1

?



One who is greedy always wants more. That is the statement about being greedy.

First, The Greedy Dog is a story about a greedy dog who took whatever he wanted form the other dogs in the neighborhood. He took bones and meat, and donuts and strawberries. he was very greedy. I once had a greedy dog who ate my donuts, but not my bones or strawberries! This greedy bulldog was none too clever.

Second, The Man and the Golden Fish is a story about a man who caught a golden fish when the fish told him he would help him get a golden rope if he let him go. Then the man kept the gold fish and kept trying to get more of the golden rope. I caught a fish once, but he didn't give me a rope.

Finally, One who is greedy always wants more. That is the statement about being greedy. There are alot of greedy people in the world.

One who is greedy always wants more. That is the statement about being greedy.

891/5000

OK

Annotation:

- In this response, the student minimally addresses part of the task demonstrating inadequate analytic understanding of the text.
- The personal references are not relevant to the text or task. The response includes no analysis thus making a score of 1 appropriate.
- There is one direct reference to the text, “This greedy bulldog was none too clever”; however, it is disconnected from the other ideas in the response.
- The response includes errors in conventions including spelling, punctuation, capitalization, and usage; however, these errors seldom interfere with meaning.

