



Grades 5 & 6

Text-Dependent Analysis Sampler



Wisconsin Department of Public Instruction
Carolyn Stanford Taylor, State Superintendent

Wisconsin Forward Exam Text-Dependent Analysis Sampler Grade 5 & 6

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 5th and 6th Grade



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This publication is available from:

Office of Student Assessment
Wisconsin Department of Public Instruction
125 South Webster Street
Madison, WI 53703

<http://dpi.wi.gov/assessment/forward/sample-items>

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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, and 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.

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.

A Successful TDA



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 TDA.

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 (set) 1

Read the following three passages about bald eagles.

The Eagles Are Back!

By Dorothy Hinshaw Patent

In his 1999 Fourth of July celebration speech, President Bill Clinton declared that our national symbol, the bald eagle, was no longer endangered. This welcome news for wildlife wasn't just the result of good luck. For more than twenty years, scientists and volunteers across the country have worked to help the bald eagle come back. Come back it did.

Once bald eagles spread their wings over every state except Hawaii. Before European settlement, between 25,000 and 75,000 bald eagles lived in the lower forty-eight states, with thousands more in Alaska. As settlers cut down trees and turned wilderness into towns and cities, the number of eagles began to decline.

At first the number of eagles dwindled slowly. Then during the late 1940s, bald eagle populations began to plummet. Where eagles did survive, few raised chicks. By the mid-1960s many biologists feared our national bird would disappear forever. Fewer than five hundred breeding pairs of bald eagles were left in the lower forty-eight states.

Luckily, scientists soon discovered the major cause of the bald eagle's decline—the pesticide DDT. Starting in the late 1940s, DDT was widely used to control insects such as mosquitoes and crop pests. While it did kill pests, DDT also got into the food chain, and eagles ate contaminated fish and other prey. The DDT didn't kill eagles, but it did weaken the shells of their eggs. When a parent nestled up to its eggs to warm them, the shells would break, killing the developing birds inside. Other birds, such as pelicans and ospreys, were having the same problem.

Something had to be done. In 1972 the U.S. government banned DDT. Then in 1973 the all-important Endangered Species Act was passed by Congress. The Endangered Species Act protects plants and animals whose populations are so small that they might disappear forever. If a species is in danger of becoming extinct, it is listed as endangered. A species at risk of becoming endangered is called threatened. The bald eagle was listed as endangered in forty-three states and threatened in five. Only in Alaska was the bald eagle holding its own.

Eagles started to recover in 1974 when the effects of leftover DDT began to wear off. The government didn't stop there. Places where bald eagles lived were protected. Eagles require gigantic trees to build their huge nests. They feed largely on fish and water birds, so they need to live near undisturbed lakes, ponds, and rivers. When bald eagles nested on public land, people were kept away so the birds wouldn't be bothered. Anyone who killed a bald eagle had to pay a large fine.

Because a pair of eagles normally produces just two eggs each year, scientists searched for ways to increase the number of eagles faster. One way to do this was to raise eagle chicks in captivity. Bald eagles were brought to the Patuxent Wildlife Research Center in Maryland and bred there. As soon as a female eagle laid a clutch of eggs, they were removed and kept warm so that they would hatch. Most birds then laid two more eggs, which they were allowed to care for. The extra eggs could be placed in the nest of a pair of eagles whose eggs didn't hatch. The

foster parents would then raise the chick or chicks as their own. In this way, four eaglets instead of two could be raised from each mated pair. By the time the program ended in 1988, 124 bald eagles had been hatched there for release into the wild.

Young eagles can learn to live on their own through a method called hacking. When captive eaglets are eight weeks old, they are given a new home high on a tower or in an abandoned eagle nest in a good eagle habitat. Humans who stay out of sight bring food for the young birds until they can fly and hunt well enough to feed themselves.

All the work to save bald eagles paid off. The number of bald eagles in the lower forty-eight states has increased steadily since 1975.

Bald eagles make a comeback in Chicago

The following passage is from a television news report that was broadcasted on April 16, 2012. Brian Williams and Kevin Tibbles are television news reporters.

Brian Williams (anchor): Finally tonight, bald eagles, the symbol of America, came close to being totally wiped out in America. But they've made a remarkable comeback, as you may know, in recent years. So much so, they're not just showing up in the wilds of Maine and Montana. They may live a lot closer to you than you think. Our report from NBC's Kevin Tibbles.

Kevin Tibbles (reporting): Some new neighbors are raising a family in St. Paul, Minnesota. In the 50 years Stan Wandersee lived in this house, he's seen many come and go, but never any like these.

Mr. Stan Wandersee: This is a—this is a gift of nature.

Tibbles: The bald eagle is returning to areas [of] urban sprawl [that] pollution forced it to abandon decades ago.

Ms. Megan Ross (Lincoln Park Zoo, Chicago, Illinois): DDT was a really big problem for the bald eagles. Bald eagles in particular were not able to form appropriate shells, and so, since they weren't able to reproduce, their numbers really plummeted.

Tibbles: Once on the endangered species list, this majestic symbol of American pride is spreading its wings. And many can now see them in a setting that doesn't involve a trip to the zoo.

Ms. Ross: I think bald eagles are just such majestic creatures. It'll be really nice and exciting to see them right in our backyard.

Tibbles: When this pair nested at the Alcoa plant in Davenport, Iowa, employees set up a webcam to share these intimate pictures of the eaglets with the world. It's had five million views this year alone.

This secluded forest preserve sits hidden from the roughly 10 million people who call Chicago home. Yet here, just a few miles from the skyscrapers, is something that hasn't been seen in 100 years: an eagle's nest. The fact that they've come back, does that tell us anything?

Mr. Chris Merenowicz (Forest Preserve District of Cook County, Illinois): I think it tells us a lot. It tells us that we're doing the right thing.

Tibbles: And it was a close call. By the 1960s, just 450 pairs of eagles remained in the lower 48 states. Today those numbers have soared to more than 9,000, giving hope these treasured icons can once again live side by side with the humans who cherish them. Kevin Tibbles, NBC News, Chicago.

Bald eagle deaths raising concerns

By Matthew Tresaugue San Antonio Express-News

Saturday, April 7, 2012 — At least seven bald eagles have died in eastern Texas in the past year because of unintended encounters with power lines, an alarming rate of death at a time when the once-endangered species is rebounding, federal wildlife officials said.

Jim Stinebaugh, a U.S. Fish and Wildlife Service special agent based in Houston, said the raptors died from electrocutions or impacts involving power lines and poles in six counties, including Harris.

“It is happening more often, and because of the eagles’ resurgence, it is going to increase,” he said.

The bald eagle, a national symbol almost wiped out by pesticide, pollution and hunters in the 1960s, is flourishing again in Texas and across the country. The Interior Department removed the large and charismatic bird from the protection of the Endangered Species Act five years ago, with about 10,000 mating pairs nationwide.

At the time the species’ status changed, Texas had 156 breeding pairs, up from a historic low of five in 1970, according to the Texas Department of Parks and Wildlife.

Since then, the state agency has not conducted annual population surveys of bald eagles because of the financial cost, said Brent Ortego, a state biologist.

Ortego said he thinks the eagle population has continued to grow at a rate of about 10 percent a year.

“We think they are doing OK,” he said, “but we do not have the data.”

Still, Ortego said the number of deaths in the past year is high and “those are just the ones they found.”

As the population grows, the birds have had to adapt to the hubbub of humanity. They prefer forested areas near rivers and lakes, the same kind of places that also are drawing more people, more buildings and more energy needs.

Power poles and lines are particularly attractive to birds, especially eagles, hawks and falcons, which use them to spot prey. The problem arises when electricity transmission wires are within the distance of an eagle’s wingspan, which ranges from 6 feet to 8 feet.

“The danger comes from the potential to touch two lines,” said Jeff DallaRosa, ecological programs manager for CenterPoint Energy Inc., which delivers power to Houston. “The eagle is such a large bird that a lot of poles do not have that kind of spacing.”

In January, an eagle carrying prey struck CenterPoint lines near the San Jacinto River in east Harris County. Crews found the dead bird while working to restore power in the area after the incident.

CenterPoint responded by providing a plan to prevent electrocutions to federal authorities. The strategies include installing “raptor guards” that prevent eagles from roosting on wires and poles and working with Houston Audubon and other bird enthusiasts to identify lines near nests for extra precautions.

“The young ones can be awkward and do not make the best decisions,” DallaRosa said.

Authorities can seek criminal prosecution of companies and others for the bird deaths under the Bald and Golden Eagle Protection Act and the Migratory Bird Treaty. Stinebaugh, however, said companies such as CenterPoint Energy recognize the problem and have done a good job taking corrective actions.

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 passages discuss the impact that people have had on the bald eagle. Write an essay analyzing how people are helping the bald eagle increase in numbers. Use information from **all** three 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 Scoring Rubric

Points	Criteria
<p style="text-align: center;">4</p> <p>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>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>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 passages discuss the impact that people have had on the bald eagle. Write an essay analyzing how people are helping the bald eagle increase in numbers. Use information from **all** three passages to support your response.

Response Score 4

?



Since the 1960s people have been concerned about the numbers of bald eagles. Many different people have taken action to help the bald eagle increase in numbers.

When people realized that a pesticide (DDT) was contaminating the eagles' food supply and making their eggs weak, the government banned DDT and that helped eagles when the poison wore off. They were able to have strong eggs again, so the babies had a better chance to survive. The government also put the eagle on the Endangered Species List because "fewer than five hundred breeding pairs of bald eagles were left in the lower forty-eight states." The government also protected their habitat and kept people away because eagles like peaceful spots near lakes and rivers.

At the Patuxent Wildlife Research Center in Maryland, people raised eagle chicks to be set free in the wild, and they also helped by taking two eggs from one pair of eagles and giving them to another pair of eagles to raise. The first pair usually had another set of eggs, so then two pairs of eagles were each able to raise 2 babies each. "By the time the program ended in 1988, 124 bald eagles had been hatched there for release into the wild."

According to the passage from the television news report, employees at a Iowa Alcoa plant set up a webcam so people could watch a pair of eagles raise their eaglets. Also, for the first time in 100 years, there is an eagle nest in Chicago.

Unfortunately, as eagles increase there is increased danger for them. The newspaper article from the San Antonio Express-News says that as eagle numbers increase, the number of deaths increase too because there are so many eagles and some of them are dying by electrocuting on power lines or crashing into the poles. CenterPoint Energy and the Houston Audobon are developing ways to put "raptor guards" on the power lines so eagles won't die on them where there are many eagles like around lakes and where there is a nest.

Because of all these people bald eagles "have soared to more than 9,000".

2017/5000



Annotation:

The response effectively addresses all parts of the task, demonstrating an in-depth understanding of the texts. The student analyzes explicit and implicit meanings (“The government also put the eagle on the Endangered Species List” and “the Patuxent Wildlife Research Center in Maryland, people raised eagle chicks to be set free”) from the texts, effectively supporting the main idea (“Many different people have taken action to help the bald eagle increase in numbers”). Substantial, accurate, and direct reference to the texts (“‘fewer than five hundred breeding pairs of bald eagles were left in the lower forty-eight states,’ ” “a Iowa Alcoa plant set up a webcam,” and “CenterPoint Energy and the Houston Audobon are developing ways to put ‘raptor guards’ on the power lines”) using relevant key details and facts supports the main idea. The student has a clear organizational structure that effectively supports the focus and ideas, including an effective introduction, transitions to link ideas, ideas grouped in a logical order, and a conclusion related to the main idea and purpose. Precise language drawn from the texts (“a pesticide (DDT),” “124 bald eagles had been hatched there for release into the wild,” “for the first time in 100 years,” and “‘raptor guards’ ”) is effectively used to explain the topic. The response is free of convention errors.

The passages discuss the impact that people have had on the bald eagle. Write an essay analyzing how people are helping the bald eagle increase in numbers. Use information from all three passages to support your response.

Response Score 4

?



Many different people have done many different things to help bald eagle increase in numbers.

Scientists learned that the pesticide DDT was in the food chain and harming eagle's eggs, the government banned it. This helped eagles because the poison eventually went away and the eggs got stronger.

The government also put the eagle on the Endangered Species list because it was like the eagle was going to be extinct. The government where they nest and kept people away because eagles like peaceful spots without people around.

People raised eagle chicks to be let go in the wild in Maryland. They also helped eagles by taking the eggs from one pair of eagles and giving them to eagles who had their baby's die. This way they could help even more eagles get born.

The passage says they let 124 of the eagles go in the wild. There is proof that eagle numbers are increasing. Around the U.S. eagles are not rare any more. There are eagles in Chicago for the first time in 100 years and someone in Minnesota has eagles living in his backyard. But, Because there are so many eagles now, more of them get killed.

Eagles are getting killed when they hit electrical wires, so people are putting up "raptor guards" so the eagles don't get killed by the wires. I'm sure there are a lot more eagles now than 50 years ago. I wish I could thank them all.

1340/5000



Annotation:

The response effectively addresses all parts of the task, demonstrating an in-depth, analytic understanding of the texts. The student analyzes explicit and implicit meanings (“the pesticide DDT was in the food chain and harming eagle’s eggs, the government banned it,” “Around the U.S. eagles are not rare any more,” and “I’m sure there are alot more people helping eagles too because there are many many more eagles now”) from the texts, effectively supporting the main idea (“Many different people have done many different things to help the bald eagle increase in numbers”). Substantial, accurate, and direct reference to the texts (“where they nest and kept people away,” “People raised eagle chicks to be let go in the wild in Maryland,” “eagles in Chicago for the first time in 100 years,” and “people are putting up ‘raptor guards’ ”) supports the main idea. The student employs a strong organizational structure that effectively supports the writer’s ideas, including an effective introduction, transitions, ideas grouped in a logical order, and a conclusion related to the main idea and purpose. Precise language drawn from the texts (“DDT was in the food chain,” “they let 124 of the eagles go in the wild,” and “‘raptor guards’ ”) is effectively used to explain the topic and convey events. There are errors in spelling (“evenchualy,” “baby’s” for babies, and “alot”), usage (“eagles who” instead of eagles that), and capitalization (“Because”); however, these errors do not interfere with meaning.

The passages discuss the impact that people have had on the bald eagle. Write an essay analyzing how people are helping the bald eagle increase in numbers. Use information from **all** three passages to support your response.

Response Score: 4

?



There are many ways people are actively helping the bald eagle increase in numbers.

In the first passage they talk about how the eagles are recovering after being nearly wiped out by DDT contaminating the eagles' food supply and making their eggs weak. The government banned DDT and after the poison wore off in 1974 they were able to have strong eggs again so the babies could survive.

Another thing the government did was put the eagle on the Endangered Species List. According to the passage the bald eagle was "endangered in forty-three states and threatened in five." The government also protected places where the eagles lived.

It talks about how the eagles are coming back to places that used to be too polluted in the second passage. In Iowa people set up a webcam at a factory to watch eagles raise their babies and there is an eagle in Chicago for the first time in 100 years. By cleaning up and polluting less, people are helping bring eagles back.

The third passage talks about how when eagle numbers go up the number of eagle deaths goes up too. Some eagles get electrocuted on power lines or die if they crash into one of those big poles. So people from CenterPoint Energy and the Houston Audubon are making "raptor guards" so eagles won't die. They put the raptor guards where a lot of eagles live like around lakes.

Now instead of being an endangered species, there are now more than 9000 eagles. This shows that taking action works!

1450/5000



Annotation:

In this response, the student effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text. The organizational structure effectively supports the focus and ideas with an effective introduction, development, and conclusion. There is thorough analysis of explicit and implicit meanings from the texts (“they were able to have strong eggs again so the babies could survive,” “By cleaning up and polluting less, people are helping bring eagles back,” “when eagle numbers go up the number of eagle deaths goes up too,” and “This shows that taking action works!”). There is also substantial, accurate, and direct reference to the texts, including main ideas and relevant key details (“nearly wiped out by DDT contaminating the eagles’ food supply and making their eggs weak,” “bald eagle was ‘endangered in forty-three states and threatened in five,’ ” “there is an eagle in Chicago for the first time in 100 years,” “ ‘raptor guards’ ,” and “there are now more than 9000 eagles”). Transition use is sometimes skillful (“Now instead of being an endangered species”) but more often adequate. Precise and domain-specific language from the text is used throughout (“on the Endangered Species List” and “ ‘endangered in forty-three states and threatened in five’ ”). There are occasional, minor errors in conventions; however, these do not interfere with meaning.

The passages discuss the impact that people have had on the bald eagle. Write an essay analyzing how people are helping the bald eagle increase in numbers. Use information from **all** three passages to support your response.

Response Score: 3

?

As eagles became endangered in the 1970s, DDT was killing baby eagles because it makes their egg shells too weak. The US banned DDT and added the eagle to the Endangered Species List. This stopped DDT use and also made it illegal to do anything to an eagle like kill it or mess with it's nest.

Also, people are helping raise chicks by giving eggs from one parents to another set because they only produce two eggs a year according to the passage. This helps eagles increase in numbers because when those babies are released into the wild they can have more babies.

To show that numbers are increasing, the second passage says that because pollution is down, there is an eagle's nest in Chicago for the first time in over 100 years. Workers in a factory set up a web cam so other people could watch the eagles. It's had millions of views. These are all examples of people helping the eagles.

The third passage tells us that even though numbers of eagles are increasing there is also more dead eagles. Most of them get electrocuted, so people made raptor guards to protect the eagles.

Eagles aren't on the endangered species list anymore thanks to people helping them.

1167/5000

OK

Annotation:

This response adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text. The organizational structure adequately supports the response's focus and ideas. There is clear analysis of explicit and implicit meanings from the text ("made it illegal to do anything to the eagle," "when those babies are released into the wild they can have more babies," and "Eagles aren't on the endangered species list anymore thanks to people helping them"). There are sufficient, direct references to the text ("The US banned DDT" and "set up a web cam so other people could watch the eagles") that support the writer's purpose. Few errors are present in conventions (usage errors: "it's" for "its" and "is" for "are"), and those present do not interfere with meaning.

The passages discuss the impact that people have had on the bald eagle. Write an essay analyzing how people are helping the bald eagle increase in numbers. Use information from **all** three passages to support your response.

Response Score: 3

?



People are helping the bald eagle increase in numbers by protecting it. Helping them have baby eagles and giving them a place to live.

Once in America people were scared eagles would die out or become extinct but they didn't know why until someone figured out it was DDT that was killing them because it made their egg shells too fragile to live. The government banned DDT in 1972. A year later the government made the eagle "endangered" and protected it and other rare animals with the Endangered Species act. Now People would get in trouble if they bothered eagles or if they killed them.

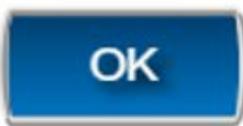
In Maryland, bald eagles are brought to a center for birds and they raise eagle chicks. Eggs from a pair of eagles are taken from them and given to a different pair of eagles who don't have babies so they could raise them. Don't worry though the other pair of eagles usually laid another pair of eggs for themselves.

According to the passage about the TV news, there is a "secluded forest preserve sits hidden" and there is a eagles nest there for the first time in a hundred years!

Because there's so many eagles now, some of them are dying because they hit power lines when they fly or get lectrocuted when they land on wires. So people in Texas are installing "raptor gaurds" to protect the eagles from the power lines and working with bird lovers to work on areas, especially where there are nests nearby.

Because of all these things. President Bill Clinton said the eagle wasn't endangered anymore in 1999.

1499/5000



Annotation:

The response adequately analyzes how people are helping the bald eagle increase in numbers, demonstrating sufficient understanding of the texts. The student analyzes both explicit and implicit meanings from the texts to support the main idea (“People are helping the bald eagle increase in numbers by protecting it, helping them have baby eagles and giving them a place to live”). Direct reference to the texts (“someone figured out it was DDT that was killing them,” “The government banned DDT in 1972,” “government made the eagle ‘endangered’ and protected it and other rare animals with the Endangered Species act,” “In Maryland, bald eagles are b[r]ought to a center for birds and they raise eagle chicks,” and “people in Texas are installing ‘raptor gaurds’ to protect the eagles [from electrocution]”), using relevant details, examples, and facts, is provided to support the main idea. Clearer references to the main idea would strengthen the analysis. The student employs an appropriate organizational structure consisting of a logical, chronological order of events from the texts, surrounded by a clear introduction and conclusion. There is an appropriate use of transitions to link ideas in this response (“A year later,” “Now people would,” and “Don’t worry though”). An error in grammar (“there’s” for there are) and two spelling errors (“lectrocuted” and “gaurds”) are present; however, these do not interfere with meaning.

The passages discuss the impact that people have had on the bald eagle. Write an essay analyzing how people are helping the bald eagle increase in numbers. Use information from **all** three passages to support your response.

Response Score: 3

?

People help the bald eagles increase in numbers by trying to protect them and protect where they live.

There were hardly eagles left in America and people thought they would be extinct but nobody knew why. Eventually they found out that DDT was killing baby eagles because the shells weren't hard enough so the government banned it and made the eagle protected on the Endangered Species act. This meant that nobody could do anything to eagles.

Some people at a research center are helping to raise eagle chicks. Eggs are taken from parents of one eagle and given to different parents to raise. When they grewed up, they let them go into the wild. That helped the eagles.

In the second passage, it says that there is a wilderness preserve near a big city and there is an eagle's nest there for the first time in over one hundred years! So that shows that the eagles are increase in numbers.

Now that there are lots of eagles again, there's new problems like sometimes they land on electrical power lines. People decided to put up guards to protect the eagles from getting electrocuted. Other people are helping out where there are many eagles like around lakes and where they have nests.

Now eagles are not that endangered. They aren't even on the endangered species list anymore. That is how people have helped the bald eagles increase in numbers.

1346/5000

Annotation:

The response adequately analyzes how people are helping the bald eagle increase in numbers, demonstrating sufficient understanding of the texts. The student analyzes explicit and implicit meanings from the texts to support the main idea (“People help the bald eagles increase in numbers by trying to protect them and protect where they live”). Direct reference to the texts (“DDT was killing baby eagles because the shells weren’t hard enough so the government banned it,” “made the eagle protected on the Endangered Species act,” “there is a wilderness preserve near a big city and there is an eagle’s nest there for the first time in over one hundred years”) is provided in support of the main idea. Additional and/or more specific, relevant details, examples, or quotes from the texts would strengthen the analysis. The student employs an appropriate organizational structure consisting of a logical, chronological order of events from the texts with a clear introductory statement and conclusion. The response features errors in grammar (“growed” and “there’s”); however, the errors present do not interfere with meaning.

The passages discuss the impact that people have had on the bald eagle. Write an essay analyzing how people are helping the bald eagle increase in numbers. Use information from **all** three passages to support your response.

Response Score: 2

?

Have you ever wondered how people help the bald eagle increase in numbers? If people didn't there might not be any eagles left except in a zoo.

A long time ago, eagles were getting sick from poison and there were't very many left so the government protected them from being extinct. The government outlawed poisin and made the eagle "endangered. Some people in Mary land raise baby eagles and release them into the wild and that helps eagles increase in numbers. In Chicago they maid a secluded forest for eagles and now they are there and they have'nt been for like 100 years. If they did'nt do that, there might not be any eagles there. In Texus eagles were dying by electricity, so the company put up buryers to keep the eagles away so they wo'nt get hurt.

So now you know how people help the bald eagle increase in numbers.

826/5000

OK

Annotation:

The response inconsistently addresses the task, demonstrating partial understanding of the texts. There is weak analysis of the explicit meanings from the texts (“If people didn’t [help] there might not be any eagles left except in a zoo”). There is weak reference to specific, relevant details from the texts (“eagles were getting sick from poison and there were’nt very many left, so the government protected them from being extinct”). The response also has a weak organizational structure including a simple introduction and an equally simple conclusion. Transitions are used inconsistently (“If they didn’t do that”). There is little use of precise language and vocabulary drawn from the texts to explain the topic (“Some people in Maryland”). The response contains errors in punctuation (“were’nt,” “have’nt,” “did’nt,” and “wo’nt”), usage (“maid” for made and “buryers” for barriers), and spelling (“outlowed” and “poisin”) that sometimes interfere with meaning.

The passages discuss the impact that people have had on the bald eagle. Write an essay analyzing how people are helping the bald eagle increase in numbers. Use information from **all** three passages to support your response.

Response Score: 2

?



There were almost no eagles left until people helped bald eagles increase in numbers.

One way people helped was by banning DDT. DDT is a poison that makes eagles lose their babies. After the DDT wore off, eagles began to increase in numbers.

Another way people helped was that in Maryland people would raise baby eagles and release them into the wild and they would give chicks from other eagles to eagles that didn't have any so they could raise a family too. This also helped the bald eagle increase in numbers.

In other places eagles are dying because they hit electric wires so companys are putting up guards to keep the eagles safe in increase in numbers.

Now, eagles are back and people have helped the bald eagle increase in numbers.

741/5000

OK

Annotation:

The response inconsistently addresses the task, demonstrating partial understanding of the texts. There is weak analysis of explicit meanings from the texts (“There were almost no eagles left until people helped bald eagles increase in numbers”). The response lacks specific, relevant details from the texts. There is weak reference to the main ideas and relevant details (“DDT is a poison that makes eagles lose their babies” and “in Maryland people would raise baby eagles”). The response has a weak organizational structure with a simple introduction and a simplistic conclusion. The response does feature transitions (“After the DDT wore off,” “Another way,” and “This also helped”); however, there is little use of precise language and vocabulary drawn from the texts to explain the topic. The response contains an error in spelling (“companys” for companies).

The passages discuss the impact that people have had on the bald eagle. Write an essay analyzing how people are helping the bald eagle increase in numbers. Use information from **all** three passages to support your response.

Response Score: 1

?



Here are some ways that people are helping the bald eagle increase in numbers. The bald eagle prefer frosted areas like rivers and lakes. At the Chicago Zoo DDT was a really big problem for bald eagles. Houston audobon and other bird enthusiasts identify lines near nests for extra precautions. Young ones can be awkward. Authorites can seek criminal prosecution under the law if someone hurts an eagle. Those are ways that people are helping the bald eagle increase in numbers.

479/5000

OK

Annotation:

The response minimally addresses the task of explaining how people are helping the bald eagle increase in numbers, demonstrating inadequate understanding of the texts. Minimal reference to the main idea is evident. The response fails to demonstrate a true analysis of the texts. References to the texts are insufficient and often inaccurate (“At the Chicago Zoo DDT was a really big problem for bald eagles”). Much of the response is composed of inaccurate fragments of ideas from various portions of the passages. There is a minimal introduction (“Here are some ways”), and the conclusion is simplistic (“Those are ways that people are helping”). Minimal evidence of an organizational structure is present, including a lack of transitions to connect ideas. Although there is some precise language drawn from the texts, it is employed haphazardly (“Young ones can be awkward”). Errors present in spelling (“entusiasts” and “Authorites”) and capitalization (“audobon”) interfere with meaning.

The passages discuss the impact that people have had on the bald eagle. Write an essay analyzing how people are helping the bald eagle increase in numbers. Use information from **all** three passages to support your response.

Response Score: 1

?



One way people are helping bald eagles is the government stopped making the poison that was killing the baby eagles. Then the government made the eagle endangered so people couldn't hurt eagles anymore and now there are a lot of eagles thanks to people helping bald eagles increase in numbers.

293/5000

OK

Annotation:

The response minimally addresses the task of explaining how people are helping the bald eagle increase in numbers. Minimal reference to the main idea is evident, and the response does not demonstrate a true analysis of the texts. There is no introductory statement, and the conclusion is simplistic (“now there are a lot of eagles thanks to people”).References to the texts are insufficient and/or confused (“the government stopped making the poison” and “the government made the eagle endangered”).Minimal evidence of an organizational structure is present. The response is free of convention errors.

Passage (set) 2

The following passage and poem are about making soup. Read the passage, then, read the poem.

Nail Soup

There was once a man who went plodding his way through a forest. The distance between the houses was so great that he had little hope of finding a shelter before the night set in. But all of a sudden he saw some lights between the trees. He then discovered a cottage, where there was a fire burning on the hearth. How nice it would be to roast one's self before that fire, and to get a bite of something, he thought, and so he dragged himself towards the cottage.

Just then a woman came toward him.

"Good evening, and well met!" said the man.

"Good evening," said the woman. "Where do you come from?"

"South of the sun and east of the moon," said the man, "and now I am on the way home again, for I have been all over the world with the exception of this parish," he said.

"You must be a great traveler, then," said the woman. "What may be your business here?"

"Oh, I want a shelter for the night," he said.

"I thought as much," said the woman, "but you may as well get away from here at once, for my husband is not at home and my place is not an inn," she said.

"My good woman," said the man, "you must not be so cross and hard-hearted, for we are both human beings and should help one another, it is written."

"Help one another?" said the woman. "Help? Did you ever hear such a thing? Who'll help me, do you think? I haven't got a morsel in the house! No, you'll have to look for quarters elsewhere," she said.

But the man did not consider himself beaten at the first rebuff. Although the woman grumbled and complained as much as she could, he was just as persistent as ever and went on begging until at last she gave in, and he got permission to lie on the floor for the night.

That was very kind, he thought, and he thanked her for it.

"Better on the floor without sleep, than suffer cold in the forest deep," he said, for he was a merry fellow, this man, and was always ready with a rhyme.

When he came into the room he could see that the woman was not so badly off as she had pretended, but she was a greedy and stingy woman of the worst sort and was always complaining and grumbling.

He now made himself very agreeable, of course, and asked her in his most insinuating manner for something to eat.

“Where am I to get it from?” said the woman. “I haven’t tasted a morsel myself the whole day.”

But the man was a cunning fellow, he was.

“Poor lady, you must be starving,” he said. “Well, well, I suppose I shall have to ask you to have something with me, then.”

“Have something with you!” said the woman. “You don’t look as if you could ask anyone to have anything! What have you got to offer one, I should like to know?”

“He who far and wide does roam sees many things not known at home, and he who many things has seen has wits about him and senses keen,” said the man. “Lend me a pot!”

The woman now became very inquisitive, as you may guess, and so she let him have a pot.

He filled it with water and put it on the fire, and then he blew with all his might till the fire was burning fiercely all round it. Then he took a four-inch nail from his pocket, turned it three times in his hand, and put it into the pot.

The woman stared with all her might.

“What’s this going to be?” she asked.

“Nail broth,” said the man, and he began to stir the water with the porridge stick.

“Nail broth?” asked the woman.

“Yes, nail broth,” said the man.

The woman had seen and heard a good deal in her time, but that anybody could have made broth with a nail, well, she had never heard the like before.

“That’s something for people to know,” she said, “and I should like to learn how to make it.”

But if she wanted to learn how to make it she had only to watch him, he said, and went on stirring the broth.

The woman squatted on the ground, her hands clasping her knees and her eyes following his hand as he stirred the broth.

“This generally makes good broth,” he said, “but this time it will very likely be rather thin, for I have been making broth the whole week with the same nail. If one only had a handful of sifted flour to put in, that would make it all right,” he said. “But what one has to go without, it’s no use thinking more about,” and so he stirred the broth again.

“Well, I think I have a scrap of flour somewhere,” said the woman and went out to fetch some, and it was both good and fine.

The man began putting the flour into the broth and went on stirring, while the woman sat staring now at him and then at the pot until her eyes nearly burst their sockets.

“This broth would be good enough for company,” he said, putting in one handful of flour after another. “If I had only a bit of salted beef and a few potatoes to put in, it would be fit for gentlefolks, however particular they might be,” he said. “But what one has to go without, it’s no use thinking more about.”

When the woman really began to think it over, she thought she had some potatoes and perhaps a bit of beef as well, and these she gave the man, who went on stirring, while she sat and stared as hard as ever.

“This will be grand enough for the best in the land,” he said.

“Well, I never!” said the woman, “and just fancy—all with a nail!”

He was really a wonderful man! He could do more than drink a sup and turn the tankard¹ up, he could.

“If one had only a little barley and a drop of milk, we could ask the king himself to have some of it,” he said, “for this is what he has every blessed evening—that I know, for I have been in service under the king’s cook,” he said.

“Dear me! Ask the king to have some! Well, I never!” exclaimed the woman, slapping her knees. She was quite awestruck at the man and his grand connections.

“But what one has to go without, it’s no use thinking more about,” said the man.

And then she remembered she had a little barley, and as for milk, well, she wasn’t quite out of that, she said, for her best cow had just calved. And then she went to fetch both the one and the other.

The man went on stirring, and the woman sat staring, one moment at him and the next at the pot.

Then all at once the man took out the nail.

“Now it’s ready, and now we’ll have a real good feast,” he said. “But to this kind of soup the king and the queen always take one sandwich at least. And then they always have a cloth on the table when they eat,” he said. “But what one has to go without, it’s no use thinking more about.”

But by this time the woman herself had begun to feel quite grand and fine, I can tell you; if that was all that was wanted to make it just as the king had it, she thought it would be nice to have it just the same way for once and play at being king and queen with the man. She went straight to a cupboard and brought out the tea, butter and cheese, and smoked beef and veal, until at last the table looked as if it were decked out for company.

¹tankard – a large cup for drinking a beverage

Never in her life had the woman had such a grand feast, and never had she tasted such broth, and just fancy, made only with a nail!

She was in such a good and merry humor at having learned such an economical way of making broth that she did not know how to make enough of the man who had taught her such a useful thing.

So they ate and drank, and drank and ate, until they became both tired and sleepy.

The man was now going to lie down on the floor. But that would never do, thought the woman; no, that was impossible. "Such a grand person must have a bed to lie in," she said.

He did not need much pressing. "A nicer woman I never came across. Ah, well! Happy are they who meet with such good people," said he, and he lay down on the bed and went asleep.

And next morning when he woke the first thing he got was coffee and a roll.

When he was going the woman gave him a bright dollar piece.

"And thanks, many thanks, for what you have taught me," she said. "Now I shall live in comfort, since I have learned how to make broth with a nail."

"Well it isn't very difficult, if one only has something good to add to it," said the man as he went his way.

The woman stood at the door staring after him.

"Such people don't grow on every bush," she said.

Read the poem

The Poem of Stone Soup

By Ilya Ben Goldberg

They came into town battered and torn,
The soldiers hungry and worn,
Door to door looking for food,
All they got was firewood,
So a clever plan was born.
To the creek the men marched out,
“Soup from a stone” the town heard a shout,
Fire, water, and a polished stone,
It boiled, it crackled empty alone,
O’ then the stone was thrown,
Soup from a stone they said with doubt,
A fella said, “Would be better with herb,”
This little bit will make the soup superb!
A lady shouted what no meat?
Here have some that can’t be beat!
Carrots, onions would all repeat,
Soup roared in the square undisturbed.
The aroma of soup filled the town square,
As many held hands completely unaware,
Soldiers smiled in silence,
A battle won with kindness.
And greed a distant blindness,
The stone was removed without despair,
So a good bye, a gallop in a swoop
Practices taught in the most righteous scoop,
A virtue of caring,
The act of sharing,
The villagers glaring,
The lesson passed in a stone soup.

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 passage and the poem address a similar theme. Write an essay analyzing how the passage and the poem develop this theme. Use evidence from **both** the passage and the poem to support your response.



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

Text-Dependent Analysis Scoring Rubric

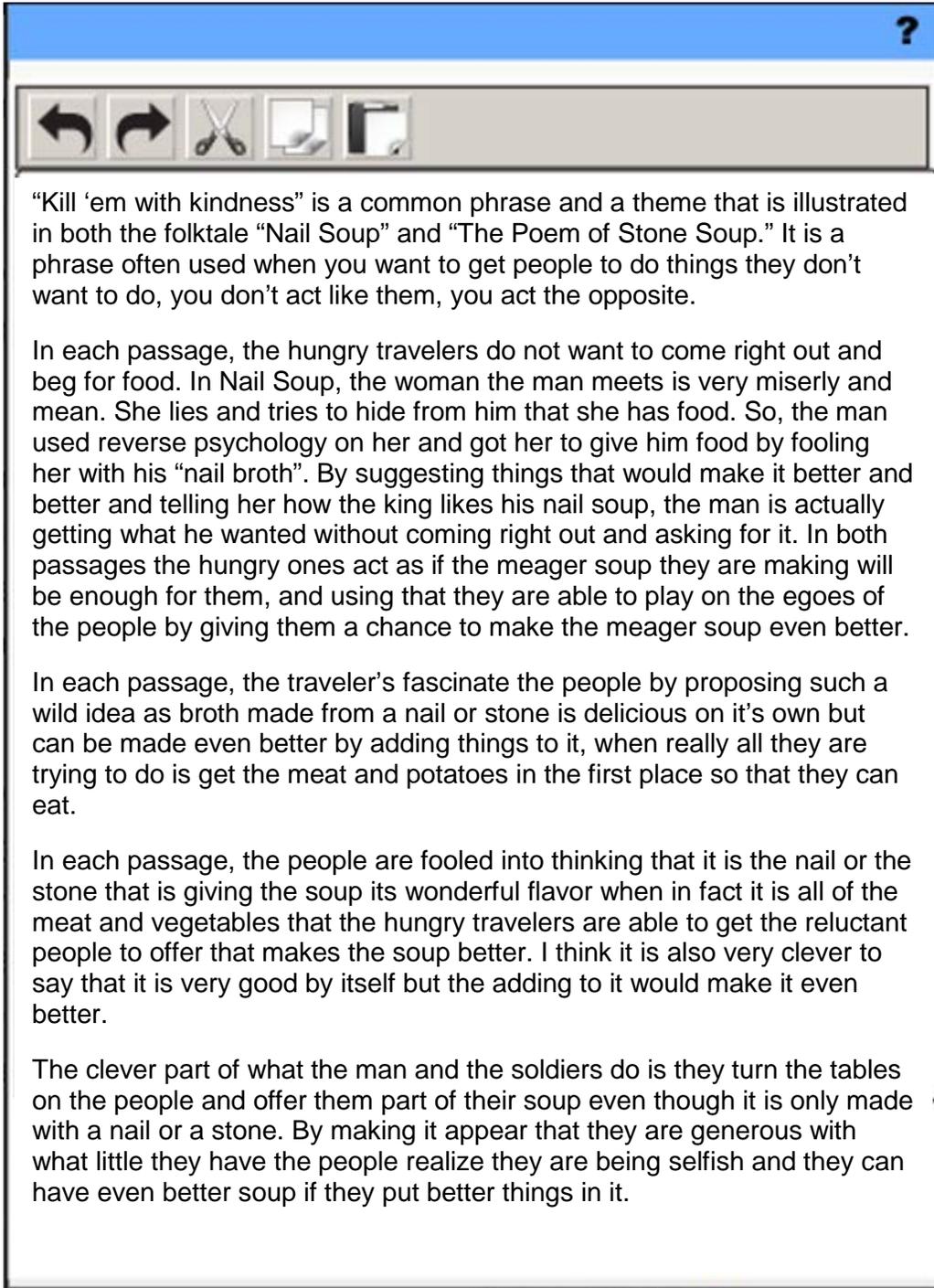
Points	Criteria
<p style="text-align: center;">4</p> <p>Demonstrates effective analysis of text and skillful writing</p>	<ul style="list-style-type: none"> • Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s) • Thorough analysis based on explicit and implicit 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>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>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 passage and the poem address a similar theme. Write an essay analyzing how the passage and the poem develop this theme. Use evidence from **both** the passage and the poem to support your response.

Response Score 4



“Kill ‘em with kindness” is a common phrase and a theme that is illustrated in both the folktale “Nail Soup” and “The Poem of Stone Soup.” It is a phrase often used when you want to get people to do things they don’t want to do, you don’t act like them, you act the opposite.

In each passage, the hungry travelers do not want to come right out and beg for food. In Nail Soup, the woman the man meets is very miserly and mean. She lies and tries to hide from him that she has food. So, the man used reverse psychology on her and got her to give him food by fooling her with his “nail broth”. By suggesting things that would make it better and better and telling her how the king likes his nail soup, the man is actually getting what he wanted without coming right out and asking for it. In both passages the hungry ones act as if the meager soup they are making will be enough for them, and using that they are able to play on the egos of the people by giving them a chance to make the meager soup even better.

In each passage, the traveler’s fascinate the people by proposing such a wild idea as broth made from a nail or stone is delicious on it’s own but can be made even better by adding things to it, when really all they are trying to do is get the meat and potatoes in the first place so that they can eat.

In each passage, the people are fooled into thinking that it is the nail or the stone that is giving the soup its wonderful flavor when in fact it is all of the meat and vegetables that the hungry travelers are able to get the reluctant people to offer that makes the soup better. I think it is also very clever to say that it is very good by itself but the adding to it would make it even better.

The clever part of what the man and the soldiers do is they turn the tables on the people and offer them part of their soup even though it is only made with a nail or a stone. By making it appear that they are generous with what little they have the people realize they are being selfish and they can have even better soup if they put better things in it.



They are using a ruse, because even though they are hungry, they make it seem like they are not or that their hunger can be satisfied by something as simple as a nail or stone boiled in water. By making the other people want what they are having they are easy to trick into believing that the soup would be fine on it's own, but when ways are suggested to make it even better, they finally begin to see they are being greedy and admit things like, "I think I have a scrap of flour somewhere" (the old woman) or "A lady shouted what no meat? Here have some that can't be beat!" By making it appear that the people are missing out on this great soup, they are able to make them give them food to put in it, because the people are always thinking up ways to make it even better.

In the end, because the man and the soldiers "killed them with kindness" they got what they wanted: a nice hot meal. And the townspeople who at first were mean ended up with a nice meal too.

3029/5000



Annotation:

In this response, the student effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text. The organizational structure is strong and effectively supports the focus and ideas. There is an effective introduction, development, and conclusion that support the response's controlling idea (the idea that the man and the soldiers used clever psychological tricks to get free food from stingy people). There are numerous examples of thorough analysis of explicit and implicit meanings from the texts ("the man used reverse psychology on her and got her to give him food by fooling her with his 'nail broth'," "the main is actually getting what he wanted without coming right out and asking for it," "in both passages the hungry ones act as if the meager soup they are making will be enough for them, and using that they are able to play on the egos of the people by giving them a change to make the meager soup even better," and "By making it appear that they are generous with what little they have the people realize they are being selfish and they can have even better soup if they put better things in it"). There is also substantial, accurate, and direct reference to the texts, including main ideas and relevant key details ("She lies and tries to hide from him that she has food" and "I think I have a scrape of flour somewhere" (the old woman) or "A lady shouted what no meat? Here have some that can't be beat!"). Transition use is sometimes skillful ("The clever part..." and "By making..."), sometimes adequate ("telling her how the king likes his nail soup," "hungry travelers," and "something as simple as a nail or stone boiled in water"). There are a few grammatical errors and an occasional spelling error; however, they do not interfere with meaning.

The passage and the poem address a similar theme. Write an essay analyzing how the passage and the poem develop this theme. Use evidence from **both** the passage and the poem to support your response.

Response Score 4

?



Be thoughtful in how you approach all situation. It's important to understand the mood of the people around you and then make up a plan to get what you want.

In both the passage and the poem the man and the soldier wanted something from the people around them. They quickly realized that unless they came up with a plan to convince the people to help them they would be rejected. So they hungry travelers looked at the situation and decided their best options was to fool the people into believing that they wanted to help. They both began making soup, one with a nail and one with a stone. Obviously making a meal with mater and such tasteless ingredients does not sound very delicious, but the travelers were able to build it up as an amazing opportunity for everyone.

In Nail Soup, a Swedish Folktale, the man understood that the woman wanted to feel grand. He said that their feast was fine as a meal for a kind and queen. He convinced her that the nail soup was very special. The woman was in such a good and merry humor after she learned what seemed to be a cheap way of making broth that she treated the man with treat respect and gave him her bed to sleep in.

The Likewise in the Poem of Stone Soup by Ilya Ben Goldberg, the soldiers understood that the people of the town might be more helpful if they thought they were gaining something by contributing things, such as meat or carrots and onions to the soup. The figured out a smart way to get what they wanted, because they understood what the townspeople wanted.

In both cases these storied could have had a different ending. Because the man from Nail Soup understood that the stingy and greedy woman would not share her food, he was able to come up with a plan that would allow her to feed him and at the same time feel that she benefitted by eating like a queen. And in the Poem of Stone Soup the soldiers also realized that the townspeople would not want to share unless they felt they were part of something unique such as sharing a warm bowl of stone soup in a festive atmosphere with their neighbors.

Therefore, what started with only water and a nail, or water and a stone did end up to be a special experience, all because the travelers were able to convince the people to join in. They each created a mart plan to get their way.

2301/5000



Annotation:

In this response, the student demonstrates in-depth analytic understanding of the text by effectively addressing all parts of the task. The organizational structure is strong and effectively supports the focus and ideas. There is an effective introduction and the content and ideas are developed toward an effective conclusion which supports the response's controlling idea ("Be thoughtful in how you approach all situations. It's important to understand the mood of the people around you and then make up a plan to get what you want"). There is thorough analysis of explicit and implicit meanings from the text ("the travelers were able to build it up as an amazing opportunity for everyone," "the soldiers understood that the people of the town might be more helpful if they thought they were gaining something," "They each created a smart plan to get their way," and "the soldiers also realized that the townspeople would not want to share unless they felt they were part of something unique such as sharing in a warm bowl of stone soup in a festive atmosphere with their neighbors"), as well as substantial, accurate, and direct reference to the main ideas and relevant key details of the text ("The woman was in such a good and merry humor after she learned what seemed to be a cheap way of making broth," "the man...understood that the stingy and greedy woman would not want to share," and "...contributing things, such as meat or carrots and onions to the soup"). Transitions employed effectively link ideas. Precise, domain-specific language from the text is used throughout the response. There are few, if any, convention errors.

The passage and the poem address a similar theme. Write an essay analyzing how the passage and the poem develop this theme. Use evidence from **both** the passage and the poem to support your response.

Response Score: 4

?



Clever deception is not always a bad thing, especially when it benefits everyone. The passage and poem develop a theme of “trickery to get what you want isn’t bad if it helps others.” In a way, those who tricked the villagers into adding to the nail soup, tricked them into not being selfish and helping others who may be in need or hungry.

In Nail Soup, the man countered the woman’s greediness by appealing to her vanity when he told her that the result would be fit for a king or queen. The man knew that she would not be able to resist when he kept name dropping the king to get more ingredients added to the soup. For example, “If one had only a little barley and a drop of milk, we could ask the king himself to have some.” This worked, because the woman “went to fetch both the one and the other.” In fact, the man even got the woman to add a sandwich to his meal. The woman remained convinced it all came from one nail, but by the time he had fooled her into adding many more things to the broth, both of them were able to enjoy a feast.

The soldiers in The Poem of Stone Soup also demonstrate this lesson. When they were not able to get the villagers to give them food, they began to appeal to the townspeople by creating a mystique around this “Soup from a stone.” The villagers were incredulous that soup could be good to eat if only made from a stone; they began to add their own ideas to improve it. One “fella” said it, “would be better with herb” and a lady offered up some meat. Soon carrots and onions were also being added and the soup was taking shape. By the time it was done, everyone was able to enjoy the soup together.

Both the passage and the poem use deception as a way to feed not only themselves, but also the villagers who help them out. The villagers ended up helping themselves and others without even knowing that they were being unselfish and helping those who were hungry, as well.

1913/5000



Annotation:

In this response, the student effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text. The organizational structure is strong and effectively supports the focus and ideas. There is an effective introduction, development, and conclusion, all of which support the response's controlling idea ("clever deception isn't always a bad thing"). There are numerous examples of thorough analysis of explicit and implicit meanings from the texts ("the man countered the woman's greediness by appealing to her vanity," "he kept name dropping the king to get more ingredients added," "they began to appeal to the townspeople by creating a mystique around this 'Soup from a stone,' " and "The villagers ended up helping themselves and others without even knowing that they were being unselfish and helping those who were hungry, as well"). There is also substantial, accurate, and direct reference to the texts, including main ideas and relevant key details ("If one had only a little barley and a drop of milk, we could ask the king himself to have some" and "Soon carrots and onions were also being added"). Transition use is sometimes skillful ("by the time" and "not only themselves, but also"), sometimes adequate ("In a way" and "In fact, "). Precise and domain-specific language from the text is used throughout ("One 'fella' said it 'would be better with herb' " and "the villagers were incredulous"). There are occasional, minor grammatical and spelling errors; however, these do not interfere with meaning.

The passage and the poem address a similar theme. Write an essay analyzing how the passage and the poem develop this theme. Use evidence from **both** the passage and the poem to support your response.

Response Score: 3

?

In both the passage and the poem the theme is “be enthusiastic” to get others to help you out.

The man in the passage is enthusiastic about the soup, telling the woman that the king would love it. The woman started out lying saying, “I haven’t tasted a morsel myself.” The man says that she must be starving too and should also get some soup. By being enthusiastic, even though he didn’t believe her, the man gets her to put potatoes, barley and milk in the soup. By the end of the story, The man’s enthusiasm has totally won her over and they both “drank and ate”.

In the poem, some soldiers use enthusiasm to convince townspeople to add to their soup. They begin by shouting loudly about how good the soup is going to be (enthusiasm). this gets the town interested, but really they are fooling the people into giving them food: meat “that can’t be beat” and “Carrots and Onions all would repeat.”

The people in the passage and the poem use enthusiasm to get people to help them with their hunger. In the end, they get what they were after all along: food.
Their enthusiasm got the people to not be so mean and to help out with the soup.

1134/5000

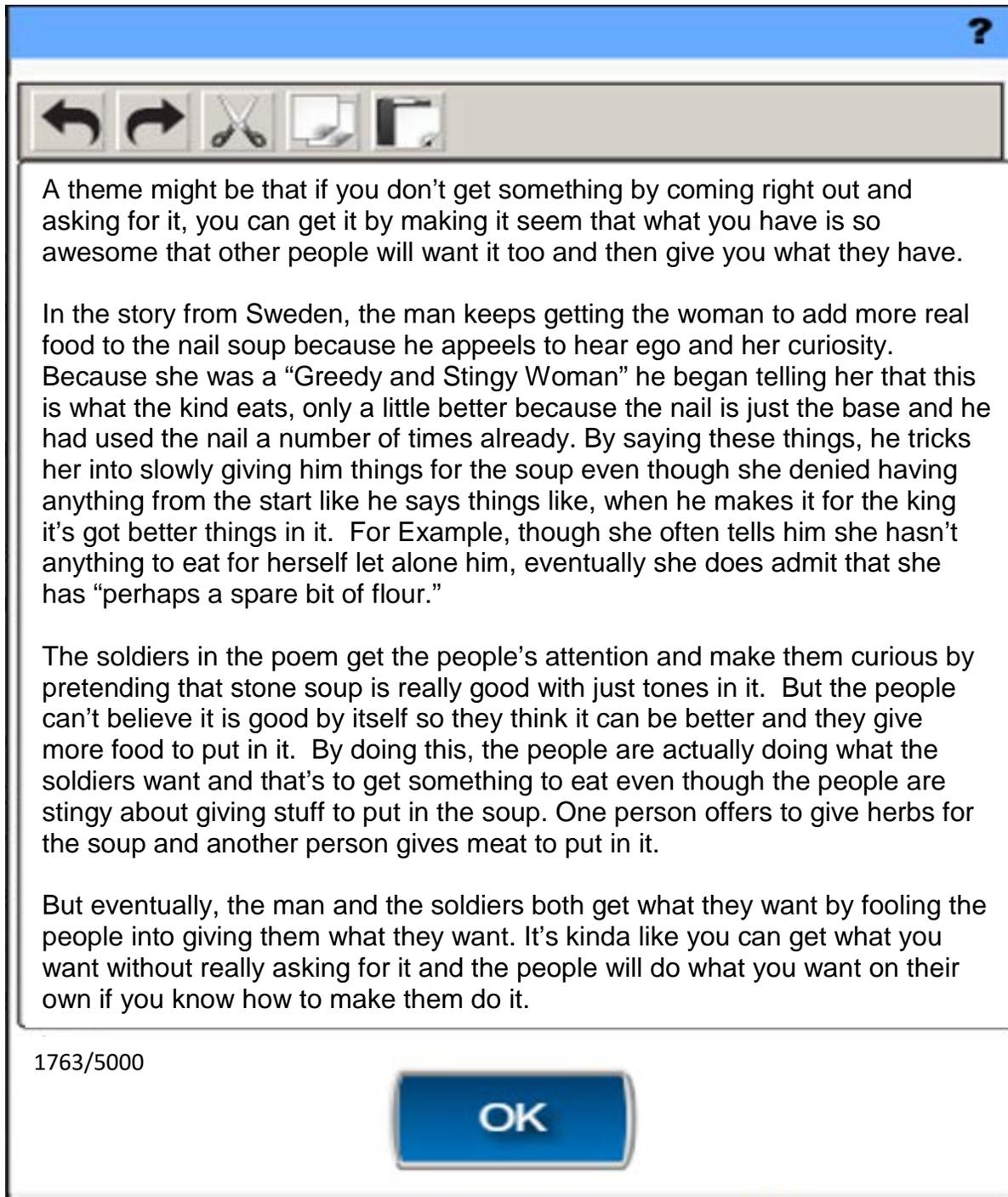
OK

Annotation:

In this response, the student adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text. Though succinct, there is a clear introduction, development, and conclusion identifying a controlling idea (being enthusiastic can gain others' help). The organizational structure adequately supports the response's focus and ideas. There is clear analysis of explicit and implicit meanings from the text ("By being enthusiastic, even though he didn't believe her, the man gets her to put potatoes, barley and milk in the soup," "The man's enthusiasm has totally won her over...", and "really they are fooling the people into giving them food"). There are sufficient, direct references to the text (" 'I haven't tasted a morsel myself,' " "meat 'that can't be beat', " and " 'Carrots and Onions all would repeat' ") that support the writer's purpose. Few errors are present in conventions (e.g., capitalization issues), and those present do not interfere with meaning.

The passage and the poem address a similar theme. Write an essay analyzing how the passage and the poem develop this theme. Use evidence from **both** the passage and the poem to support your response.

Response Score: 3



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

A theme might be that if you don't get something by coming right out and asking for it, you can get it by making it seem that what you have is so awesome that other people will want it too and then give you what they have.

In the story from Sweden, the man keeps getting the woman to add more real food to the nail soup because he appeals to her ego and her curiosity. Because she was a "Greedy and Stingy Woman" he began telling her that this is what the kind eats, only a little better because the nail is just the base and he had used the nail a number of times already. By saying these things, he tricks her into slowly giving him things for the soup even though she denied having anything from the start like he says things like, when he makes it for the king it's got better things in it. For Example, though she often tells him she hasn't anything to eat for herself let alone him, eventually she does admit that she has "perhaps a spare bit of flour."

The soldiers in the poem get the people's attention and make them curious by pretending that stone soup is really good with just bones in it. But the people can't believe it is good by itself so they think it can be better and they give more food to put in it. By doing this, the people are actually doing what the soldiers want and that's to get something to eat even though the people are stingy about giving stuff to put in the soup. One person offers to give herbs for the soup and another person gives meat to put in it.

But eventually, the man and the soldiers both get what they want by fooling the people into giving them what they want. It's kinda like you can get what you want without really asking for it and the people will do what you want on their own if you know how to make them do it.

1763/5000

OK

Annotation:

In this response, the student adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text. There is a clear introduction, development, and conclusion identifying a controlling idea (“if you don’t get something by...asking for it, you can get it by making it seem that what you have is so awesome that other people will want it too and then give you what they have”). The organizational structure adequately supports the focus, addressing both the passage and the poem and tying them together in the conclusion. There is clear analysis of explicit and implicit meanings from the text (“the man keeps getting the woman to add more real food to the nail soup because he appeals to her ego and her curiosity,” “By saying these things, he tricks her into slowly giving him things for the soup even though she denied having anything from the start,” “By doing this, the people are actually doing what the soldiers want,” and “It’s kinda like you can get what you want without really asking for it and the people will do what you want on their own if you know how to make them do it”). There are sufficient, direct references to the text (“eventually she does admit that she has ‘perhaps a spare bit of flour’ ” and “One person offers to give herbs for the soup and another person gives meat to put in it”) that support the writer’s purpose. Transitions appropriately link ideas (“In the story from Sweden,” “For example,” and “But eventually”) and there is appropriate use of precise language from the text (“greedy and stingy woman”). There are a few grammatical errors present as well as some awkward sentence formation; however, these do not interfere with meaning.

The passage and the poem address a similar theme. Write an essay analyzing how the passage and the poem develop this theme. Use evidence from **both** the passage and the poem to support your response.

Response Score: 3

?



Both passages deal with the main characters being hungry. They are afraid that if they admit their hunger there is a chance that they might lose the chance to be fed so they trick the people into giving them food. So the theme might be that if you want something that someone doesn't want to give you that you may have to fool them into helping you.

In the story Nail Soup when the man realizes that the woman is greedy and stingy he quickly decides to make it seem like he is helping her when really she is helping him. He makes her this strange nail soup which she is very intrigued by and because he makes it seem very good she believes him. "This will be grand enough for the best in the land," he said. By the time the soup is done, including the vegetables, meat, and potatoes she has added, she thinks that the man was wonderful to have taught her to make such a special soup with only a nail.

The same thing happens in The Poem of Stone Soup. The soldiers realize that the villagers aren't going to feed them unless they fool them into wanting to help. So they do. Just like in Nail Soup, they make stone soup sound really good and he people want to share in its goodness. "Soup from a stone" they shout, which makes everyone curious about how you could make soup from a stone. And the more curious they are the more they want to help. They were fooled into helping, just like the woman was fooled into helping the man in Nail Soup.

Now you know how the passage and the poem address a similar theme.

1504/5000

OK

Annotation:

In this response, the student adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text. There is a clear introduction, development, and conclusion identifying a controlling idea (“They are afraid that if they admit their hunger there is a chance that they might lose the chance to be fed so they trick the people into giving them food.”). The organizational structure adequately supports the response’s focus and ideas. There is clear analysis of explicit and implicit meanings from the text (“he quickly decides to make it seem like he is helping her when really she is helping him,” “she thinks that the man was wonderful to have taught her to make such a special soup with only a nail,” and “The soldiers realize that the villagers aren’t going to feed them unless they fool them into wanting to help”). There are sufficient, direct references to the text (“This will be grand enough for the best in the land” and “ ‘Soup from a stone’ they shout”) that support the writer’s purpose. Few errors are present in conventions (there are some missing commas), and those present do not interfere with meaning.

The passage and the poem address a similar theme. Write an essay analyzing how the passage and the poem develop this theme. Use evidence from **both** the passage and the poem to support your response.

Response Score: 2

?



The theme in both passages is Never Give Up. The hungry people never gave up even though the other people at first don't want to help them, they keep trying until they get what they want. The man with the nail keeps rhyming things to get the woman to give him more food to put in the soup and the soldiers didn't have to. The people just offered food like when the guy said it would be better with and herb in it and then a lady said she had good meat for it. I think the soup is better without the people realising they were doing it and because they never gave up offering more things they got what they wanted.

612/5000

OK

Annotation:

In this response, the student inconsistently addresses the task demonstrating partial analytic understanding of the text (“The theme in both passages is Never Give Up”). There is evidence of a weak organizational structure that only inconsistently supports the focus and ideas. There is some inconsistent analysis of explicit and implicit meanings from the text (“The man with the nail keeps rhyming things to get the woman to give him more food” and “I think the soup is better without the people realising they were doing it and because they never gave up offering more things they got what they wanted”) in the form of weak inferences. These inferences go beyond a strictly literal reading of the text. References to the text are generally vague/awkward (“... the guy said it would be better with an herb in it and then a lady said she had good meet for it”). Transition use is inconsistent (“even though”) and development is weak. Errors are present in punctuation (“dont” for don’t), usage (“meet” for meat), spelling (“realising” for realizing), and sentence structure; errors sometimes interfere with meaning.

The passage and the poem address a similar theme. Write an essay analyzing how the passage and the poem develop this theme. Use evidence from **both** the passage and the poem to support your response.

Response Score: 2

?



The theme is man verse man because the hungry man and the hungry soldiers have to trick the hungry town people for food. Both stories are about people making other people do something they don't want to do. In nail soup the woman gives the man food and lets him sleep in a bed. "Such a grand person must have a bed to lie in." In the poem of Stone Soup the people who live in the town end up giving the hungry soldiers food. They add to the soup. A lady shouted no meat? There is a happy ending to both stories. The soldiers smiled in silence. The woman said. "Such people don't grow on every bush." They all get food in the end.

629/5000

OK

Annotation:

In this response, the student inconsistently addresses the task demonstrating partial analytic understanding of the text (“Both stories are about people making other people do something they don’t want to do.”). There is some evidence of an organizational structure, featuring weak transitions and development related to the text, all of which only inconsistently supports the focus and ideas. There is some inconsistent analysis of explicit and implicit meanings from the text (“The theme is man verse man because the hungry man and the hungry soldiers have trick the hungry town people for food” and “There is a happy ending to both stories”) that goes beyond a literal reading of the text. References to the text are general (“the people who live in the town end up giving the hungry soldiers food” and “In nail soup the woman gives the man food and lets him sleep in a bed”). Errors are present in punctuation, capitalization, and usage (“verse” for versus); however, these generally do not interfere with meaning.

The passage and the poem address a similar theme. Write an essay analyzing how the passage and the poem develop this theme. Use evidence from **both** the passage and the poem to support your response.

Response Score: 1

?



The theme they share is both are in little villages in the olden days. In the poem the soldiers are hungry but no one would give them food so they decided to make stone soup to eat. The people thought it sounded so good that they offered to add more things to it, and the soldiers got to eat. And the man in the story making nail soup got more things for his soup from the mean old woman.

385/5000

OK

Annotation:

In this response, the student minimally addresses part of the task demonstrating an inadequate analytic understanding of the text. The student's attempt at analyzing how the passage and the poem develop a similar theme ("The theme they share is both are in little villages in the olden days") is both erroneous and simplistic. There is minimal evidence of an organizational structure and minimal reference to main ideas or relevant details of the text. There is no analysis of, and insufficient reference to, the text ("The people thot it sounded so good" and "the soldiers got to eat"). There is little use of precise language drawn from the text. The response includes usage errors ("wood" for would and "get" for got) and misspellings ("desided" for decided, "offered" for offered, and "thot" for thought).

The passage and the poem address a similar theme. Write an essay analyzing how the passage and the poem develop this theme. Use evidence from **both** the passage and the poem to support your response.

Response Score: 1

?



The man is hungry and want the woman to feed him, but she is cross and hard-hearted. She says I haven't got a morsel in the house! But she does have food in the house cause in the story she has oatmeal and flower and potatoes and beef and barley and milk and cheese and butter and tea and veel. The soldiers are also very hungry and want the village people to feed them.

371/5000

OK

Annotation:

In this response, the student minimally addresses part of the task demonstrating inadequate analytic understanding of the texts. There is minimal evidence of an organizational structure and minimal reference to main ideas or relevant details of the text (“The man is hungry and wants the woman to feed him” and “The soldiers are also very hungry and want the village people to feed them”). There is no analysis of, and only insufficient reference to, the texts (“But she does have food in the house because in the story she has oatmeal and flower and potatoes and beef and barley and milk and cheese and butter and tea and veel”). The response includes usage errors (“cause” for because and “flower” for flour), a misspelling (“veel” for veal), and the use of the word “and” versus using commas in a series.

Passage 3

Read the following passage about the brain and sleep.

The Body's Clock

By Trudee Romanek

Ever wondered what makes you sleepy at bedtime? Is it just that you're tired out from a long day? That may be part of it, but you also get tired because your brain tells you to. A tiny part of each person's brain controls at what time of the day you'll feel wide awake and what time you'll feel sleepy.

People call this part of the brain the biological clock or the body clock. Of course, it's not really a clock. It's actually two tiny clumps of nerve cells—about the size of two pinheads—inside your brain. The real name of these clumps of cells is the suprachiasmatic nuclei (SOO-pra-ki-az-MAT-ik NOO-kee-i), or the SCN for short. They help your brain produce the right chemicals, called neurotransmitters and hormones, to make you feel sleepy as bedtime gets nearer and ready to rise as morning approaches.

Putting the Brain to Sleep

During the day, your biological clock triggers your body to produce chemicals that stimulate your brain and keep it alert. While it's alert, a part of your brain stem—the lower part of your brain that looks after breathing and other basic life functions—is hard at work. It passes information nonstop from your senses to your cerebral cortex—the upper part of your brain that sorts out information from your senses and controls speech and all your other muscle movements.

Later, your biological clock signals your body that bedtime is approaching. When the daylight begins to fade, your pineal gland churns out more melatonin, a hormone that lets your organs know it's time for sleep. Your brain starts producing less of the stimulating, wake-up chemicals. Eventually, another part of the brain stem (the pontine nuclei) takes over, allowing you to sleep. Once this part is in charge, very little sensory information is passed to your cerebral cortex and you are no longer as aware of things around you.

The brain stem itself doesn't seem to need sleep. It may be the part of your brain that stays alert during sleep, waiting for important signals.

Right On Time

People are creatures of habit, thanks in part to their biological clocks. Scientists have discovered that over the course of each day, human beings (and other animals, too) have a distinct pattern of times when they are sleepy and times when they are alert. Most people feel energetic in the morning, then start to feel sleepy after lunch. They perk up in late afternoon, feel wide awake right after supper and then get tired at bedtime. This sleep/wake cycle is part of a larger, 24-hour pattern called the circadian rhythm.

Some other events in your day are part of your circadian rhythm as well. For example, your body temperature rises just before you wake up and falls during the night. And your stomach produces digestive juices according to a schedule, so that at meal times it's ready to break down the food you eat.

Gathering Evidence

Your biological clock uses a number of different clues to make sure it's keeping your circadian rhythm on schedule. Eating and exercising at regular times, even brushing your teeth and putting on your pajamas before bed can signal your brain that everything is happening when it's supposed to. But the most important time clue for your biological clock is daylight.

When your eyes sense light, optical fibers carry the message to your brain and your SCN. As long as your eyes are sensing bright light during the day and no light at night, your biological clock knows that it's waking you up, making you sleepy, and triggering all those other events at the correct times.

Turning Day into Night

Many animals, including humans, are diurnal—awake and active during the day. These days, though, many businesses are open 24 hours. Employees on the night shift have to sleep during the day instead. This can cause big problems.

If you switched night for day and day for night long enough, your body might get used to the change. The problem is that most shift workers don't stick to the new schedule for long, so their bodies don't have time to adjust. As a result shift workers often feel sleepy at work, but lie awake in bed when they're supposed to be sleeping.

Getting Off Schedule

Flying from one time zone to another can throw your body into a tailspin. Suddenly the hours between sunrise and sunset don't add up to a complete day. The more time zones you cross, the more out of whack your biological clock gets. Your brain may produce chemicals that keep you wide awake when everyone else is asleep. It can take a week before daylight resets your clock and gets all the systems of your circadian rhythm back to normal.

In space, astronauts sometimes face their most difficult tasks when they would normally be sleeping back on Earth. So, before a mission, NASA shines bright lights on the astronauts in the middle of the night to reset their biological clocks.

Many teenagers have a problem called teenage phase shift. Even though their bodies are growing a lot, they don't produce more melatonin—the chemical that signals it's time for bed. So the melatonin signal is weaker, and they don't feel sleepy until well after midnight. Getting up is a nightmare, and they drag themselves around exhausted for the rest of the day. By evening, they're wide awake again and can't get to sleep. To deal with the problem of sleepy teens, some U.S. high schools are starting classes later in the morning so that students can get the sleep they need.

Stages of Sleep

In 1952, American researcher Nathaniel Kleitman began studying the eyes of sleepers. He knew that our eyes roll around slowly just as we're falling asleep. But he didn't know if this happened at other times during the night as well.

Kleitman asked a research student, Eugene Aserinsky, to stay awake all night and watch a sleeping person's eyes. Aserinsky was astonished by what he saw. Although the sleeper's eyeballs didn't roll, from time to time they darted very quickly back and forth under closed eyelids. What Kleitman and Aserinsky had discovered was a special stage of sleep. They named it Rapid Eye Movement (REM) sleep and soon found that it's during REM sleep that sleepers have their most elaborate dreams.

Sleep researchers everywhere began to monitor brainwaves throughout the whole night. What they found was that the brainwaves changed during the night, not just once, but many times. They divided the different types of brainwaves into five stages of sleep that people go through each night—REM sleep and stages 1, 2, 3, and 4 of non-REM sleep.

Non-REM Sleep

Stage 1 sleep is so close to being awake that if you were woken from it you'd probably say you weren't even asleep. After several minutes in Stage 1, you sink into Stage 2 sleep. The brainwaves during this stage are a little larger and slower than at Stage 1. From there you sink into the deeper sleep of Stages 3 and 4. Your body is very relaxed and it is difficult to wake you. During Stage 4, your body produces the largest amount of some of the chemicals that help you grow.

Stages 1 and 2 are often called light sleep. Stages 3 and 4 are called deep sleep, or Slow-Wave Sleep (SWS), because your brainwaves are larger and slower in those stages.

The Sleep Cycle

Throughout the night you make your way through the five stages of sleep on a very regular schedule. After falling asleep, you drift down through light sleep (Stages 1 and 2) and then into deep SWS sleep (Stages 3 and 4). You stay in Stage 4 sleep for about 20 minutes, your longest chunk of it for the night. Then, you begin to drift back up through Stage 3 and into the lighter sleep of Stage 2. But instead of passing into Stage 1 and then waking up, you enter your first period of REM (rapid eye movement) sleep.

For the rest of the night you pass up and down through the stages of sleep in cycles that last a little more than an hour. You spend less time in deep SWS and more time in REM sleep as the night passes. In fact, most people have no deep sleep at all after about 2 a.m.

A Good Night's Sleep

When is the last time you complained about your bedtime? Last night? It just never seems fair that kids have to go to sleep while adults stay up later. Unfortunately

for kids, the grown-ups have scientific research backing them up. Generally, the younger you are the more sleep you need to keep your growing body and your developing brain working well. If you don't get enough sleep, you'll feel cranky and unhappy, be more likely to get sick, and have a much harder time learning new things.

As people get older, their need for sleep drops. But there's one big exception. For reasons doctors and scientists don't completely understand yet, many teenagers seem to need more sleep than they did at age 11—perhaps because of the major changes their bodies go through at puberty.

How much sleep is enough?	
Age	Hours of sleep needed a day
1 week	16 to 18 hours
1 year	12 to 13 hours
5 years	10 to 12 hours
7 years	9 to 11 hours
11 years	8 to 10 hours
Teenager	9 to 10 hours
Adult	7 to 9 hours

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 passage discusses how the body regulates its internal clock. Write an essay analyzing the importance of the body's clock to people's everyday lives. Use evidence from the passage to support your response.

A text entry box for writing an essay. It features a blue header bar with a question mark, a toolbar with icons for undo, redo, cut, copy, and paste, a large white text area, a character count '0/5000' at the bottom left, and a blue 'OK' button at the bottom center.

Text-Dependent Analysis Question Scoring Rubric

Points	Criteria
<p style="text-align: center;">4</p> <p>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>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>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

The passage discusses how the body regulates its internal clock. Write an essay analyzing the importance of the body's clock to people's everyday lives. Use evidence from the passage to support your response.

Response Score: 4

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The sun rises and sets each day and has since the dawn of time. It's only natural that all living creatures on Earth would develop a day/night routine. To help us with that we have a clock in our bodies. It's not a real clock like we swallowed a Seth Thomas, it's our body's internal clock and it is important to our everyday lives. It helps us sleep when we need it and keeps us alert when we are awake.

The body clock does this by sending signals to various parts of our body and tells it whether to be alert or to rest. By reading the passage you can know that "when daylight begins to fade, your pineal gland churns out more melatonin, a hormone that lets your organs know it's time for sleep." This is because humans sleep at night and are active during the day. This makes sense considering we evolved from hunter/gatherers that would have needed daylight to perform those activities. When we are awake during the day, our clock stimulates our brain to keep it alert. These signals help regulate our circadian rhythm. According to the passage, "the sleep wake/cycle is part of a larger, 24-hour pattern called the circadian rhythm."

Obviously, these patterns are important to our health. For kids, it helps our development into healthy adults. If they are not working correctly, we could become unhealthy and maybe not grow into our full potential. The passage talks about a problem called "teenage phase shift". The problem is that our bodies are growing but don't make enough Melatonin which the passage says is "the chemical that signals our brain it's time for bed." This makes us stay up later and feel really tired in the morning when we get up. If we are too tired in school, we might not be able to get the education we need to get good jobs in the future. The good news is that "some U.S. high schools are starting classes later in the morning so that students can get the sleep they need. We can assume that students who start later might do better on tests than those kids who start early (with a lack of sleep).

There are also things we can do to help our body's clock. According to the passage, "exercising at regular times, even brushing our teeth can

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signal your brain.” Our biological clock lets us know when to wake up and when to sleep. But there are things that can throw our clock out of whack. If we fly to another time zone, our clock can get messed up. This is because “the hours between sunrise and sunset don’t add up to a complete day.” Our body clock might not know what to do then because it may be confused about whether it is time to sleep or be awake. The author points out that astronauts perform tasks in space when they would normally be sleeping. To fix this, “NASA shines bright lights on the astronauts in the middle of the night to reset their biological clocks.” At first, it might seem that this issue would only apply to astronauts or people who fly long distances, but the fundamental issue of our biological clocks providing us with adequate sleep is something every one of us will deal with at some point in our lives. In that way, a NASA astronaut on a space walk and a teenager trying to get out of bed are not that different.

3175/5000

OK

Annotation:

The response effectively addresses all parts of the task demonstrating an in-depth analytic understanding of the text. The student analyzes explicit and implicit meanings from the text (“This makes sense considering we evolved from hunter/gatherers that would have needed daylight to perform those activities,” “If they are not working correctly, we could become unhealthy and maybe not grow into our full potential,” “If we are too tired in school, we might not be able to get the education we need to get good jobs in the future,” “We can assume that students who start later might do better on tests than those kids who start early,” and “...a NASA astronaut on a space walk and a teenager trying to get out of bed are not that different.”), effectively supporting the main idea (the idea that a fully-functioning internal clock is an important part of everyday human functioning). Substantial, accurate, and direct reference to the text supports the main idea (“when daylight begins to fade, your pineal gland churns out more melatonin, a hormone that lets your organs know it’s time for sleep,” “the sleep wake/cycle is part of a larger, 24-hour pattern called the circadian rhythm,” “The passage talks about a problem called ‘teenage phase shift.’ The problem is that our bodies are growing but don’t make Melatonin which the passage says is ‘the chemical that signals our brain it’s time for bed,’ “ “exercising at regular times, even brushing our teeth can signal your brain,” “the hours between sunrise and sunset don’t add up to a complete day”). The student employs a strong organizational structure that effectively supports the writer’s ideas. This structure includes an effective introduction, transitions, and ideas grouped in a logical order related to the main idea and purpose. Precise language drawn from the text (“24-hour pattern called the circadian rhythm,” “teenage phase shift,”) is effectively used to explain the topic. Few, if any, convention errors are present in this response. This is a strong 4.

The passage discusses how the body regulates its internal clock. Write an essay analyzing the importance of the body's clock to people's everyday lives. Use evidence from the passage to support your response.

Response Score: 4

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Think of how hard your life would be without any clocks. You would never know when to go to class or your job, you'd have problems every time you tried to meet someone at a specific time and there would be no way to watch your favorite TV show because you wouldn't know when it was on. Well, your body needs a clock too – not to watch TV or to go to class, but so it knows when to go to sleep, when to be alert and when to produce extra digestive juices. Without our “body clocks” we would not function well at all.

Sleep is one of the most important things your body does to make you function properly and your internal clock controls when you sleep. The article gives several examples of how lack of sleep could be a factor in everyday life. The first is night shift workers. It says that people who do this kind of work usually end up being sleepy at work and unable to sleep during the day. That is because their body clock is “set by the sun rising and setting (just like everyone's). It says if you switch night for day long enough your body will adjust or reset. This could happen because of different “clues” like eating and exercising at regular times. Or brushing your teeth and putting on your pajamas at the same time every day.

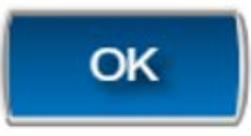
Another example in the article is astronauts. Their problem is that there is no day and no night up in space (or at least not like on earth). So NASA shines lights on the astronauts to reset their biological clocks. This shows how important it is for astronauts to get enough sleep.

The last example is teens. Teenagers' bodies don't produce enough melatonin (the chemical that signals that it's time for bed), so they often stay up late and have trouble waking up in the morning. The article states that some US High Schools are starting classes later in the morning so that students can get the sleep they need. “This shows me that getting enough sleep must be pretty important if a whole school will change its schedule just to let teens sleep in longer. Some parents should probably read/learn about teenage phase shift too (ahem, ahem, Mom and Dad!).



From this passage, I learned that our body's clock helps us in our everyday lives, whether our everyday life is working a night shift going to school or even working on a space mission in outer space. It makes sure we get enough sleep.

2326/5000



Annotation:

In this response, the student effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text. The organizational structure is strong and effectively supports the focus and ideas. There is an effective introduction, development, and conclusion that support the response's controlling idea (that without our internal clocks, our lives would become unmanageable). There is thorough analysis of the text ("Think of how hard your life would be without any clocks. You would never know when to go to class or your job," "if you switch night for day long enough your body will adjust or reset. This could happen because of different 'clues' like eating and exercising at regular times," and "getting enough sleep must be pretty important if a whole school will change its schedule just to let teens sleep in longer") combined with substantial, accurate, and direct reference to the text, including main ideas and relevant key details ("NASA shines lights on the astronauts to reset their biological clocks" and "some US High Schools are starting classes later in the morning so that students can get the sleep they need"). Transition use is sometimes skillful ("Well, your body needs a clock too"), and sometimes adequate ("Another example" and "The last example"). Precise and domain specific language from the text is used throughout ("brushing your teeth and putting on your pajamas at the same time every day" and "their body clock is 'set' by the sun rising and setting"). There are few grammatical errors, but those that are present do not interfere with meaning.

The passage discusses how the body regulates its internal clock. Write an essay analyzing the importance of the body's clock to people's everyday lives. Use evidence from the passage to support your response.

Response Score: 4




Our biological clock tells us when to sleep and when to be alert. This is very important to people's everyday lives. Imagine what life would be like without it.

Would my dad go to work at 3 in the morning? Would kids go to school at different times? Think how weird our world would be if we all slept during the day. It's a good thing our body's clock keeps us on a schedule that works for us.

Our body clock does what it does by "sending signals to various parts of our body" that tell us to rest or be active. This is called circadian rhythm. According to the passage, darkness makes our body produce melatonin, a hormone that signals sleep. This is important because, unlike some animals, humans do most out their activities during the day like work, go to school and other things. So, our circadian rhythm supports our lifestyles and work. One problem the author points out is that kids produce less melatonin than adults, yet kids need more sleep than adults, according to the chart in the passage. Sometimes, kids do not get enough sleep and that is not good because it can affect their school work and health.

The good news is that we can control or fool our body's clocks. The author says that "even brushing your teeth can signal your brain" for sleep. NASA controls the sleep patterns of astronauts by shining bright lights on them to reset their clocks so they can work in space. But if our day doesn't include a whole 24 hours like it might for some travelers crossing time zones, our clock can get messed up and thereby mess up our routines and health. So our body clocks are super sensitive, which cuts both ways: they can get messed up easily (like by crossing time zones), but they can also be easily tricked it back into thier normal routine (by timely tooth brushing or shining bright lights).

Now you know why our biological clock is so, so important to people's everyday lives.

1893/5000



Annotation:

In this response, the student effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text. The organizational structure is strong and effectively supports the focus and ideas. There is an effective introduction, development, and conclusion, all of which support the response's controlling idea (that our body clocks, though sensitive, keep us to a workable schedule). There is thorough analysis of the text ("It's a good thing our body's clock keeps us on a schedule that works for us," "our clock can get messed up and thereby mess up our routines and health," and "our body clocks are super sensitive, which cuts both ways...") combined with substantial, accurate, and direct reference to the text, including main ideas and relevant key details ("by 'sending signals to various parts of our body ' " and "NASA controls the sleep patterns of astronauts by shining bright lights on them to reset their clocks"). Transition use is sometimes skillful ("because, unlike some animals"), and sometimes adequate ("but" and "so"). Precise and domain specific language from the text is used throughout ("melatonin, a hormone that signals sleep" and "by timely tooth brushing or shining bright lights"). There are few grammatical errors, and those that are present do not interfere with meaning.

The passage discusses how the body regulates its internal clock. Write an essay analyzing the importance of the body's clock to people's everyday lives. Use evidence from the passage to support your response.

Response Score: 3




Sleep is important to our health and our body clocks play a big role in our sleep. If our biological clock didn't work the way it does, we wouldn't stay healthy and good for long.

Without sleep the human body does not function well. And teenagers need more sleep than adults do. The passage says that "teenagers need 9-10 hours of sleep a night and adults need 7 to 9." The passage also says that "during the day, your biological clock...stimulate your brain and keep it alert." If we don't get the right amount of sleep, we will begin to get sick. Since teens need more sleep, they are probably more likely to get sick.

Being alert is important, but even more importantly, our biological clock tells us when to sleep. The passage says that people with jet lag can take up to a week before their biological clocks return to normal because they have crossed time zones. This could make it rough for someone who travels a lot. Their clock might sometimes be "out of whack" like the author says.

According to the passage, lack of sleep can make learning hard for kids. Teenagers do not produce a lot of melatonin which is the chemical signal for bedtime. When they go to school tired, they can't pay attention and this can make them be crabby. A crabby kid who isn't paying attention to the teacher is not going to do well in school.

So now you can see why sleep is so important and what an important role our biological clock plays in keeping us healthy.

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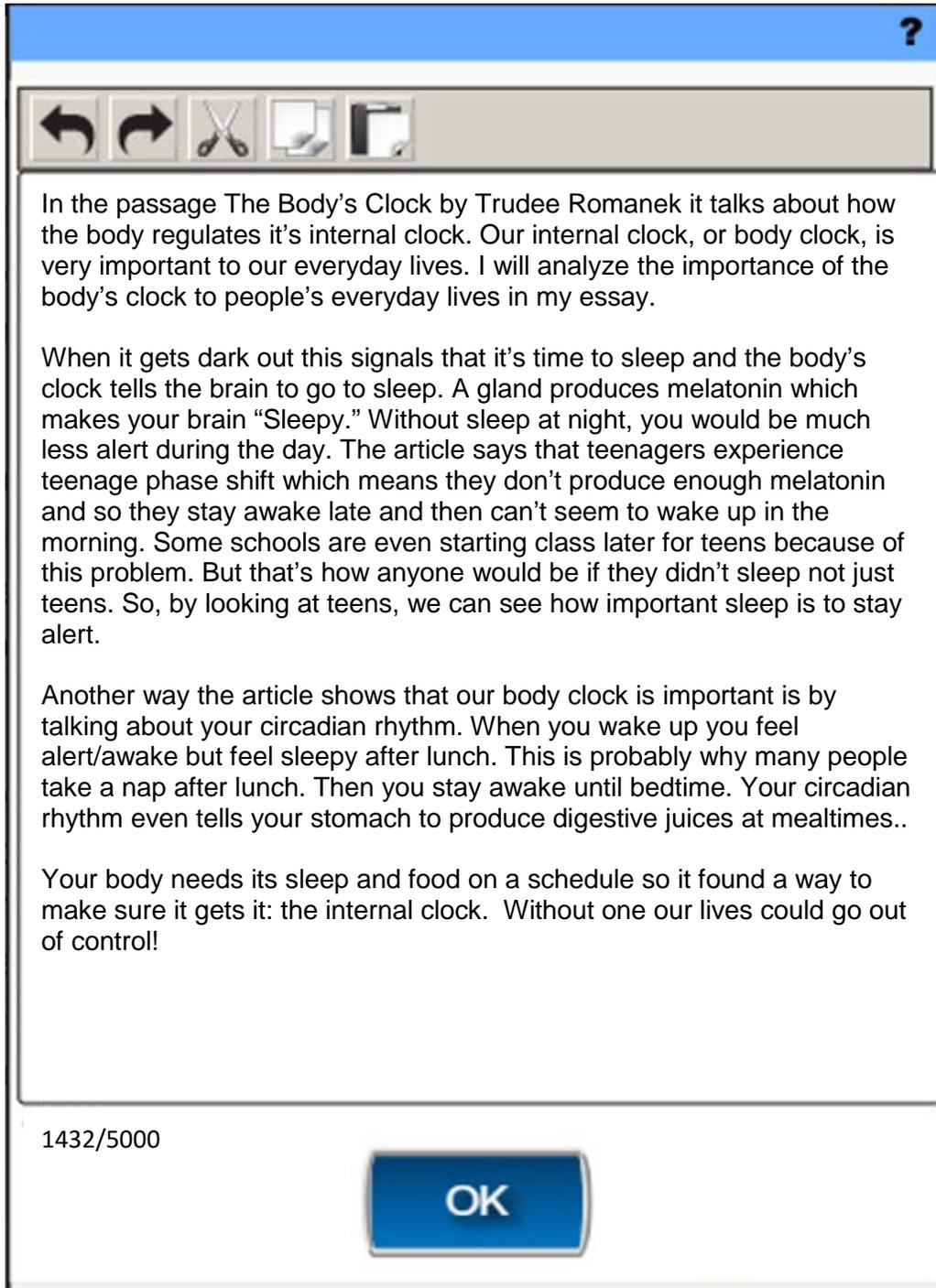


Annotation:

In this response, the student adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text. There is a clear introduction, development, and conclusion identifying a controlling idea (that our body clocks control our sleep which is important to our well-being). The organizational structure adequately supports the response's focus and ideas. There is clear analysis of explicit and implicit meanings from the text ("Since teens need more sleep, they are probably more likely to get sick" and "A crabby kid who isn't paying attention to the teacher is not going to do well in school"). There are sufficient, direct references to the text ("teenagers need 9-10 hours of sleep a night and adults need 7 to 9" and "people with jet lag can take up to a week before their biological clocks return to normal") that support the writer's purpose. Transitions are used appropriately in the response ("The passage also says," "According to the passage," and "So") and there is appropriate use of precise language from the text ("melatonin," "time zones"). There are few grammatical errors present in the response, and those that are present (e.g., "your biological clock...stimulate your brain") do not interfere with meaning.

The passage discusses how the body regulates its internal clock. Write an essay analyzing the importance of the body's clock to people's everyday lives. Use evidence from the passage to support your response.

Response Score: 3



The screenshot shows a writing application window with a blue header bar containing a question mark icon. Below the header is a toolbar with icons for undo, redo, cut, copy, and paste. The main text area contains the following response:

In the passage The Body's Clock by Trudee Romanek it talks about how the body regulates it's internal clock. Our internal clock, or body clock, is very important to our everyday lives. I will analyze the importance of the body's clock to people's everyday lives in my essay.

When it gets dark out this signals that it's time to sleep and the body's clock tells the brain to go to sleep. A gland produces melatonin which makes your brain "Sleepy." Without sleep at night, you would be much less alert during the day. The article says that teenagers experience teenage phase shift which means they don't produce enough melatonin and so they stay awake late and then can't seem to wake up in the morning. Some schools are even starting class later for teens because of this problem. But that's how anyone would be if they didn't sleep not just teens. So, by looking at teens, we can see how important sleep is to stay alert.

Another way the article shows that our body clock is important is by talking about your circadian rhythm. When you wake up you feel alert/awake but feel sleepy after lunch. This is probably why many people take a nap after lunch. Then you stay awake until bedtime. Your circadian rhythm even tells your stomach to produce digestive juices at mealtimes..

Your body needs its sleep and food on a schedule so it found a way to make sure it gets it: the internal clock. Without one our lives could go out of control!

1432/5000

OK

Annotation:

In this response, the student adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text. There is a clear introduction, development, and conclusion identifying a controlling idea (that the internal clock helps us to stay in control of our lives). The organizational structure adequately supports the response's focus and ideas. There is clear analysis of explicit and implicit meanings from the text ("that's how anyone would be if they didn't sleep not just teens. So, by looking at teens, we can see how important sleep is to stay alert," "This is probably why many people take a nap after lunch," and "Your body needs its sleep and food on a schedule so it found a way to make sure it gets it: the internal clock"). There are sufficient, direct references to the text ("teenagers experience teenage phase shift..." and "circadian rhythm even tells your stomach to produce digestive juices at mealtimes") that support the writer's purpose. Transitions are used appropriately in the response ("So" and "Another way") and there is appropriate use of precise language from the text ("melatonin," "digestive juices"). There are few grammatical errors present in the response, and those that are present do not interfere with meaning (e.g., "it's" for its).

The passage discusses how the body regulates its internal clock. Write an essay analyzing the importance of the body's clock to people's everyday lives. Use evidence from the passage to support your response.

Response Score: 3



The screenshot shows a writing application window with a blue header bar containing a question mark icon. Below the header is a toolbar with icons for undo, redo, cut, copy, and paste. The main text area contains the following response:

Without our body's internal clock, our lives would become crazy. We'd never know when to sleep or when we should be awake. If our body never knew when to sleep, we would eventually wear out and maybe die, because sleep is really important to our health. Sleep is equally important for us to function. That's why NASA makes sure their astronauts are on a good schedule by blasting light at them at certain times, so that their bodies can adjust and they can do jobs when they would normally be sleeping on Earth.

When the sun is out, we are awake and when it is not, we sleep. This is called being diurnal. In the passage the author says, "During the day, your biological clock triggers your body to produce chemicals that stimulate your brain and keep it alert" and "later, your biological clock signals your body that bedtime is approaching." The passage also says that "But the most important time clue for your biological clock is daylight." This system helps keep us healthy because our bodies need rest after being active all day.

There are things that can throw your body clock off schedule too. If you fly to a different time zone you can get jet lag because the passage says that "the more time zones you cross, the more out of whack your biological clock gets." According to the author, it can take a week before your back to normal. This shows me the importance of our body's clock because it can be so easily messed up. Being jet lagged is no fun, it can cause people to not function properly.

But the most important thing our body clock does is tell us when to sleep. We need sleep to help us develop into healthy adults. The author tells us that if we don't get enough sleep, we'll be cranky, get sick and have trouble learning. And, as kids we need more sleep than adults. The passage says that the younger you are the more sleep you need. This is to help us develop our body and our brain. For example, babies' bodies grow at a faster rate than any other age and they are literally learning how to be a person so it makes sense that babies sleep so much. As you can see, there are many reasons why our body clock is so important to our everyday lives.

2163/5000

OK

Annotation:

The response adequately analyzes the importance of the body's clock to people's everyday lives and demonstrates sufficient analytic understanding of the text. The student analyzes explicit and implicit meanings from the text to support the main idea ("Without our body's internal clock, our lives would become crazy," "That's why NASA makes sure their astronauts are on a good schedule by blasting light at them at certain times, so that their bodies can adjust and they can do jobs when they would normally be sleeping on Earth," "our bodies need rest after being active all day," "This shows me the importance of our body's clock because it can be so easily messed up," and "...they are literally learning how to be a person so it makes sense that babies sleep so much"). Sufficient direct reference to the text is provided ("During the day, your biological clock triggers your body to produce chemicals that stimulate your brain and keep it alert" and "the passage says that 'the more time zones you cross, the more out of whack your biological clock gets' ") in support of the main idea. The student employs an appropriate organizational structure with a clear introduction, transitions, and a conclusion. Few errors are present in conventions.

The passage discusses how the body regulates its internal clock. Write an essay analyzing the importance of the body's clock to people's everyday lives. Use evidence from the passage to support your response.

Response Score: 2

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Our bodies clocks are important to our everyday lives, because without it, it would be very hard for us to live our daily lives because we might get sick or not be able to function well if we don't get enough sleep.

Sleep is important. When I have a test I always be sure to get enough sleep the night before so I can do good on it. In the passage it says that most people have a pattern of when they are sleepy and when they arn't. If we didn't have that we might always be tired or always not be sleepy.

Teenagers need more sleep than adults. The chart on the fourth page shows that teenagers need 9 to 10 hours of sleep but adults only need 7 to 9 hours. This tells me that sleep is more important to teenagers than adults.

Our bodies clock is important to us and our lives and our health.

789/5000

OK

Annotation:

The response inconsistently addresses the task demonstrating partial analytic understanding of the text. There is weak analysis of explicit meanings from the text (“...without it, it would be very hard for us to live our daily lives because we might get sick or not be able to function well if we don’t get enough sleep” and “This tells me that sleep is more important to teenagers that adults”) that goes just beyond a literal interpretation of the text’s information. There are weak references to the main ideas and relevant details of the text (“...most people have a pattern of when they are sleepy and when they aren’t” and “The chart on the forth page shows that teenagers need 9 to 10 hours of sleep but adults only need 7 to 9 hours”). The response has a weak organizational structure with a weak introduction and a simplistic conclusion. The response does feature transitions (“If we didn’t have that” and “This tells me”); however, there is little use of precise language and vocabulary drawn from the text to explain the topic. The response has some convention errors, including usage errors (“I always be sure to” for I am always sure to, “forth” for fourth, and errors with body’s, bodies, and bodies’) and a misspelling (“arn’t” for aren’t).

The passage discusses how the body regulates its internal clock. Write an essay analyzing the importance of the body's clock to people's everyday lives. Use evidence from the passage to support your response.

Response Score: 2

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The internal clock is important to everyone. Without it we wouldn't know when to go to sleep, when to wake up or when to eat food. One way our body regulates our internal clock is by getting tired right before bedtime. This happens because it gets dark out and because of eating and exercising at regular times and even because you brush your teeth (remember to brush!) All the things you do on schedule every night make your brain say "Hey it must be time to go to bed!" One thing that teenagers do to regulate our internal clocks is we should start school later because teens have "phase shift" which means they don't get enough melatonin so they stay up late and can't get up early. In conclusion, our internal clock helps us keep on a schedule. We help our clock stay on schedule by getting enough sleep so we're not tired the next day (and by eating at mealtimes). So make sure your internal clock isn't going to fast or too slow and better yet make sure it doesn't stop!

979/5000

OK

Annotation:

In this response, the student inconsistently addresses the task demonstrating partial analytic understanding of the text (“Without it [the internal clock] we wouldn’t know when to go to sleep. . .” and “our internal clock helps us keep on a schedule”). There is evidence of a weak organizational structure, including a weak introduction, development, and conclusion related to the text that inconsistently supports the focus and ideas. There is some inconsistent analysis of explicit and implicit meanings from the text (“All the things you do on schedule every night make your brain say ‘Hey it must be time to go to bed!’ ”), which goes beyond a literal interpretation of one of the text’s main ideas. References to the text are generally vague or awkwardly employed (“We help our clock stay on schedule by getting enough sleep so we’re not tired the next day (and by eating at mealtimes)” and “teens have ‘phase shift’ which means they don’t get enough melatonin so they stay up late and can’t get up early”). There is some use of transitions (“One way,” “One thing,” and “In conclusion”). Errors are present in usage (“you’re teeth” for your teeth) and spelling (“excercising” for exercising); however, they do not interfere with meaning.

The passage discusses how the body regulates its internal clock. Write an essay analyzing the importance of the body's clock to people's everyday lives. Use evidence from the passage to support your response.

Response Score: 1

?



What makes you sleepy at bedtime? The body regulates its internal clock and its important to people's lives. I will use evidence from the passage to support my response. Your body's clock is in your brain, I know this because in the passage it says "It's actually two tiny clumps of nerve cells" Youre body also has a sleep cycle. In the passage the heading says "The Sleep Cycle"

In conclusion, those are my ways that the body regulates its internal clock with evidence from the passage to support my response.

510/5000

OK

Annotation:

The response minimally addresses the task of analyzing the importance of the body's clock to people's everyday lives, demonstrating inadequate analytic understanding of the text. Minimal reference to the main ideas is evident, and the response does not demonstrate any analysis of explicit or implicit meanings from the text. There is a simplistic introduction ("What makes you sleepy at bedtime?") and the conclusion is one sentence and only paraphrases the item's wording. References to the text are insufficient ("...in the passage it says, 'It's actually two tiny clumps of nerve cells' " and "In the passage the heading says, 'The Sleep Cycle' "). Minimal evidence of an organizational structure is present. There is a rhetorical question to begin the essay, and one simplistic transition ("In conclusion") is employed near the end. The response contains only minor convention errors including a misspelling ("regalates" for regulates), a usage error ("Youre" for Your), and a punctuation error (missing period). There is also one incorrectly formed sentence in the form of a comma splice/run-on.

The passage discusses how the body regulates its internal clock. Write an essay analyzing the importance of the body's clock to people's everyday lives. Use evidence from the passage to support your response.

Response Score: 1



The screenshot shows a text editor window with a blue header bar containing a question mark icon. Below the header is a toolbar with icons for undo, redo, cut, copy, and paste. The main text area contains the following response:

Your bodies clock is in your brain. And its tiny! Your brain helps you do things like learning things and going to shool. But if your tird your not going to learn much. Teenagers need more sleep. Even babies need sleep. Which is why your brain gives you melltonin (to help you go to sleep so your not tired the next day). Without are internrl clocks we would always be late for stuff.

Thanks!

391/5000

OK

Annotation:

In this response, the student minimally addresses part of the task demonstrating an inadequate analytic understanding of the text. The student explains, in simplistic terms, how the internal clock helps people (“...if your tired your not going to learn much” and “Without are internal clocks we would always be late for stuff”). There is minimal evidence of an organizational structure and minimal reference to main ideas or relevant details of the text. There is no analysis of, and only insufficient reference to, the text (“Teenagers need more sleep” and “your brain gives you melatonin”). Few transitions are present. There is little use of precise language drawn from the text. The many errors in spelling (“tired,” “shool,” and “internal”) and usage (“your not going to learn much” and “And its tiny”) sometimes interfere with meaning.

