



Grade 5

Text-Dependent Analysis Sampler



Wisconsin Department of Public Instruction
Carolyn Stanford Taylor, State Superintendent

Wisconsin Forward Exam Text-Dependent Analysis Sampler Grade 5

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 Grade



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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.

Additional TDA Resources

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

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

Testing Time for the Forward Exam

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

Sample Items

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

Directions

On the following pages are the reading passages and 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.

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Passage 1

Read the following three passage.

Into the Volcano

by Charnan Simon

“You’re taking us where?” Heidi looked at her parents in disbelief. In the week they’d been in Hawaii, they’d seen rain forests and waterfalls and beautiful sandy beaches. But this couldn’t be right. “Volcanoes are dangerous! Parents don’t take their children to volcanoes!”

Heidi’s brother David grabbed her from behind and started shaking. “Look out! The volcano is erupting, with fiery hot lava and earth-shattering quakes!”

Heidi’s dad caught her chair before David toppled her. “Enough already, David,” he said mildly.

David shrugged and let go. “Anyhow, you’ve already been to a volcano. This whole island is volcanoes.”

Heidi looked doubtfully at David. “He’s kidding, right?”

Dad shook his head. “Afraid he’s right this time. All the Hawaiian Islands were formed by volcanoes built up from the ocean floor.”

Heidi looked out the window of their condominium, at the wide sandy beach and glittery blue ocean. It was hard to believe she was on a volcano. “But they don’t erupt any more, right?” she asked.

Mom gave Heidi a hug. “We’re plenty safe here, honey. But Kilauea, the volcano we’re going to see, IS still erupting.”

“Come on,” Dad said. “It’ll be fun. Now grab your hiking boots and let’s go.”

Once they were in the car, David said, “Look, Hawaii really was made by volcanoes, but it happened millions of years ago. The lava flowed out of vents in the earth, and as it cooled it gradually built up into mountains.”

Pretty soon they were slowing down to turn. “Here we are,” said Dad, “Volcanoes National Park. This road will take us all around Kilauea Crater.”

Heidi looked out the window nervously. “The one that’s still going off?” she asked.

“Yep.” Now David was reading from his guidebook. “It says here Kilauea is the world’s most active volcano.”

Heidi kept looking, but all she saw was a wide, treeless plain. “Hey!” she said. “The ground’s steaming!”

“Awesome,” David said. He kept reading as Mom got out her camera. “The ground just a few feet down is so hot that tree roots can’t survive. Only shallow-rooted grasses and plants grow here. Groundwater seeps down to the hot volcanic rock and returns to the surface as steam.”

Gradually the landscape changed. There were deep, dry gullies on either side of the road, and old, cold lava flows everywhere. Mom's camera clicked and clicked. "Older lava flows are reddish," read David, "because the iron in them has turned to rust. Newer lava flows are black. Hey— remember those black sand beaches we saw? Those are lava beaches!"

Dad pulled the car over to a lookout point. "Everybody out," he said. "We're at Halema'uma'u, home of Pele, Goddess of Hawaiian Volcanoes."

After just a short walk they found themselves looking across a gigantic hole in the ground.

"Wow!" said David. "That's one big crater!"

Dad agreed. "Less than a hundred years ago, this was a lake of molten lava."

Heidi held her nose. "What smells like rotten eggs?"

"Sulphur dioxide," Mom answered, snapping a picture of the crater. "It's a gas. Volcanoes throw out a lot of gases with all that lava. It does stink, doesn't it?"

"Too much," Heidi said. "Let's go back to the car!"

They hadn't driven far before Mom was focusing her camera again. "Look!" she called from the front seat. "Off to the left. There's Mauna Loa volcano. It's the biggest mountain in the world!"

Heidi looked. "That can't be the biggest!" she protested. "I've seen lots bigger mountains in Colorado."

Dad grinned. "Sure you have. But the trick here is, you can't SEE most of Mauna Loa! Only about a third of the mountain is above sea level. The rest is hidden under the ocean. It's gigantic— the biggest mountain on the planet!" Now the landscape was changing again. Forests of trees and ferns made everything look lush and green. "The next part of the road is pretty twisty," Dad warned. "We're heading back down to the ocean."

Heidi dozed as they drove. She was dreaming of ice-cream sundaes running with rivers of hot molten fudge when David's yelp woke her up.

"The road's covered with dried lava!" he said.

It was. Just like that, the road ended in a flooding of black glassy-looking lava. "In 1990, lava flows blocked the highway," David read. "Hawaiians have had to rebuild lots of roads because of lava flows."

"Here's where hiking boots come in handy," Dad said, as they left the car and picked their way carefully across the rough, sharp field. "You can't walk on lava with sandals."

"Look!" Mom was really excited now. "Look at the ocean!"

Heidi looked. This wasn't the sparkly blue ocean outside her condominium window. This was a boiling cauldron! Huge clouds of steam rose into the sky at the coastline. Below the steam, Heidi could see glowing red lava.

"It's coming out of an underground lava tube," Dad said. "This is how Hawaii is still being built, even today!"

The lava flows into the ocean, and more lava lands on top of it, and then more and more, until new solid land is built. And when the hot lava hits the ocean, the water turns to steam. Incredible!"

Mom was snapping pictures as fast as she could, and David was using binoculars to get a closer look. Heidi just stood and stared. Volcanoes were awesome and huge and beautiful. They were also scary. She wasn't exactly sorry when they hiked back to the car.

And later even David was pleased with the hot lava sundae Heidi made for their afternoon snack. A mountain of macadamia nut ice cream with hot fudge sauce and cherries flowing down its sides might not make the guidebooks, but it sure tasted good!

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 character of David has a function in the story "Into the Volcano." Write an essay analyzing the important role David plays as a character throughout the passage. Use evidence from the passage to support your response.



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

Text-Dependent Analysis Scoring Rubric

Points	Criteria
<p style="text-align: center;">4</p> <p>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 character of David has a function in the story "Into the Volcano." Write an essay analyzing the important role David plays as a character throughout the passage. Use evidence from the passage to support your response.

Response Score 4

?



David plays a very important part in the passage by informing his family about the volcano. He also tells readers about the volcano to get them interested. He also tries to get Heidi interested into the volcano. David is a very important part in the passage.

David informs his family about the volcano. He reads from his panflit information about the volcano. David is clearly interested and loves being there with his family. David has been a big help informing his family about the volcano. For example, "It says here, Kilauea is the most active volcano."

David tells readers about the volcano to get them interested. The passage spasificly says, "The ground just a few feet down is so hot that that tree roots can't survive!". He tries to persuade people to go to Hawaii and see the volcano, Kilauea. He pulls people into the storie. David informs the readers to go to the volcano.

David tries to get Heidi to like being at the volcano. For example, "Wow! Thats one big crater!". David wants his sister to have fan when she isn't! David does a good job trying to job to get his sister interested.

David is a very important role in the passage. Without him, we wouldn't have a happy ending! David will always be important in the passage!

1248/5000

OK


Annotation:

- This response effectively addresses all parts of the task, demonstrating an in-depth analytic understanding of the text.
- A strong organizational structure supports the general focus.
- In the introduction, the student provides three specific controlling ideas each of which directly addresses the important role David plays as a character throughout the passage.
- Each subsequent paragraph focuses on one of these ideas.
- Each idea is based on a well-chosen text detail and quote and is followed by insightful analysis.
- Additionally, the conclusion showcases some higher level thinking based on implicit meanings from the text and further clarifies David's important role in the passage.
- An effective use of precise language and vocabulary helps the student explain the topic.
- Although the transitions between paragraphs could be stronger, the paper's flow is effective and the analysis provided is insightful and concise.
- The strong organizational structure, the consistent focus on the important role David plays in the passage, the specific controlling ideas/thorough analysis, and the well-chosen supporting text all work together to demonstrate an in-depth analytic understanding of the text.
- Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation.
- The errors present do not interfere with meaning.

The character of David has a function in the story "Into the Volcano." Write an essay analyzing the important role David plays as a character throughout the passage. Use evidence from the passage to support your response.

Response Score 4

?




David is a very important character in the story "Into the Volcano". He plays the important role of encouraging Heidi so she goes on the trip because he knows she will enjoy it. He proves facts about Hawaii that tell her that the volcanoes aren't likely to erupt even if he doesn't notice it.. David plays a very important role.

David says "You've already been to a volcano. This whole island is volcanoes." This evidence tells me that David is helping Heidi understand that volcanoes aren't as dangerous as she thinks because she is already on one. The author states that David says "Hawaii was made by volcanoes, but it happened millions of years ago". When the author states this, I knew that David is informing that the volcanoes erupted millions of years ago so that Heidi understand that the volcanoes don't erupt as much anymore. Once Heidi understands this, she is encouraged to keep going. Even though he doesn't notice it, David is helping Heidi to be courageous. The text states "In 1990, lava flows blocked the highway". David read "Hawaiians have had to rebuild lots of roads because of lava flows." When David says this, he is saying that the lava flowed onto the road around 1990, and, even though he isn't trying to, is telling Heidi that the volcanoes probably won't erupt during their visit. "Awesome! David said". When David says this, Heidi might think that the steaming ground is awesome too, and might want to go and see more amazing landscapes. In this way, David is encouraging Heidi to go see the volcano.

David shows Heidi that the the volcanoes have small chance of erupting, and eventually, Heidi says "volcanoes are awesome and huge and beautiful. Even though he doesn't notice it, David is the cause for her saying that. David plays a very important role.

1791/5000




Annotation:

- This response effectively addresses all parts of the task, demonstrating an in-depth analytic understanding of the text.
- The controlling idea—that the important role David plays is encouraging Heidi—is provided in the introduction and effectively developed throughout the response.
- A well-chosen text quote consisting of David's explanation to Heidi provides the basis for some insightful inference.
- The next relevant key quote supports thorough analysis.
- This same pattern (text followed by higher level thinking) repeats with additional well-chosen quotes, fostering more insightful analysis.
- The student concludes with (Heidi says “volcanoes are awesome and huge and beautiful) which leads to thorough analysis (Even though he doesn't notice it, David is the cause for her saying that.)
- A skillful use of transitions links ideas throughout the response and an effective use of precise language helps to explain that the important role David plays as a character throughout the passage is encouraging Heidi.

The character of David has a function in the story "Into the Volcano." Write an essay analyzing the important role David plays as a character throughout the passage. Use evidence from the passage to support your response.

Response Score: 3

?



David's role as a character helps the story because he is reading from a guide that gives more information about the volcanos they visit.

David tells a lot about volcanos and I think the author was trying to tell facts about volcanos threw characters. When the family goes to Kilauea David tells them it is the most active volcano. Because David said that, the reader knows more about Kilauea.

David then said the ground a few feet down is too hot for trees to grow. This tells the reader how volcanos effect the enviroment. David also says in 1990, lava flows blocked the highway. This explains how volcanos effected the economy. Without David's character there would be little explanations and therefor the reader would not understand "Into the volcano" as much.

Not only does David read from the guide, but he is also generally smart. When Heidi says she has never been to a volcano, David tells her that she has because Hawaii is a volcano. He did not look in the guide, he just knew it of the top of his head. That is why David's role is important.

1060/5000

OK


Annotation:

- This response adequately addresses all parts of the task, demonstrating a sufficient analytic understanding of the text.
- The organizational structure is appropriate and supports the focus that David's role is important because he tells a lot about volcanos.
- In the introduction, the student draws a clear, logical inference and implies that one of David's roles is to give information to the reader of the passage.
- A well-chosen text reference is the basis for some clear analysis.
- This same pattern (text, analysis) is employed with two other relevant text references, each of which fosters clear and perceptive analysis. All the analysis within the response supports the idea that David's role is one of providing information/understanding to the reader.
- Additionally, the conclusion provides an inferential evaluative statement (he is also generally smart) based on a pertinent text reference.
- There is an appropriate use of transitions to link ideas.
- Although there are a number of errors in spelling/usage (imformation, threw for through, effected for affected, explanations, generaly), they do not interfere with meaning.

The character of David has a function in the story "Into the Volcano." Write an essay analyzing the important role David plays as a character throughout the passage. Use evidence from the passage to support your response.

Response Score: 3

?




In the passage "Into the Volcano" Heidi's brother, David plays an important role to his sister and to the reader.

The first important role David plays is to his sister. In the beginning of the story David scares Heidi about going to the volcano. But, then David makes Heidi realize that volcanoes are "awesome and beautiful". I know this because he says, "Look out! The volcano is erupting, with fiery hot lava and earth shattering quakes!" at the beginning and he says at the end, "Heidi just stood and stared. Volcanoes were awesome and huge and beautiful."

Secondly, David played an important role to the reader. Throughout the story he was revealing facts about the volcanoes they went to see. Such as, when they went to Kilauea. The ground, just a few feet down is so hot, that tree roots can't survive...." This helped the reader make mental images and have background information on the volcanoes.

In conclusion, David has played an important role in the story to his sister, Heidi and the reader, reading the story.

1024/5000




Annotation:

- This response adequately addresses all parts of the task, demonstrating a sufficient analytic understanding of the text.
- The clear introduction and conclusion both identify the controlling idea and the development of that idea throughout the response is adequate.
- The first body paragraph addresses the role that David plays with regard to his sister by documenting the change in how she feels about volcanoes with clear analysis drawn from, and integrated with, sufficient, pertinent quotes.
- The second body paragraph focuses on the role David plays with regard to the reader.
- There is clear analysis based on a relevant detail/quote which supports the focus that David plays an important role to... the reader.
- Appropriate transitions link ideas (The first, Secondly, Throughout the story, Such as) within the response, and errors present in usage (Heidis for Heidi's), spelling (begining, background), and punctuation seldom interfere with meaning.
- The student astutely recognizes that the task concerns David's role as a character in the passage, appropriately organizes and develops the response to address that focus, and provides sufficient analysis, key text references, and details.

The character of David has a function in the story "Into the Volcano." Write an essay analyzing the important role David plays as a character throughout the passage. Use evidence from the passage to support your response.

Response Score: 2

?



The character David plays an important role in this story. He is very smart and knows a lot about volcanoes.

First of all, David has a book that he reads to find out more about volcanoes. Since he reads it he knows alot about volcanoes. David even kept reading the book, when his mom was taking pictures of the steaming ground.

Second of all, David can act as a tour guide around Volcanoes National Park. Since he already knows alot about volcanoes, it would be easy for him to show his family all of the volcanoes, and talk about them.

All in all, David is more than just a brother. He knows many things about volcanoes, which tells us that he plays an important role in the story.

690/5000

OK


Annotation:

- This response inconsistently addresses parts of the task, demonstrating a partial analytic understanding of the text.
- The organizational structure inconsistently supports the focus that David plays an important role in this story. Within the introduction, there is a weak inference.
- The conclusion reiterates the idea of David's intelligence with relevant, though limited, inferencing.
- While all of these inferences move the response beyond a literal interpretation of the text, they fall short of qualifying as clear analysis of the important role David plays as a character throughout the passage.
- The first body paragraph leads with a text detail which describes what David does, rather than addressing the important role he plays.
- This is followed by two weak inferences that go slightly beyond a literal interpretation of the text and attempt to clarify the role he plays.
- The second body paragraph includes inferences more clearly related to the importance of David's role and is integrated with relevant text references and details (can act as a tour guide, Since he already knows alot about volcanoes, it would be easy for him to show his family all of the volcanoes, and talk about them).
- Basic transitions link ideas (First of all, Since, Second of all, All in all), and there are few errors in the response.
- Although the idea of David functioning as a de facto tour guide is somewhat relevant to explaining his role, the idea is only weakly developed and only partially addresses the important role he plays throughout the passage.
- Most importantly, the response lacks clear analysis of the topic.

The character of David has a function in the story "Into the Volcano." Write an essay analyzing the important role David plays as a character throughout the passage. Use evidence from the passage to support your response.

Response Score: 2

?



Even in the beginning of the story, you can tell David plays the role of the older brother. In the first paragraph David is messing around with his sister Heidi, shaking her chair as if a volcano was really erupting.

Once they arrive to their first location, you read that David is researching stuff about the volcano they are at, and informs his family with information he reads.

David yells and says "the road is covered in dried lava!" As you can see David is being very informative and give very important information! He is showing great respect to elert his family that the road is covered with dried up lava!

616/5000

OK


Annotation:

- This response inconsistently addresses parts of the task, demonstrating a partial analytic understanding of the text.
- The organizational structure is weak, and the focus is somewhat unclear. The introduction is minimal, and there is no conclusion.
- While the response provides descriptions of David's actions in the story only limited context is provided for David's actions.
- There is, at best, only weak analysis of the important role David plays as a character throughout the passage.
- This comes in the form of weak inferences that move beyond a literal interpretation of the text by alluding to the role that David plays within the family but fall short of qualifying as true, clear analysis.
- Transitions are employed, somewhat awkwardly in an attempt to link ideas.
- Errors in spelling (begining, elert) and punctuation are present but do not interfere with meaning.

The character of David has a function in the story "Into the Volcano." Write an essay analyzing the important role David plays as a character throughout the passage. Use evidence from the passage to support your response.

Response Score: 1

?



David has alot of important parts but I'm just going to say some important parts. One important part when he's says you've already seen a valcano and then shurgges. Another important part is that when he grabs hedi from behind a shakes her. My last example is when he starts give facts to describe how the older lave turns redish.

330/5000

OK


Annotation:

- This response minimally addresses part of the task, demonstrating an inadequate analytic understanding of the text.
- Although the introduction provides a controlling idea it is very literal and only tangentially addresses the task.
- The response does not include any analysis of the important role David plays as a character throughout the passage. Instead, literal descriptions of his actions are provided.
- Within one of the action descriptions, the student does draw a weak inference (give facts) that goes slightly beyond a strictly literal interpretation of the text.
- However, the inference, as written, is so minimal and the rest of the response is so literal that the response demonstrates only inadequate analytic understanding of the text.
- No conclusion is provided. A few basic transitions are used to link the descriptions of David's actions (One important part, Another, My last example).
- There is little use of precise language and/or vocabulary, and errors present in sentence formation, usage (give for giving) and spelling (shurgges, hedi, lave, redish), when taken together, do interfere with meaning.

The character of David has a function in the story "Into the Volcano." Write an essay analyzing the important role David plays as a character throughout the passage. Use evidence from the passage to support your response.

Response Score: 1

?



David is liking the volcano. Before he was scared and hid and he didn't want to go. But later on in the story it says "David researches information in a text he was reading.

David was learning a lot from the text on the volcano, The Hawaiian Islands and Hawaii and more. Him and his Family had a good time except for Heidi she didn't like it at all.

So that is why I think David plays a good part and does good functions in the story.

430/5000

OK

Annotation:

- This response minimally addresses part of the task, demonstrating an inadequate analytic understanding of the text.
- There is no introduction, the conclusion is minimal, and there is little order to the ideas presented in the response.
- The response includes a weak inference that minimally connects with a text reference.
- However, even taken together, these do not address the important role David plays in the passage.
- Two other attempts at inferences, each combined with a text reference are at once simplistic and inaccurate: in the beginning of the passage David was only pretending to be scared and by the end of the passage Heidi actually did appreciate volcanoes.
- Few transitions link ideas, and there are errors in sentence formation, usage (volconois for volcanos, Him for He), spelling (Hawianns, Hedi, funtions) and punctuation that, at times, interfere with meaning.

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Passage 2

Read the following three passages about cave science.

Uncovering a Mystery

by David L. Harrison

It is September 2001, on a sunny day in the Midwest near Springfield in Greene County, Missouri, and Journagan Construction is building a road. Bobby Page's job is to remove part of a hill that is in the way by using explosives. He and his crew get ready. Their hydraulic drill chatters down into the rocky earth, digging a series of small holes nearly 30 feet deep.

The crew places sticks of powder in the bottoms of the holes and covers them with ammonium nitrate, an explosive ingredient that looks like mayonnaise. The powder will set off the ammonium nitrate. Fuses and ignition caps are in place. A long line runs uphill to a place where the blast will be set off by the push of a button. People living nearby have been told there will be an explosion. Traffic on the road has been stopped to protect motorists.

Fire in the Hole!

Bobby raises his right hand, ready to call out the familiar warning. In just a moment, part of the hill will erupt. Dust and clay will shoot 30 feet toward the blue sky like a geyser. A wave of shattered earth and stone will explode onto the roadbed. It will sound like a waterfall crashing onto rocks. Dust and smoke will swirl. The air will smell of burned powder like the stale remains of Fourth of July fireworks.

The side of the hill explodes. Smoky clouds of dust and grit collide. But no wave of broken rocks crashes outward onto the roadbed. Instead, part of the hill vanishes into the earth.

People scramble toward the blast site for a look. They stare down into a wide, jagged hole. The explosion has blown through the wall of a cave!

Driven by curiosity, Bobby picks his way down through the rubble. The floor is littered with slabs of rock that shattered off the ceiling. Bobby holds a lighter above his head. A few steps beyond the weak sunlight he finds himself in a dark, silent place. Wisely, he turns back. This unexpected cave is a serious problem for the road builders. It must be reported right away.

Detectives on the Scene

What happens next shows just how much detective work is involved in cave science. When he learns about the cave, Dave Coonrod, the top Greene County official, notifies Ken Thomson, a geologist and cave expert. Ken identifies the rocks around this cave as limestone, a kind of rock that formed underwater when a shallow sea covered the area millions of years ago.

Ken Thomson can see that the newly discovered cave is big. It's hard to tell how far its tunnels might reach. He decides that it needs to be investigated. One of the first people he notifies is Matt Forir. Matt is a paleontologist, the kind of scientist who studies ancient life. Matt and team member Lisa McCann will be the first detectives to tackle the scientific mysteries of this unknown cave. They wonder if they are about to walk where no human has been, uncover secrets that no one has witnessed. They share a great responsibility, and they feel it.

"You can't be too careful," Matt says. "This may be just another cave. But there is always the possibility of finding priceless fossils that will help us understand what life was like in the past. A careless step might destroy something that can never be replaced."

Walking into the Past

Matt and Lisa work down through the debris and enter the blast opening. The first chamber of the cave is large and fairly round. The far walls and ceiling are only dimly visible in the lights mounted on their helmets. Stone formations of many shapes and colors hang from the ceiling and grow out of the floor.

Matt and Lisa edge forward. They walk between floor-to-ceiling columns that look like ice sculptures. Beyond the columns they pass a shallow pool so clear that the water is invisible. The floor slopes downward to the lip of a wide pit 10 feet deep and 30 feet across. The explorers slide down the slippery bank, wade through cold water above their ankles, and scramble up the far side.

Clay is everywhere. It coats the walls and the floor, and clings to their wet boots. One hundred feet into the cave, they stop to look at a wall. Their lights crisscross the darkness like narrow searchlights. Suddenly the beams come together on the same spot. Several feet above their heads, enormous claws have left deep slashes in the clay. Sometime in the past a living creature—a very large living creature—had visited the cave!

A Startling Discovery

“Look at the size!” Lisa says. The marks are 7 or 8 inches wide and 14 feet above the floor. That’s 4 feet higher than a basketball hoop!

Matt’s mind is already busy figuring out what kind of animal did this. “Bear,” he says. But the only bear native to this area is the black bear, and black bears can’t reach half this high. Their paws aren’t more than 5 inches wide. The bear in here was a giant. Matt feels a rush of excitement. “Only one kind of bear was ever big enough to make those marks,” he says. “The short-faced bear. The one that autographed this wall stood here more than ten thousand years ago!” That’s when the last ice age ended, and paleontologists believe that short-faced bears were already extinct by then.

As Matt and Lisa turn around, their lights shine on the far wall of the passage, picking up claw marks that look different from the bear claws marks. These scratches look like they were cut into the clay with knives.

Matt whistles. “Saber-toothed cat or American lion,” he says. “This was a busy place!”

The explorers have only been in the cave for 30 minutes, but they return immediately to the surface. Matt’s report to the others waiting near the entrance is simple and straightforward:

“We have to save this cave! You’re not going to believe what’s down there!”

Saving the Cave

Ken, Matt, county officials, and other scientists consult with the construction company and road engineers. They reach a major decision. They will reroute the road to one side to spare the cave. They name the cave Riverbluff.

A crew repairs the damaged cave wall with 20-foot sheets of 1/2-inch steel. The cave is buried again to keep it safe from intruders. Now it can only be entered by climbing down a 16-foot hole and crawling through an underground drainpipe with padlocked steel doors at both ends.

By spring of 2002, the scientists are finally allowed to start exploring Riverbluff Cave. There is an air of excitement as they begin.

Mapping the cave is one of the first priorities. A map specialist named James Corsentino agrees to take on the task with help from Matt, Lisa, and other team members. "Crawling on your stomach through wet clay isn't always fun," says James, "but a good map is worth it."

Like explorers above ground, cave scientists need a map of where they're going. Geologists need to know the shape, size, and location of the cave to understand how it was formed. Hydrologists (scientists who study water) need a good map to discover the role that water plays in the cave. Paleontologists need to know where each discovery is made to understand what life was like in the area.

Writer’s Checklist for the Text-Dependent Analysis Question

PLAN before you write

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

FOCUS while you write

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

PROOFREAD after you write

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

Text-Dependent Analysis Question 2

The author makes the point that “detective work is involved in cave science.” Write an essay analyzing how this point is supported throughout the passage. Use evidence from the passage to support your response.



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

Text-Dependent Analysis Scoring Rubric

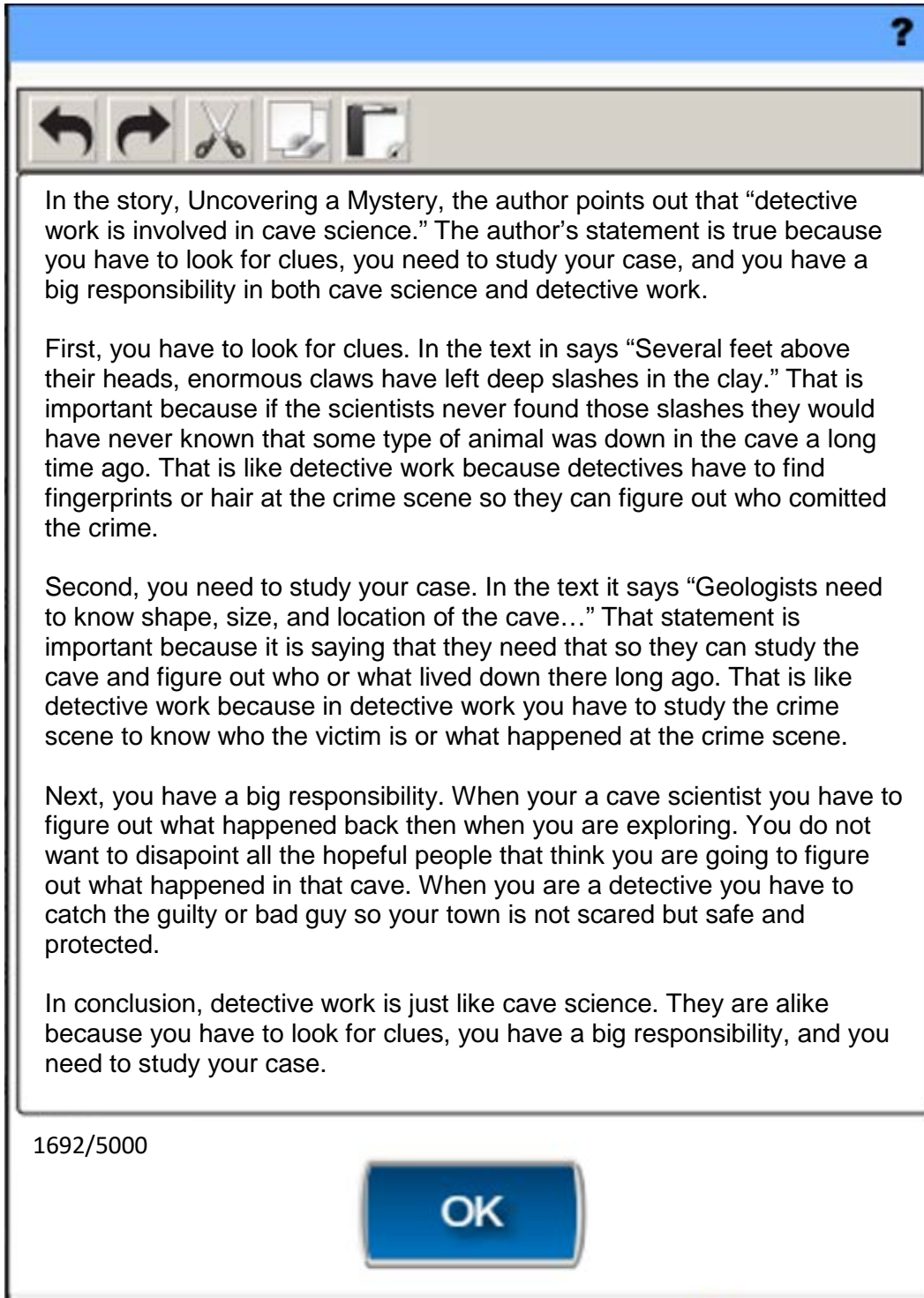
Points	Criteria
<p style="text-align: center;">4</p> <p>Demonstrates effective analysis of text and skillful writing</p>	<ul style="list-style-type: none"> • Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s). • Thorough analysis based on explicit and 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 author makes the point that “detective work is involved in cave science.” Write an essay analyzing how this point is supported throughout the passage. Use evidence from the passage to support your response.

Response Score 4



The screenshot shows a digital response box. At the top right is a question mark icon. Below it is a toolbar with icons for undo, redo, cut, copy, and paste. The main area contains a student's response, followed by a character count '1692/5000' and a blue 'OK' button.

In the story, *Uncovering a Mystery*, the author points out that “detective work is involved in cave science.” The author’s statement is true because you have to look for clues, you need to study your case, and you have a big responsibility in both cave science and detective work.

First, you have to look for clues. In the text it says “Several feet above their heads, enormous claws have left deep slashes in the clay.” That is important because if the scientists never found those slashes they would have never known that some type of animal was down in the cave a long time ago. That is like detective work because detectives have to find fingerprints or hair at the crime scene so they can figure out who committed the crime.

Second, you need to study your case. In the text it says “Geologists need to know shape, size, and location of the cave...” That statement is important because it is saying that they need that so they can study the cave and figure out who or what lived down there long ago. That is like detective work because in detective work you have to study the crime scene to know who the victim is or what happened at the crime scene.

Next, you have a big responsibility. When you are a cave scientist you have to figure out what happened back then when you are exploring. You do not want to disappoint all the hopeful people that think you are going to figure out what happened in that cave. When you are a detective you have to catch the guilty or bad guy so your town is not scared but safe and protected.

In conclusion, detective work is just like cave science. They are alike because you have to look for clues, you have a big responsibility, and you need to study your case.

1692/5000

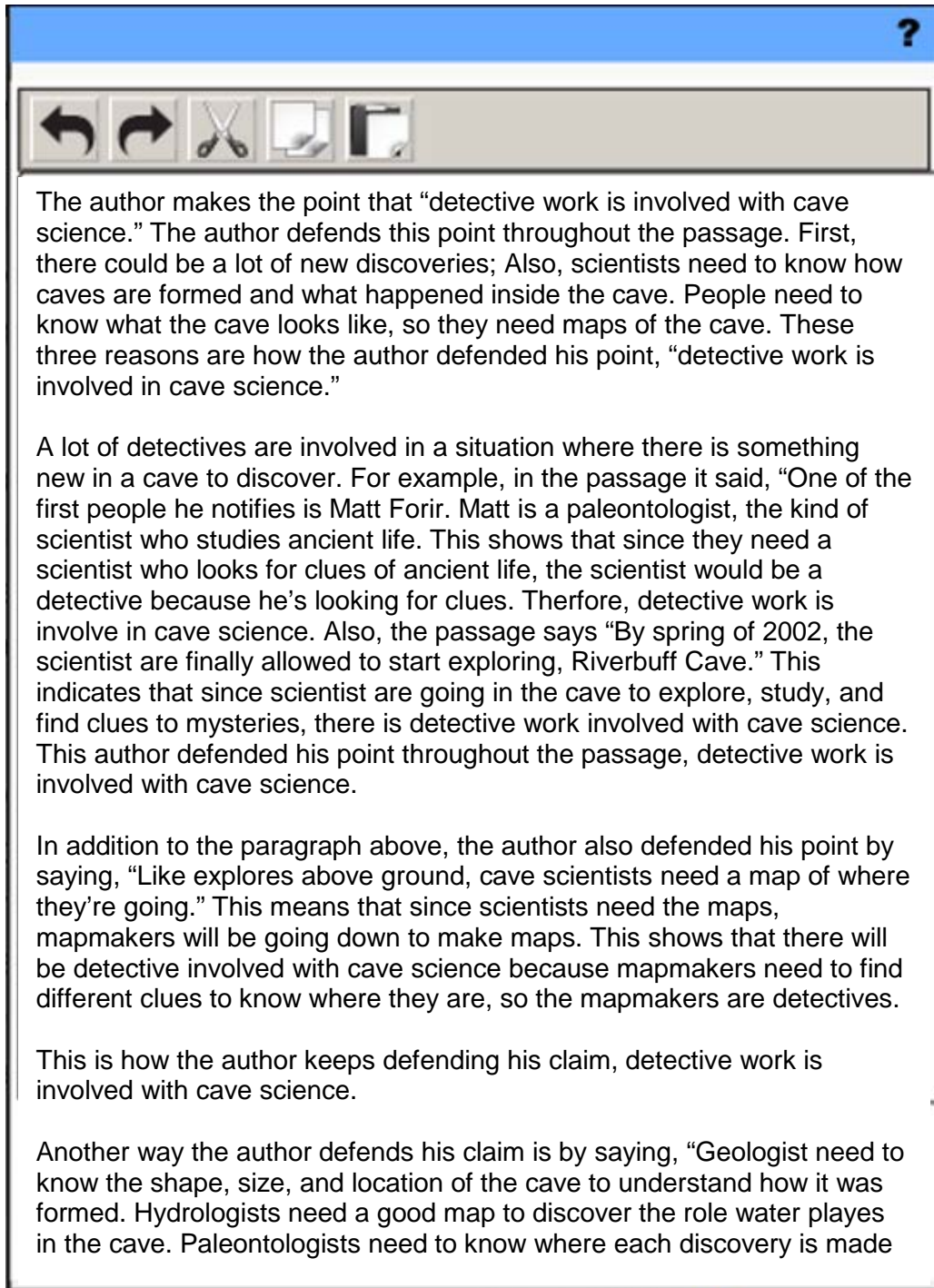
OK

Annotation:

- This response effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the text.
- A strong organizational structure effectively supports the development of how “detective work is involved in cave science” is supported throughout the passage.
- Thorough analysis of both explicit and implicit meanings of the text.
- Accurate text references are used to support the student’s analysis. Ideas are clearly explained using precise language.
- Few errors are present, and they do not interfere with meaning.

The author makes the point that “detective work is involved in cave science.” Write an essay analyzing how this point is supported throughout the passage. Use evidence from the passage to support your response.

Response Score 4



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:

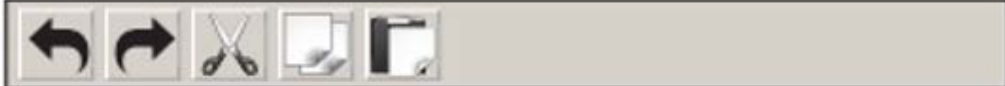
The author makes the point that “detective work is involved with cave science.” The author defends this point throughout the passage. First, there could be a lot of new discoveries; Also, scientists need to know how caves are formed and what happened inside the cave. People need to know what the cave looks like, so they need maps of the cave. These three reasons are how the author defended his point, “detective work is involved in cave science.”

A lot of detectives are involved in a situation where there is something new in a cave to discover. For example, in the passage it said, “One of the first people he notifies is Matt Forir. Matt is a paleontologist, the kind of scientist who studies ancient life. This shows that since they need a scientist who looks for clues of ancient life, the scientist would be a detective because he’s looking for clues. Therefore, detective work is involve in cave science. Also, the passage says “By spring of 2002, the scientist are finally allowed to start exploring, Riverbuff Cave.” This indicates that since scientist are going in the cave to explore, study, and find clues to mysteries, there is detective work involved with cave science. This author defended his point throughout the passage, detective work is involved with cave science.

In addition to the paragraph above, the author also defended his point by saying, “Like explores above ground, cave scientists need a map of where they’re going.” This means that since scientists need the maps, mapmakers will be going down to make maps. This shows that there will be detective involved with cave science because mapmakers need to find different clues to know where they are, so the mapmakers are detectives.

This is how the author keeps defending his claim, detective work is involved with cave science.

Another way the author defends his claim is by saying, “Geologist need to know the shape, size, and location of the cave to understand how it was formed. Hydrologists need a good map to discover the role water plays in the cave. Paleontologists need to know where each discovery is made



to understand what life was in the area. This means that since people need to know how caves are formed, there will be lots of people investigating on different clues to know how it was formed and what went on in the cave. Thus, detective work is involved with cave science. This is how the author made his point clear throughout the passage.

The author made the point that “detective work is involved in cave science.” He defended this claim by showing the reason that there could be a lot of new discoveries, the people need to know what happened in the cave and how it formed, and that map makers needed to make maps of the cave. These reasons are how the author supported his claim, detective work is involved with cave science.

2835/5000

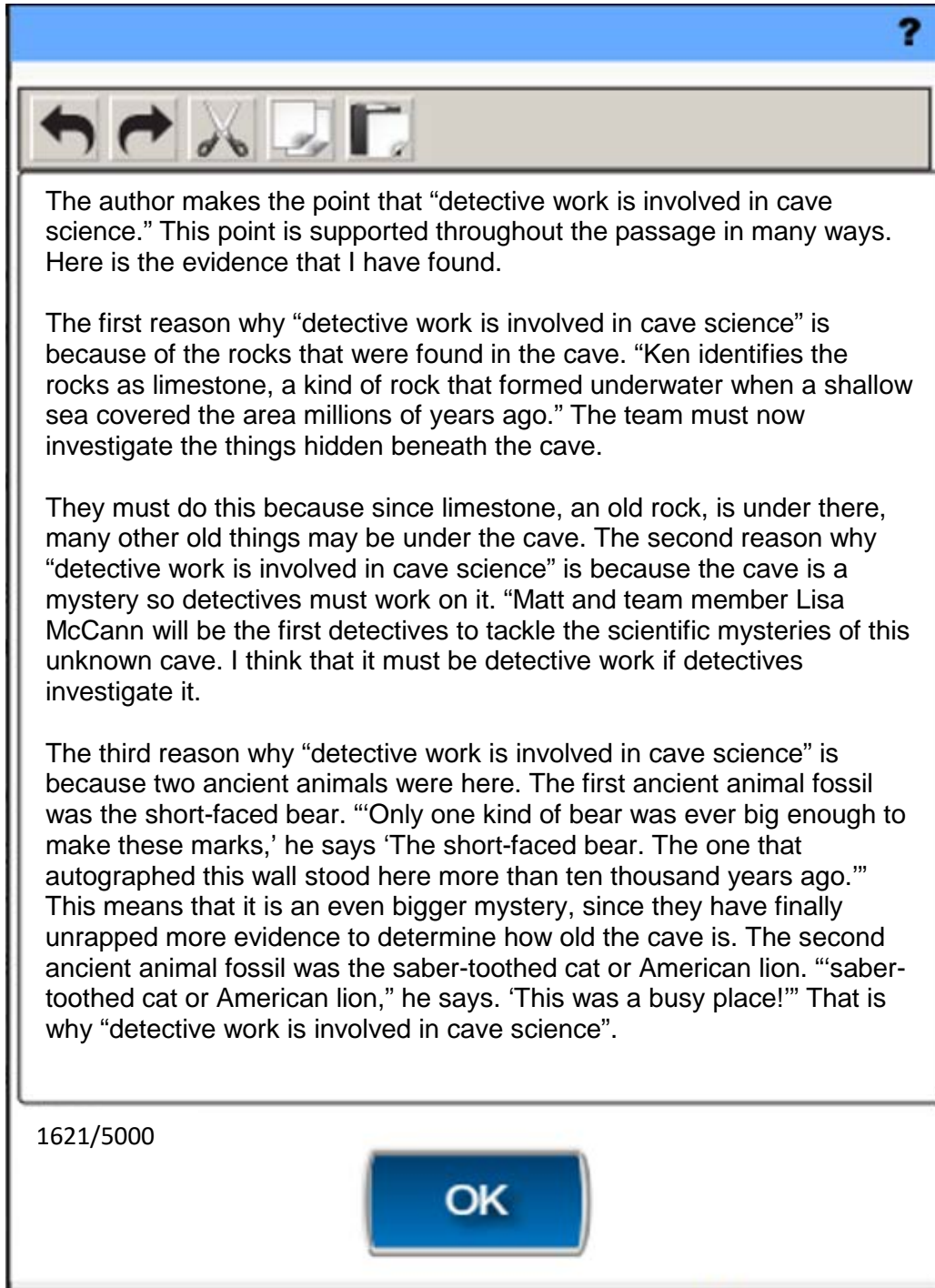


Annotation:

- This response effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the text.
- The organizational structure is strong, and the response has an effective introduction, development, and conclusion that clearly identifies and thoroughly explains the main ideas related to how the passage supports the point that “detective work is involved in cave science”.
- Thorough analysis and substantial, accurate, and direct references to the text are combined to thoroughly explain how detective work is involved in cave science.
- Precise language and domain-specific vocabulary are used effectively to clearly convey the student’s ideas.
- Transitions (for example, Therefore) are used to link ideas.
- The few errors present do not interfere with meaning.

The author makes the point that “detective work is involved in cave science.” Write an essay analyzing how this point is supported throughout the passage. 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:

The author makes the point that “detective work is involved in cave science.” This point is supported throughout the passage in many ways. Here is the evidence that I have found.

The first reason why “detective work is involved in cave science” is because of the rocks that were found in the cave. “Ken identifies the rocks as limestone, a kind of rock that formed underwater when a shallow sea covered the area millions of years ago.” The team must now investigate the things hidden beneath the cave.

They must do this because since limestone, an old rock, is under there, many other old things may be under the cave. The second reason why “detective work is involved in cave science” is because the cave is a mystery so detectives must work on it. “Matt and team member Lisa McCann will be the first detectives to tackle the scientific mysteries of this unknown cave. I think that it must be detective work if detectives investigate it.

The third reason why “detective work is involved in cave science” is because two ancient animals were here. The first ancient animal fossil was the short-faced bear. “‘Only one kind of bear was ever big enough to make these marks,’ he says ‘The short-faced bear. The one that autographed this wall stood here more than ten thousand years ago.’” This means that it is an even bigger mystery, since they have finally unrapped more evidence to determine how old the cave is. The second ancient animal fossil was the saber-toothed cat or American lion. “‘saber-toothed cat or American lion,’ he says. ‘This was a busy place!’” That is why “detective work is involved in cave science”.

1621/5000

OK

Annotation:

- This response adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text.
- The organizational structure is appropriate with a focus that clearly addresses how “detective work is involved in cave science” is supported throughout the passage.
- Although the conclusion is simplistic the introduction and development are adequate.
- Clear analysis is evident, and there are sufficient, accurate references to the text.
- Precise language and domain-specific vocabulary is used appropriately to explain the student’s ideas (The team must now investigate, more evidence to determine how old the cave is).
- Few errors are present and they do not interfere with meaning.

The author makes the point that “detective work is involved in cave science.” Write an essay analyzing how this point is supported throughout the passage. Use evidence from the passage to support your response.

Response Score: 3

?

Detective work is used in cave science because to unlock different facts about the cave, you need to analyze things, just like detectives. People analyze different marks and stones in cave science, just like detectives would study finger prints and blood in a murder mystery.

The point the “detective work is involved in cave science” is supported through out this text because it talks about analyzing all the time. The geologist analyzed and detected the different types of rocks around the cave. The different type of scientist study different objects and elements found in the cave. According to the text, Hydrologists took that role in that type of “detective work”, just like the paleontologists study “ancient life.”

Also, in the text they used clues to detect the bear mark in the cave. The paleontologists detect the American lion or sabertooth tiger scratches.

In these different type of ways, detective work is used in cave science, and it plays a pretty big role.

979/5000

OK


Annotation:

- This response adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text.
- The organizational structure is appropriate and stays focused on how “detective work is involved in cave science” is supported throughout the response.
- Clear analysis of the text is used to support this claim.
- There are sufficient, accurate, and direct text references (paleontologists study “ancient life”, detect the American lion or sabertooth tiger scratches).
- Language is used appropriately to more clearly explain the student’s ideas (unlock different facts, study finger prints).
- A few errors are present (different type of scientist study), but they seldom interfere with meaning.

The author makes the point that “detective work is involved in cave science.” Write an essay analyzing how this point is supported throughout the passage. Use evidence from the passage to support your response.

Response Score: 2

?



Here is two ways the author states detective work is involved in cave science. One way is that you need to know your surroundings as a detective and the author states that the scientist find out that the cave is make of lime stone and that is their surrounding. So as a cave scientist you also need to know your surroundings. The other way detective work is involved in cave science is detectives find foot prints and finger prints. Well the author states that the cave scientist find claw marks in the clay in the cave. So scientist find marks to. Those were two ways the author states detective work is involved in cave science.

630/5000

OK

Annotation:

- This response inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text.
- A weak organizational structure inconsistently supports the point that there are two ways the author shares detective work is involved in cave science; the response has a weak opening and no sense of closure.
- Weak analysis consists of a pair of inferences that somewhat support the point that “detective work is involved in cave science” but are not sufficiently explained.
- Few vague references to the text (scientist find out that the cave is made of limestone, cave scientist find claw marks) are used to support the analysis.
- There are errors present in usage (the scientist find out) that sometimes interfere with meaning.

The author makes the point that “detective work is involved in cave science.” Write an essay analyzing how this point is supported throughout the passage. Use evidence from the passage to support your response.

Response Score: 2

?

Detective work is involed in cave science a lot. It is important we have cave science in detective work.

It is important we have cave science inddetetive work because in Under Covering a Mystery the team doesn't know whats in the cave yet but they have clues. The team has to do detective work to find out what is in the cave and what they need to do to save the cave. The team calls in all kinds of scientists so they can draw them out maps and try to investigate and analyze some of the teams effidence they all ready have. So the team members Dave, Ken, Matt, and Lisa can go see whats in the cave and what they need to save or do about the cave.

Detective work is important in cave science. Cave science is a hard job and dective can do this job.

753/5000

OK


Annotation:

- This response inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text.
- A weak organizational structure somewhat supports the focus of how “Detective work is involved in cave science” is supported throughout the passage.
- The response begins with a weak introduction stating that it is important we have cave science in detective work.
- Weak evaluative statements provide some analysis that somewhat support the main idea that it is important that we have cave science in detective work; however, the vague references to the text provide limited details, examples, or quotes to support the analysis.
- Limited transitions (So) are used to link ideas.
- Errors may occasionally interfere with meaning (involved, alot, doesnt, effidence, dectives).

The author makes the point that “detective work is involved in cave science.” Write an essay analyzing how this point is supported throughout the passage. Use evidence from the passage to support your response.

Response Score: 1

?



Ways detective work is apart of cave science it that all detectives' need to find proof, Clues and most inportant a way to solv the case. In this passage the detecives' found alot of clues to see what kind of ancient secrets were in the cave. They also need to run test to see if things are true or not.

302/5000

OK


Annotation:

- This response minimally addresses parts of the task, demonstrating inadequate analytic understanding of the text.
- The organizational structure is minimal, and the response has an insufficient introduction and lacks a conclusion.
- Minimal analysis is present and it only somewhat supports the point that “detective work is involved in cave science”. References to the text are limited to a single vague statement that lacks the details necessary to support the student’s analysis.
- Errors are present in spelling (detecives, solv, alot), usage (apart for a part, test for tests), grammar (it that all detectives’), and punctuation (detecives’), some of which interfere with meaning.

The author makes the point that “detective work is involved in cave science.” Write an essay analyzing how this point is supported throughout the passage. Use evidence from the passage to support your response.

Response Score: 1

?



In the book Uncovering a Mystery the Author makes the point that “Detective work is involved in cave science.” Detective work did involve cave Science because of the explosion that opened up the cave.

When Bobby Page blew up the hill they found a cave. They called in a Detective to see if he could contact somebody to help them out. The Detective calls Dave Coonrody the top of Greene Country Official: When Dave learns about the cave he notifies Ken Thomson, a geologist and cave expert. Ken identifies the rocks around the cave as limestone, a kinds of rock that formed under water when a shallow see covered the area millions of years ago.

In conclusion the Author makes a point that “Detective work is involved in cave science.”

736/5000

OK

Annotation:

- This response minimally addresses parts of the task, demonstrating inadequate analytic understanding of the text.
- The organizational structure is minimal, and the response has minimal development with a simple conclusion that only restates the prompt.
- The attempt to analyze (Detective work did involve cave science because of the explosion that opened up the cave) is unexplained and confusing.
- The remainder of the paper retells a portion of the passage without analyzing how it supports the point that “Detective work is involved in cave science”.

Passage (set) 3

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 3

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 from the texts, effectively supporting the main idea.
- Substantial, accurate, and direct reference to the texts 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 is effectively used to explain the topic.

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

OK

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 from the texts, effectively supporting the main idea.
- Substantial, accurate, and direct reference to the texts 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 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. There is also substantial, accurate, and direct reference to the texts, including main ideas and relevant key details.
- Transition use is sometimes skillful but more often adequate.
- Precise and domain-specific language from the text is used throughout.
- 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


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.
- There are sufficient, direct references to the text 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 an eagle's 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 electrocuted when they land on wires. So people in Texas are installing "raptor guards" 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.
- Direct reference to the texts 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 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. Direct reference to the texts 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.
- There is weak reference to specific, relevant details from the texts.
- 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, usage, and spelling 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.
- The response lacks specific, relevant details from the texts. There is weak reference to the main ideas and relevant details.
- The response has a weak organizational structure with a simple introduction and a simplistic conclusion.
- The response does feature transitions; 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 (“company’s” 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 and the conclusion is simplistic.
- 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.
- 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.
- References to the texts are insufficient and/or confused.
- Minimal evidence of an organizational structure is present.
- The response is free of convention errors.

