



Grade 6

Text-Dependent Analysis Sampler



Wisconsin Department of Public Instruction
Carolyn Stanford Taylor, State Superintendent

Wisconsin Forward Exam Text-Dependent Analysis Sampler Grade 6

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

Adapted From
The Pennsylvania Department of Education's
Pennsylvania System of School Assessment
English Language Arts Item and Scoring Sampler for 6th Grade



Wisconsin Department of Public Instruction
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Adapted from the Pennsylvania Department of Education's
Pennsylvania System of School Assessment
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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 passage.

A Highway of Water

In 1849, travelers going from the East Coast to the West Coast of the United States had three choices. They could go by wagon across America's sometimes dangerous prairie land. They could travel by sea to Panama, cross Panama by foot, and then sail the rest of the way to the West Coast of the United States. The third choice was to board a sailing ship in New York bound for California. This route led down the Atlantic Coast, around the southern tip of South America into the Pacific Ocean, and then north up the Pacific Coast to California. The 15,000-mile journey took months. Severe weather, which is common at the tip of South America where the two oceans meet, could add as much as five extra months to the trip.

The Solution

Could there be any other way to travel from the Atlantic to the Pacific? The answer was a canal. A canal is a human-made waterway. It provides passage between two natural bodies of water. For centuries, people around the world have been using human-made waterways to move goods and people from one place to another. A canal is a highway made of water.

In the 1850s, the United States and Great Britain negotiated a treaty for the rights to build a canal through the Central American Republic of Nicaragua. However, this canal was never built. The project did not make it beyond the planning stages.

Panama, a small country connecting Central America to South America, was another logical option for a canal. It is located a little farther south than Nicaragua. At its narrowest part, Panama is barely 50 miles wide. The Atlantic Ocean is on the eastern side of Panama, and the Pacific Ocean is on the western side. With a canal in Panama, the trip from New York to California would be about 8,000 miles shorter than sailing around South America. Travel time could be three months instead of eight months.

The First Attempt to Build the Panama Canal

In 1879, France began to build a canal across Panama. This project was led by Ferdinand de Lesseps. He was the builder of the Suez Canal in Egypt. He was experienced, and the French government felt that he could get the job done.

Unfortunately, problems began as soon as construction started. It rained every day, causing the soil to become heavy and sloppy. Temperatures climbed as high as 130 degrees. Tropical diseases such as yellow fever and malaria caused illness or death to the majority of workers. These complications put a great deal of stress on the project. The money allotted to build the canal quickly ran out. In 1899, France abandoned the project.

The United States Decides to Finish the Panama Canal

The U.S. Congress decided to finish the canal. The U.S. government paid \$40 million to France for the completed work and abandoned equipment. In 1903, after some negotiating, a treaty between the United States and Panama was signed paying Panama \$10 million for a 10-mile-wide strip of land for the canal. This treaty also guaranteed \$250,000 to Panama each year for

use of its land and ensured its independence. This deal was viewed as a major foreign policy (strategies a nation uses when dealing with other nations) achievement at the time.

In November 1904, American workers began completion of the Panama Canal. American officials wanted to avoid the problems that caused France to abandon the project. They wanted to protect workers from disease. An engineer, John F. Stevens, was sent to the work camp in Panama. He began building hospitals as well as water and sewage systems making the working conditions sanitary. He supported the camp doctor's efforts to fight mosquitoes, the cause of malaria and yellow fever. All of these efforts helped to keep the workers healthy and focused on the task at hand.

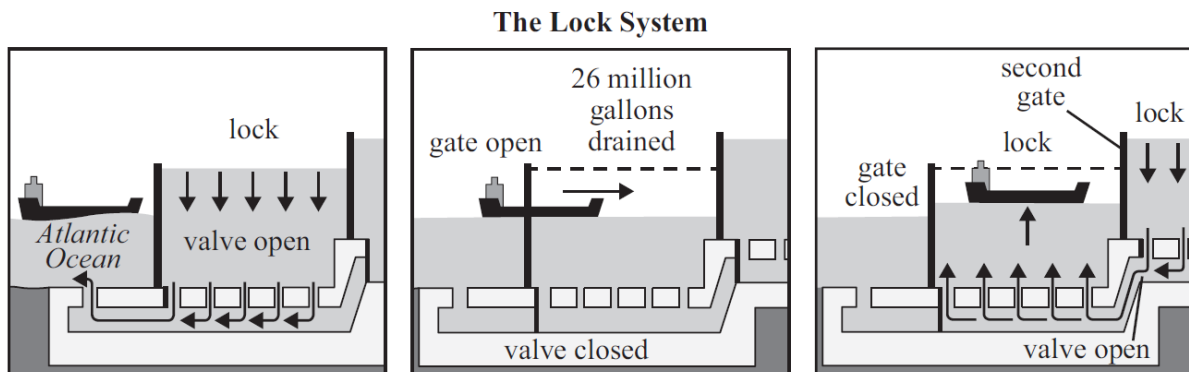
Using the Panama Canal

Since the water level of the Pacific and Atlantic Oceans is not the same, a system of locks and gates had to be built in the canal. These locks are a pathway for ships to move from one ocean to the other. A lock is a giant box made of concrete. A ship must pass through three locks in the Panama Canal. Each lock holds millions of gallons of water. A ship moves into a lock, which is filled with water. Water is pumped into the lock or out of the lock. This raises or lowers the ship to the level of water in the next lock. The gates open, and the ship moves into the next lock.

By early 1913, the canal was nearly complete. It took several months to fill the canal with water. On September 26, 1913, an old tugboat was the first ship through the canal. Thousands of people watched and cheered. The locks worked perfectly.

In modern times, approximately 14,000 ships make the 50-mile trip through the canal each year. On average, the trip through the canal takes a ship 8 to 10 hours. The ship captain does not steer the ship through the canal. A specially trained canal pilot takes control of the vessel and expertly guides it through the canal.

Time, money, and possibly even lives have been saved as ships use the shorter route from ocean to ocean provided by the canal. The Panama Canal, a highway of water, is a phenomenon.



phenomenon: an unusual or significant fact or event

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

In the last sentence of “Highway of Water,” the author claims the Panama Canal is a phenomenon (an unusual or significant fact or event). Write an essay analyzing how the author supports this claim throughout the passage. Use evidence from the passage to support your answer.



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

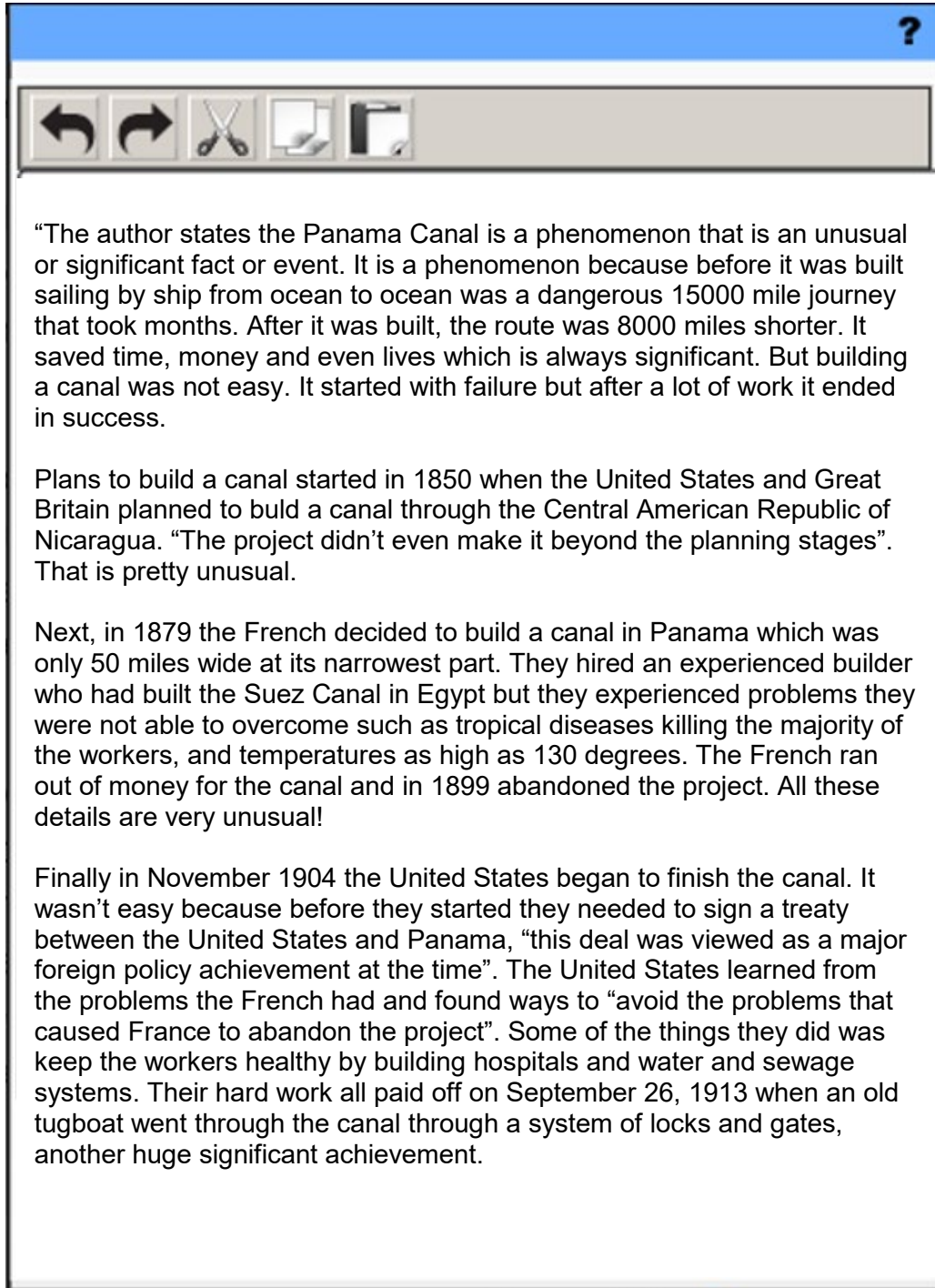
| Points | Criteria |
|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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

In the last sentence of “Highway of Water,” the author claims the Panama Canal is a phenomenon (an unusual or significant fact or event). Write an essay analyzing how the author supports this claim throughout the passage. Use evidence from the passage to support your answer.

Response Score 4

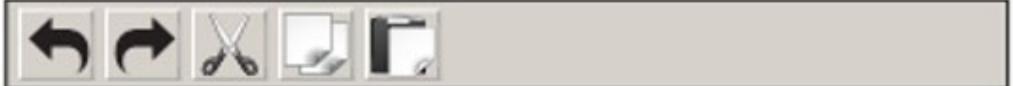


“The author states the Panama Canal is a phenomenon that is an unusual or significant fact or event. It is a phenomenon because before it was built sailing by ship from ocean to ocean was a dangerous 15000 mile journey that took months. After it was built, the route was 8000 miles shorter. It saved time, money and even lives which is always significant. But building a canal was not easy. It started with failure but after a lot of work it ended in success.

Plans to build a canal started in 1850 when the United States and Great Britain planned to build a canal through the Central American Republic of Nicaragua. “The project didn’t even make it beyond the planning stages”. That is pretty unusual.

Next, in 1879 the French decided to build a canal in Panama which was only 50 miles wide at its narrowest part. They hired an experienced builder who had built the Suez Canal in Egypt but they experienced problems they were not able to overcome such as tropical diseases killing the majority of the workers, and temperatures as high as 130 degrees. The French ran out of money for the canal and in 1899 abandoned the project. All these details are very unusual!

Finally in November 1904 the United States began to finish the canal. It wasn’t easy because before they started they needed to sign a treaty between the United States and Panama, “this deal was viewed as a major foreign policy achievement at the time”. The United States learned from the problems the French had and found ways to “avoid the problems that caused France to abandon the project”. Some of the things they did was keep the workers healthy by building hospitals and water and sewage systems. Their hard work all paid off on September 26, 1913 when an old tugboat went through the canal through a system of locks and gates, another huge significant achievement.



Overall, the Panama Canal is a phenomenon because it is unusual and significant. It created a new “highway of water” through Panama which is significant. It all took place through the extraordinary (unusual) efforts of many countries involved in the planning and building of the canal. It also was a major foreign policy achievement and it changed how ships travel forever! That is very significant!

2235/5000




Annotation:

- This response demonstrates exemplary analysis of text, use of evidence, and writing skills.
- The response addresses all parts of the task, thoroughly analyzing the author's claim that the Panama Canal is a phenomenon and provides purposeful, relevant analysis of text.
- The response skillfully integrates the text to support the idea that building the canal was an unusual and significant event.
- The response is well-focused and demonstrates an appropriate organizational pattern.
- Precise word choice and content specific vocabulary from the text are evident.
- The response thoroughly demonstrates conventions of standard English.

In the last sentence of “Highway of Water,” the author claims the Panama Canal is a phenomenon (an unusual or significant fact or event). Write an essay analyzing how the author supports this claim throughout the passage. Use evidence from the passage to support your answer.

Response Score 3

?



The author of “Highway of Water” claims that the Panama Canal is a phenomenon. I think the author is correct because the canal is both unusual and significant. First the canal is unusual because it was a new route to connect New York and California. Before the canal was built the travelers had to cross the prairie land, sail and walk across Panama by foot, or sail all the way around the tip of South America. The canal was like crossing Panama but without having to walk. Second, the canal was significant because it was a huge project to complete. France tried to build the canal but their workers got sick and some even died. It also took lots of money. Because of all these problems France gave up and the United States had to take over. Third the canal was also significant because it used a system of locks so the ships could travel between the two oceans and each lock contained millions of gallons of water! Fourth, the canal is significant because so many ships use it, “approximately 14,000 ships make the 50 mile trip through the canal each year.” That is a lot of ships that can now take a short cut and save a lot of time! In conclusion, the author was correct in calling the Panama Canal a phenomenon because it was both unusual and significant.

1261/5000

OK


Annotation:

- This response demonstrates an effective analysis of text, use of evidence, and writing skills.
- The response addresses all parts of the task of analyzing how the author supports the claim that the Panama Canal is a phenomenon.
- Specific, relevant analysis and text support is evident.
- The response is focused on the idea that the canal was both unusual and significant and is appropriately organized.
- Precise word choice and content-specific vocabulary from the text are evident.
- The response demonstrates conventions of standard English; errors, when present, do not interfere with meaning.

In the last sentence of “Highway of Water,” the author claims the Panama Canal is a phenomenon (an unusual or significant fact or event). Write an essay analyzing how the author supports this claim throughout the passage. Use evidence from the passage to support your answer.

Response Score 2

?



The Panama canal is phenomenon because before it was built it was hard to travel the long distance from the east coast to the west coast and they had to find a way to get there in less time.

The idea was to build a canal to move people and goods from place to place much quicker. A canal is a human-made waterway.

The first attempt to build the canal was France but they couldn't do it. Then the United States decided to finish the canal after France had started it. They built the canal and now in modern times 14000 ships make the 50 mile trip through the canal each year which is shorter than going all the way around.

621/5000

OK


Annotation:

- This response demonstrates partially effective analysis of text, use of evidence, and writing skills.
- The response partially addresses the task of analyzing how the author supports the claim that the Panama Canal is a phenomenon and provides partial analysis and text support for the central idea.
- The response includes a weak introduction, body, and conclusion.
- Appropriately cited quotations are lacking.
- Errors in conventions of Standard English occasionally interfere with meaning.

In the last sentence of "Highway of Water," the author claims the Panama Canal is a phenomenon (an unusual or significant fact or event). Write an essay analyzing how the author supports this claim throughout the passage. Use evidence from the passage to support your answer.

Response Score 1

?



The Panama Canal is a phenomenon. It is unusual because there are not alot of canals in the world. It is the only one I have heard of that connects 2 oceans. It connects the Atlantic and pacific oceans. It took a long time to build and it is really long. It makes the trip to california shorter. its a phenominal canal.

319/5000

OK

Annotation:

- This response demonstrates limited analysis of text, use of evidence, and writing skills.
- The response minimally addresses the task, demonstrating a limited understanding of the text, and provides little evidence from the passage to support ideas.
- This brief response does not demonstrate evidence of adequate control of writing skills.

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Passage 2

Read the following poem.

Campfire

We arrive close to dusk
after a day-long drive
down winding, country roads,
the dust billowing behind us
like the tail of a kite.

Already
it is late October,
and the campsite is nearly empty;
a handful of brightly colored tents
in the distance
flutter like faraway flags.

Together, we five
construct tents of our own
near the banks of a narrow creek
whose waters gurgle and bubble
over mossy fields
of slippery-smooth pebbles.
Silently, the fog rolls in,
its wispy, white mist
resembling strands of pulled cotton,
and lowers slowly into the treetops,
rudely dimming the light
of the rising yellow moon.

And the deeper the sun sinks,
the more aware we become
that winter will soon be coming
to whisk away our warmth.

To our dismay, all we can do
is gather up firewood
and pile it inside
a circle of large rocks.
Once we light the flame,
the comfort of heat is gradual,
and we're hopeful that winter
might be merciful after all.

Silently, we watch
as red-hot splinters of wood
whiz past our noses
and flicker against the fog,
then dissolve in an instant
against a slate gray sky.
Someone pulls out a guitar,
and we begin to sing,
each note lingering
warm, round, and full
before following the smoke
that swirls upward and away.
Our campfire grows weaker,
just as we knew it would,
finally mellowing to nothing more
than a faint
late-autumn glow.

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

Mood is the feeling or emotion that a reader experiences from a poem or story. Write an essay analyzing how the poet's word choice helps create mood throughout the poem "Campfire." Use evidence from the poem to support your answer.



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

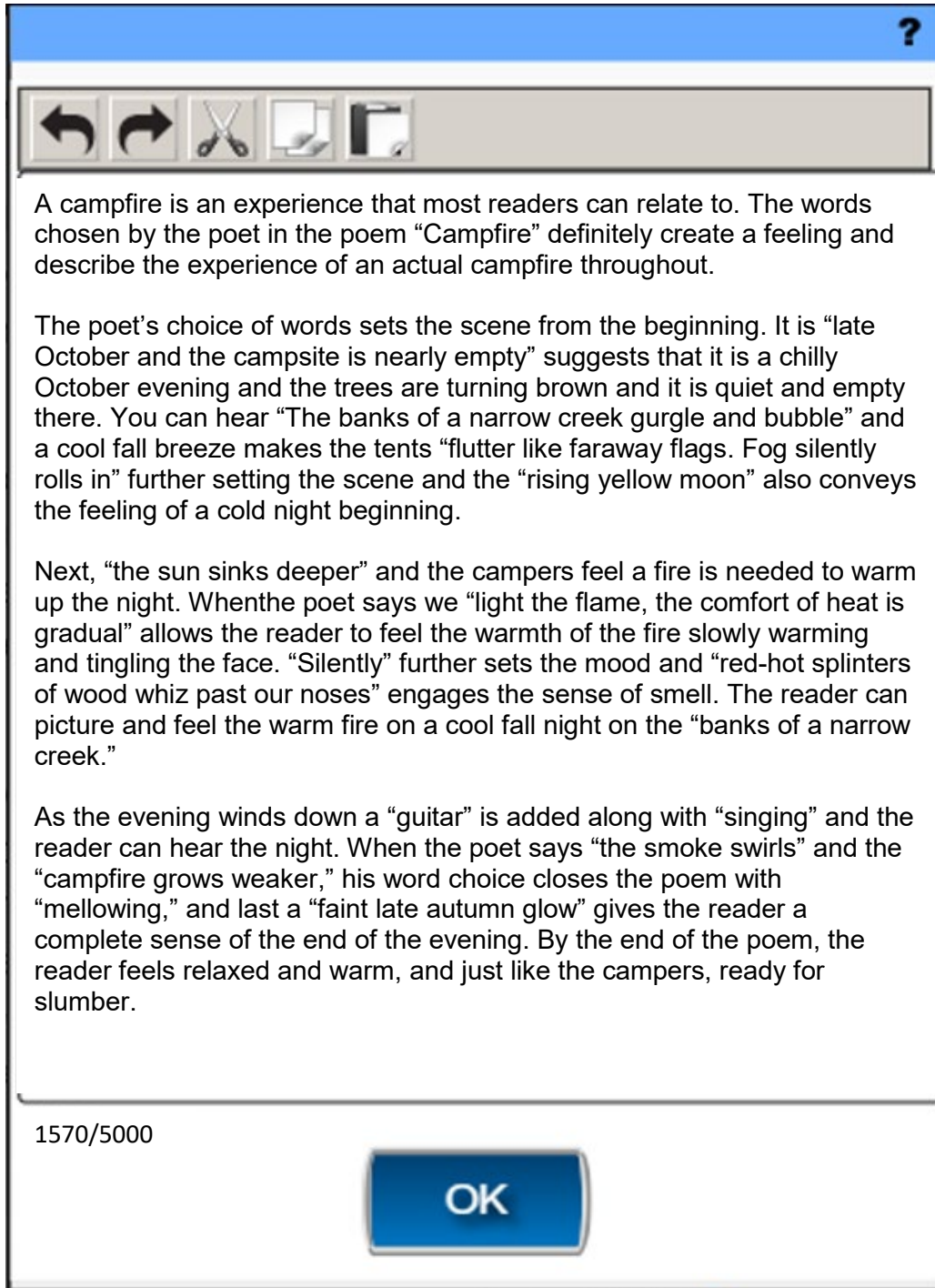
| Points | Criteria |
|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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

Mood is the feeling or emotion that a reader experiences from a poem or story. Write an essay analyzing how the poet's word choice helps create mood throughout the poem "Campfire." Use evidence from the poem to support your answer.

Response Score 4



A campfire is an experience that most readers can relate to. The words chosen by the poet in the poem "Campfire" definitely create a feeling and describe the experience of an actual campfire throughout.

The poet's choice of words sets the scene from the beginning. It is "late October and the campsite is nearly empty" suggests that it is a chilly October evening and the trees are turning brown and it is quiet and empty there. You can hear "The banks of a narrow creek gurgle and bubble" and a cool fall breeze makes the tents "flutter like faraway flags. Fog silently rolls in" further setting the scene and the "rising yellow moon" also conveys the feeling of a cold night beginning.

Next, "the sun sinks deeper" and the campers feel a fire is needed to warm up the night. When the poet says we "light the flame, the comfort of heat is gradual" allows the reader to feel the warmth of the fire slowly warming and tingling the face. "Silently" further sets the mood and "red-hot splinters of wood whiz past our noses" engages the sense of smell. The reader can picture and feel the warm fire on a cool fall night on the "banks of a narrow creek."

As the evening winds down a "guitar" is added along with "singing" and the reader can hear the night. When the poet says "the smoke swirls" and the "campfire grows weaker," his word choice closes the poem with "mellowing," and last a "faint late autumn glow" gives the reader a complete sense of the end of the evening. By the end of the poem, the reader feels relaxed and warm, and just like the campers, ready for slumber.

1570/5000

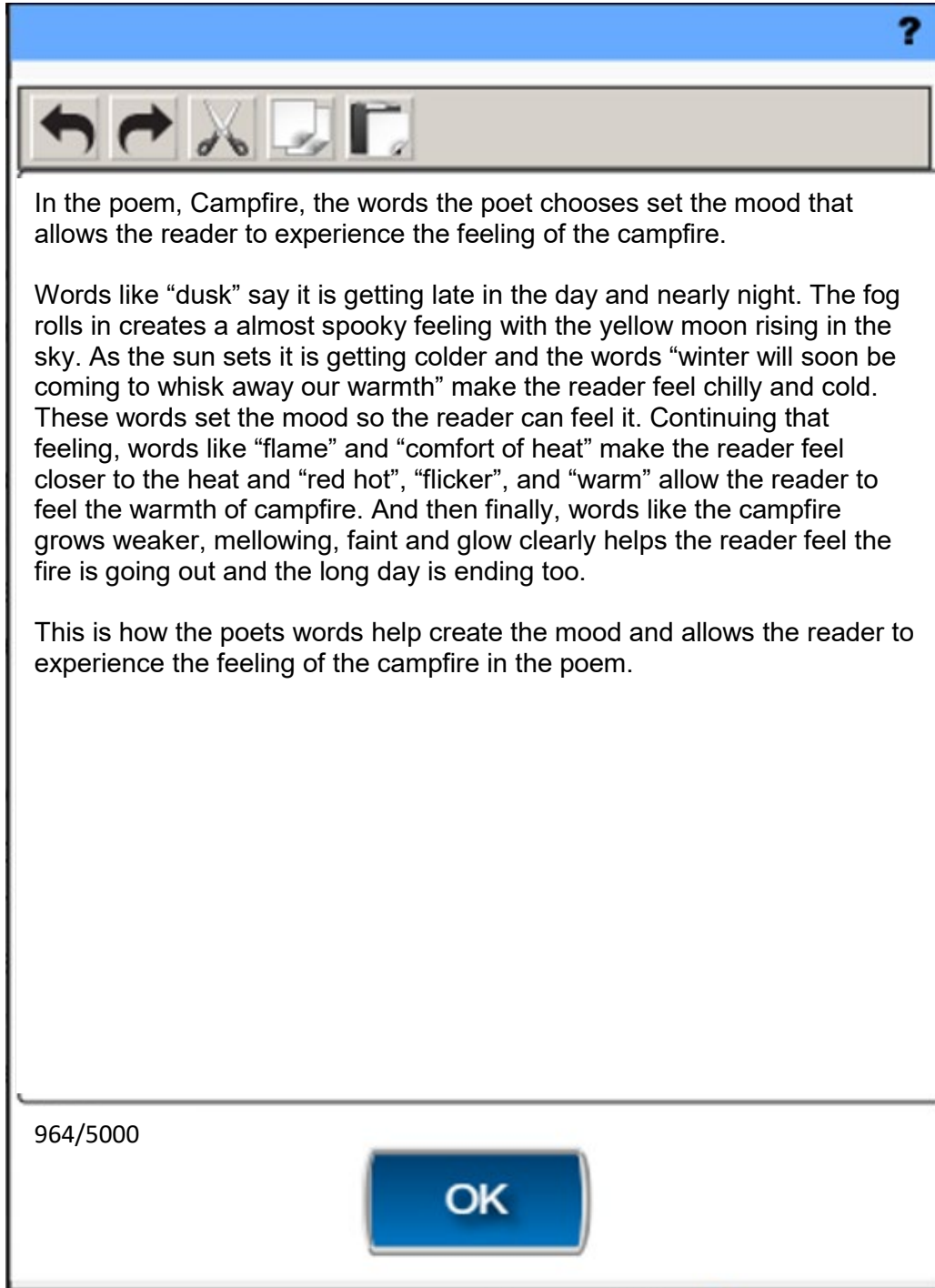
OK

Annotation:

- This response demonstrates exemplary analysis of text, use of evidence, and writing skills.
- The response addresses all parts of the task of explaining how the poet's word choice helps create mood throughout the poem and thoroughly analyzes the text by purposefully addressing explicit ideas from the text.
- Relevant evidence from the text has been well integrated into the response, and the skillful use of well-chosen, relevant, and accurate examples thoroughly supports the explanation.
- The writer makes consistent use of paraphrases and quoted material, and appropriately cites references to the text. An appropriate organizational pattern and mode suited to the purpose are evident.
- Precise word choice and content-specific vocabulary from the text are skillfully used to enhance the ideas.
- The writer has thoroughly demonstrated conventions of Standard English, and errors do not interfere with the writer's meaning.

Mood is the feeling or emotion that a reader experiences from a poem or story. Write an essay analyzing how the poet's word choice helps create mood throughout the poem "Campfire." Use evidence from the poem to support your answer.

Response Score 3



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

In the poem, Campfire, the words the poet chooses set the mood that allows the reader to experience the feeling of the campfire.

Words like "dusk" say it is getting late in the day and nearly night. The fog rolls in creates a almost spooky feeling with the yellow moon rising in the sky. As the sun sets it is getting colder and the words "winter will soon be coming to whisk away our warmth" make the reader feel chilly and cold. These words set the mood so the reader can feel it. Continuing that feeling, words like "flame" and "comfort of heat" make the reader feel closer to the heat and "red hot", "flicker", and "warm" allow the reader to feel the warmth of campfire. And then finally, words like the campfire grows weaker, mellowing, faint and glow clearly helps the reader feel the fire is going out and the long day is ending too.

This is how the poets words help create the mood and allows the reader to experience the feeling of the campfire in the poem.

964/5000

OK


Annotation:

- This response demonstrates effective analysis of text, use of evidence, and writing skills.
- The response addresses all parts of the task of explaining how the poet's word choice helps create mood throughout the poem.
- Specific, relevant analysis is evident, and accurate examples have been provided to support the explanation.
- The response is well focused on the central theme and is appropriately organized with a clear introduction, body, and conclusion, as well as appropriate transitions.
- Some precise word choice and content-specific vocabulary from the text are evident.
- Quotations from the text are appropriately cited using quotation marks.

Mood is the feeling or emotion that a reader experiences from a poem or story. Write an essay analyzing how the poet's word choice helps create mood throughout the poem "Campfire." Use evidence from the poem to support your answer.

Response Score 2

?



The poet has shown differnt feelings or moods throughout the poem. At first when they arrive it is dusk and they feel cold and tired after a long trip. After they put up their tents, they then feel dismayed that all they can do is gather wood for a fire. Then they are hopeful that winter might be merciful or forgiving. The heat from the fire makes them feel happy and they sing and play the guitar. When the campfire grows weaker they are cold and mellow again. This is how the poet uses word choices to create the mood throughout the poem.

542/5000

OK


Annotation:

- This response demonstrates partially effective analysis of text, use of evidence, and writing skills.
- The response demonstrates a partial understanding of the task, attempting to explain how the poet's word choice helps create the mood that the reader experiences.
- The writer has focused on highlighting the feelings that the campers experience in the poem (dismayed, hopeful, and happy), showing some understanding of the text.
- Some relevant and accurate evidence from the text has been integrated to support ideas.
- The writer occasionally uses precise word choice and content-specific vocabulary from the text.
- The response includes a weak introduction, body, and conclusion.

Mood is the feeling or emotion that a reader experiences from a poem or story. Write an essay analyzing how the poet's word choice helps create mood throughout the poem "Campfire." Use evidence from the poem to support your answer.

Response Score 1

?



They set up the tents at night and build a camp fire cause it is cold and the fire keeps them warm and happy. They gather fire wood and pile it inside a circle of large rocks and play a gitar and sing songs. The campfire grows weak and it time to go to bed. That is the mood of the poem.

287/5000

OK

Annotation:

- This response demonstrates limited analysis of text, use of evidence, and writing skills.
- The response minimally addresses the task.
- The response only implies how the poet's word choice helps create mood throughout the poem.
- Some explicit and implicit ideas, such as fire keeping them warm and happy, are minimally addressed.
- The response provides little evidence from the passage for support and demonstrates limited understanding of the text.
- The response consists mainly of a summary of the text that ineffectively demonstrates conventions of Standard English.

Passage 3

Read the following passage.

Two Amazing Tales of Memory

by Valerie Rodgers

57463396874638586751. Read these numbers slowly, then close your eyes and say them in order. Seems impossible, doesn't it? Yet a man called Mr. S, born with an extraordinary memory, was able to remember lists four times this long. Even more surprising, a young man born with an ordinary memory taught himself to do the same. How can anyone develop a memory this powerful?

To answer this question, let's go back more than seventy years to Russia, where a stranger had just appeared, unannounced, at the laboratory of the famous psychologist Dr. Alexander Luria. The man's name was S. V. Shereshevskii, and he wanted the doctor to test his memory. Dr. Luria noted the man's ordinary appearance and somewhat puzzled expression. Little did he realize that this would be one of the most remarkable people he would meet in his long career of studying the mind.

Mr. S explained to the doctor that he worked as a reporter. Every day he and the other reporters met with their editor to hear their assignments. The instructions were long and detailed, so everyone scribbled notes to help them remember. Everyone, that is, but Mr. S. Seeing this day after day, the irritated editor finally asked him why he never took notes. Mr. S replied that it wasn't worth his effort because he remembered everything. When the editor seemed skeptical, Mr. S repeated, like a tape recorder, every instruction the man had just given. The editor was stunned and urged him to visit Dr. Luria to have his memory tested. Interestingly, this incident amazed Mr. S even more than his editor. Never before had he imagined that there was anything unusual about his memory.

Dr. Luria gave Mr. S a simple test. He slowly read to him a series of numbers, such as 7 . . . 4 . . . 2 . . . 6 . . . 8 . . . , and so on. Mr. S listened intently. When the doctor had finished, Mr. S repeated every number back in perfect order. The doctor presented thirty, fifty, and finally seventyfive numbers, but each time Mr. S recalled all of them. He remembered letters and words as well as numbers and could even repeat the lists backward. In fact, sixteen years later Mr. S could still remember these lists. Although Dr. Luria tested Mr. S extensively over the next thirty years, he never found a limit to the man's memory.

Why was Mr. S's memory so powerful? One reason was that he used powerful mnemonic strategies. The term mnemonic means related to memory, and it comes from Mnemosyne, the Greek goddess of memory. Mnemonic strategies are techniques that people use to aid their memories. Among those that Mr. S used were imagery and the method of loci, or location.

A good way to remember something is to create a picture of it in the mind, called an image. For example, Mr. S mentally pictured the word green as a green flowerpot and red as a man in a red shirt. Even numbers became images. Six was a man with a swollen foot, seven a man twirling his mustache, and eight a woman.

For larger numbers Mr. S combined images. Thus for eighty-seven he pictured a man twirling his mustache next to a woman. Mr. S's mental images often included vivid details—sounds, colors, textures, and even tastes. For example, he once described a fence that he had seen as having a salty taste, rough feel, and sharp sound. This detail made Mr. S's images extremely

memorable, because the more vivid and detailed an image, the better a person can remember it.

To remember items in order, Mr. S used another mnemonic strategy called “the method of loci,” attributed to the Greek poet Simonides (556–468 B.C.). One evening Simonides left a banquet early. Simonides was able to name everyone present by recalling where each person had sat at the banquet table. This taught him that people remember information better when they relate it to a familiar location. Using this idea, he devised a mnemonic strategy, the method of loci. It helped Greek orators remember long speeches, Roman generals name the men under their command, and medieval scholars memorize long texts.

How did Mr. S use this strategy to remember a list of words? First he turned each word into an image. Then he pictured himself walking down a familiar street, placing each image in a different spot along the way. To recall the word list, he simply pictured himself strolling back up the street, naming each item as he passed it. This technique worked remarkably well and had only an occasional glitch. Once Mr. S needed to remember a list that included the word egg. Walking down a familiar street in his mind, he placed his image of an egg against a white wall. Unfortunately, the white egg blended so well with the white wall that when he walked up the street in his mind again, he failed to see it.

Can an average person use mnemonic strategies to develop a memory like Mr. S’s? In the early 1980s, the scientist K. A. Ericsson and his colleagues investigated this question. They recruited S.F., a normal college student with average intelligence. Once a day, three to five times a week, they tested his memory with number lists, much as Dr. Luria had tested Mr. S, and recorded the results. Most adults can, without practice, remember between five and nine numbers immediately after they hear or read them. When first tested, S.F. remembered seven. But with practice his score steadily improved until, twenty months and 230 hours later, he could recall seventy-nine numbers. This is just as good as Mr. S’s performance with Dr. Luria.

How did S.F. remember so many numbers? By using a mnemonic strategy that he invented himself and practicing it a lot. S.F. was a runner, so he converted the numbers he wanted to remember into running times in addition to other meaningful information, like ages or significant dates. To recall the number 34928921944, for example, he might remember 3492 as 3 minutes 49.2 seconds, 892 as 89.2 years old, and 1944 as “near the end of World War II.” This strategy worked because we remember information more easily when it has meaning for us.

Did this show that S.F.’s memory was now as powerful as that of Mr. S? Unfortunately, no. Unlike Mr. S, whose mnemonic strategies helped him remember everything, S.F.’s strategy only worked for numbers. When the researchers later tested him with letters, he could recall only six of them.

On the surface, Mr. S’s memory may seem tremendously useful. Imagine remembering the birth date, phone number, and address of everyone you know. Yet this great gift hid an even greater problem. The same images that helped Mr. S remember information often prevented him from understanding it. One example of this was his difficulty with reading. When Mr. S read a paragraph in a book, the words would form a series of images in his mind. By recalling these images, he could accurately repeat back the words he had read. When asked to tell the story, however, Mr. S was often in trouble. Again, he would recall his images, but too often they had little to do with the meaning of the writing. To tell the story, Mr. S would describe these images, but the resulting jumble of ideas made little sense to his listeners. This often left him confused and frustrated. Mr. S could handle simple, straightforward information with ease, but had difficulty with more complex or changing information.

Images also prevented Mr. S from expressing himself clearly in conversation. As Mr. S spoke, the words would create images in his mind that were often unrelated to what he was saying. Distracted from his train of thought, he would then begin to talk about these images. Making sense of his rambling conversation, as Dr. Luria admitted, was often a chore.

As the images in Mr. S's mind controlled his thoughts more and more, he began to confuse his imagination with reality. This affected his performance in everyday life. For example, once Mr. S needed to defend himself in court on some minor charge. Before going to the courthouse, he vividly pictured the scene that he expected to see. What he actually saw when he arrived in court, however, was not at all what he had imagined. The judge was on the left not the right, and the courtroom looked different. This so flustered Mr. S that he could not defend himself and lost his case. Incidents like this plagued Mr. S throughout his life.

Most of us will never be able to remember as much information as Mr. S. Yet we can still improve our memories if we practice using mnemonic strategies. Who knows how much improvement is possible? S.F.'s extraordinary feat suggests that even an ordinary memory can improve dramatically. With a little work, our minds may be capable of much more than we ever imagined.

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

In the passage “Two Amazing Tales of Memory,” the concept of memory is discussed. Write an essay analyzing the effect that Mr. S’s memory had on his life. Use evidence from the passage to support your response.



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

Text-Dependent Analysis Scoring Rubric

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


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

Text-Dependent Analysis Sample Student Responses

In the passage “Two Amazing Tales of Memory,” the concept of memory is discussed. Write an essay analyzing the effect that Mr. S’s memory had on his life. Use evidence from the passage to support your response.

Response Score 4

?



“8, 9, 3, 72, 81, 9, 10, 13, 14, 1” a man recalls in a memory test. Within one practice saying this sequence of numbers instantly like a voice recorder, you repeat these numbers in the exact order. Are you gifted with an extraordinary memory, or did you always use a technique? This went both ways for Mr. S (a memory genius). This man could speak back exactly a sequence of seventy-five numbers! Although gifted he always used some kind of technique called the mnemonic strategy. By memorizing in depth all of these numbers, his superior memory did have to effect his life somehow. This made him able to remember vivid events extremely well. Also, though super memory has its downsides. First, Mr. S had difficulty remembering actual information from stories, and most of the time, S confused imagination with reality. So, let us use our super memory abilities and recall the passage “Two Amazing Tales of Memory” by Valerie Rodgers to in depth figure out why Mr. S had these effects on his life through memory.

First of all, Mr. S’s talent recalling had a very good effect on his life. he could remember past experiences very vividly. In paragraph 8, in the start it says, “Mr. S’s mental images often included vivid details-sound, colors, textures, and even tastes.” Rodgers, PSSA pg 50. This tells me that Mr. S can recall a remembrance of an experience to someone very vividly. This would have a good effect on his life because all of the special moments and good memories in his life would be forever cherished in his mind. Although treorous experiences can scarr him. The paragraph then explains how he recalled a fence. After that Valerie explains how the more vivid and detailed you explain a image or a event to someone, the more they can remember it along with you. I sure would love to have this effect on my life.

Next, remember how the author explains how Mr. S had difficulty remembering actual information like stories? Well his techniques of picturing images and his amazing memory sure did have a bad effect on this situation. In paragraph 14, Rodgers shares how some images like a woman, or mustaches prevented S to understand the information given. One example of this was his difficulty with reading. “When Mr. S read a



paragraph in a book, the words would form a series of images in his mind.” Rodgers, PSSA pg 60. The writer later says how Mr. S could just remember the words of the story. When he went to tell someone what the story was about, he had a hard time, and jumble of words came out. Obviously, Mr. S was not good at reading and comprehending the details in a story. Yeah, remembering 1, 72, 0, 9, 4, 3, 19, 10, 72, 31 didn’t have the best effect on Mr. S’s reading skills!

Lastly, another con effect of his recalling memory on his life was that Mr. S began to confuse imagination with reality. In paragraph 16, the text explains how the recalling images method was confusing his brain more and more. This then affected his performance in everyday life. For example, “Once Mr. S needed to defend himself in court for some minor charge. Before going to the courthouse, he vividly pictured the scene that he expected to see.” Rodgers, PSSA pg 60. Then, the same paragraph says that the picture was difference than he imagined, so he lost his case. Just by this, I can tell this happened a lot, and it was hard for Mr. S to not be confused in life situations of his indepth imagination. I can totally see how his imagination interfered with the actual reality of life!

Pro’s and con’s. There are a lot of them when it comes to the effects on life when someone has a superb memory like Mr. S’s! Throught the writing, “Two Amazing Tales of Memory” by Valerie Rodgers, The thought of, “I don’t think I would want to have a memory like Mr. S” came to my attention quickly. The topics of he could extremely remember vivid pictures and events wells, he had difficulty remembering actual informational recall like in stories, and Mr. S began to confuse imagination with reality were the side-effects on life with a memory as great as his. In the end, being able to remember a seventy-five sequence pattern of numbers reallyv does have an effect on Mr. S’s life!

4197/5000

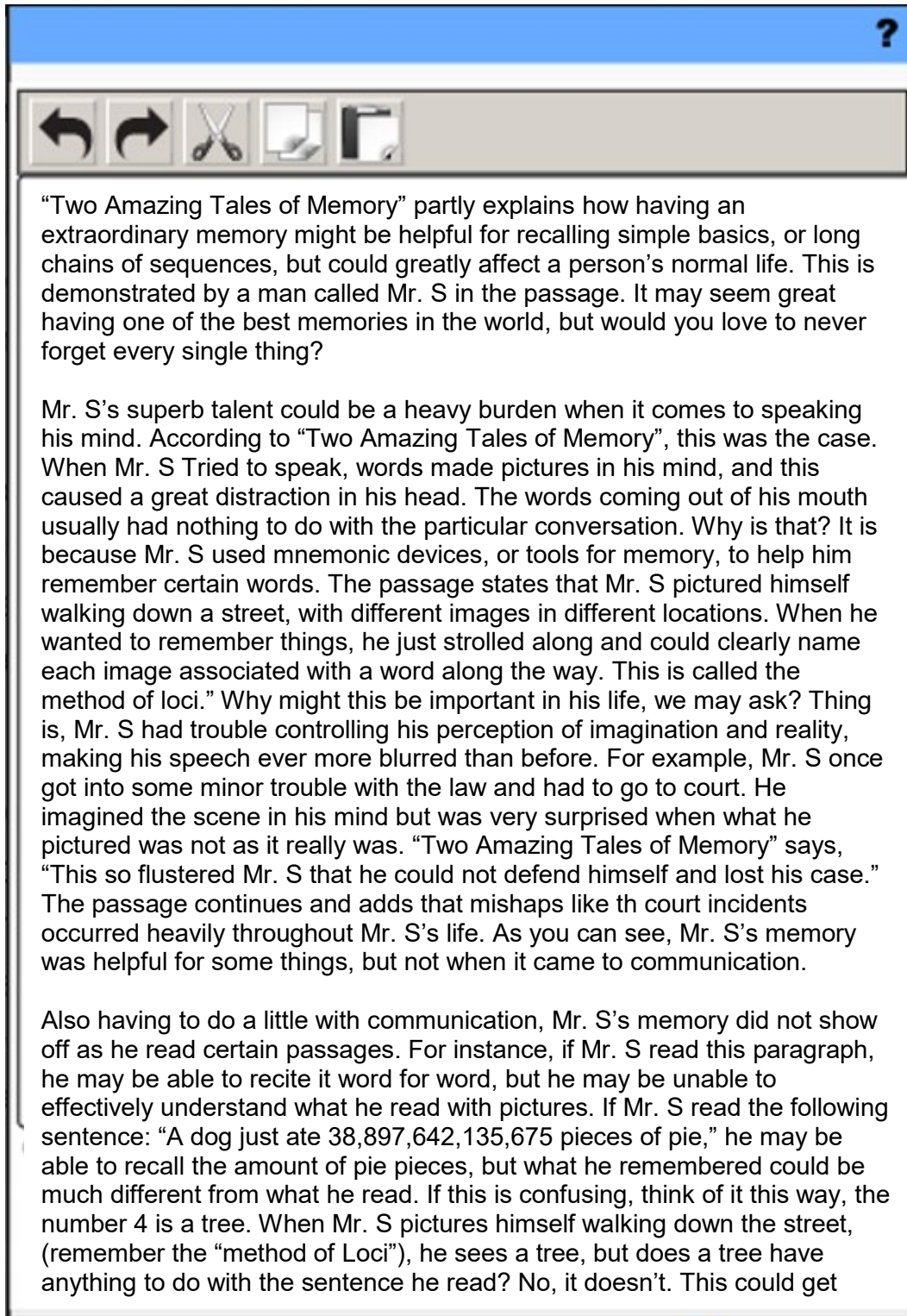


Annotation:

- This response effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the text.
- There is clear analysis of the effect his memory has on Mr. S's life all of which supports the writer's central idea that the effect Mr. S's memory had on his life "went both ways".
 - "all of the special moments and good memories in his life would be forever cherished in his mind",
 - "Obviously, Mr. S was not good at reading and comprehending the details in a story. Yeah, remembering 1, 72, 0, 9, 4 . . . didn't have the best effect on Mr. S's reading skills",
 - "Mr. S began to confuse imagination with reality . . . This then affected his performance in everyday life",
 - "it was hard for Mr. S to not be confused in life situations . . . I can totally see how his imagination interferred with the actual reality of life").
- There is substantial, accurate reference to the text throughout the response.
- There is a strong organizational structure, and effective transitions are used to link ideas.
- There are few errors in conventions, and those present do not interfere with meaning.

In the passage “Two Amazing Tales of Memory,” the concept of memory is discussed. Write an essay analyzing the effect that Mr. S’s memory had on his life. Use evidence from the passage to support your response.

Response Score 4



“Two Amazing Tales of Memory” partly explains how having an extraordinary memory might be helpful for recalling simple basics, or long chains of sequences, but could greatly affect a person’s normal life. This is demonstrated by a man called Mr. S in the passage. It may seem great having one of the best memories in the world, but would you love to never forget every single thing?

Mr. S’s superb talent could be a heavy burden when it comes to speaking his mind. According to “Two Amazing Tales of Memory”, this was the case. When Mr. S Tried to speak, words made pictures in his mind, and this caused a great distraction in his head. The words coming out of his mouth usually had nothing to do with the particular conversation. Why is that? It is because Mr. S used mnemonic devices, or tools for memory, to help him remember certain words. The passage states that Mr. S pictured himself walking down a street, with different images in different locations. When he wanted to remember things, he just strolled along and could clearly name each image associated with a word along the way. This is called the method of loci.” Why might this be important in his life, we may ask? Thing is, Mr. S had trouble controlling his perception of imagination and reality, making his speech ever more blurred than before. For example, Mr. S once got into some minor trouble with the law and had to go to court. He imagined the scene in his mind but was very surprised when what he pictured was not as it really was. “Two Amazing Tales of Memory” says, “This so flustered Mr. S that he could not defend himself and lost his case.” The passage continues and adds that mishaps like th court incidents occurred heavily throughout Mr. S’s life. As you can see, Mr. S’s memory was helpful for some things, but not when it came to communication.

Also having to do a little with communication, Mr. S’s memory did not show off as he read certain passages. For instance, if Mr. S read this paragraph, he may be able to recite it word for word, but he may be unable to effectively understand what he read with pictures. If Mr. S read the following sentence: “A dog just ate 38,897,642,135,675 pieces of pie,” he may be able to recall the amount of pie pieces, but what he remembered could be much different from what he read. If this is confusing, think of it this way, the number 4 is a tree. When Mr. S pictures himself walking down the street, (remember the “method of Loci”), he sees a tree, but does a tree have anything to do with the sentence he read? No, it doesn’t. This could get

The image shows a screenshot of a software application window. At the top right, there is a blue header bar with a question mark icon. Below this is a toolbar containing five icons: a left-pointing arrow, a right-pointing arrow, a pair of scissors, a document with a plus sign, and a document with a minus sign. The main area of the window contains two paragraphs of text. The first paragraph is a short summary, and the second is a longer paragraph starting with 'A Man by the name of Mr. S'. At the bottom left of the window, the text '3229/5000' is displayed. At the bottom center, there is a blue button with the text 'OK' in white.

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very confusing when trying to explain. To wrap it up, Mr.S's strategies for memorization may be helpful for recall when reading, but his understanding of what he read may not be much to brag about.

A Man by the name of Mr. S had an extordinary sense of memory. Even his wickedly smart psychologist was speechless from his almost super-human ability. Unfortunately, every great thing has its low points. Being born with this rare ability brought some fish out of water. With his confusing speech, awkward perception of reality, and trouble understanding what he read, Mr. S's life was not easy. Would you want this mental power? Consider the consequences.

3229/5000

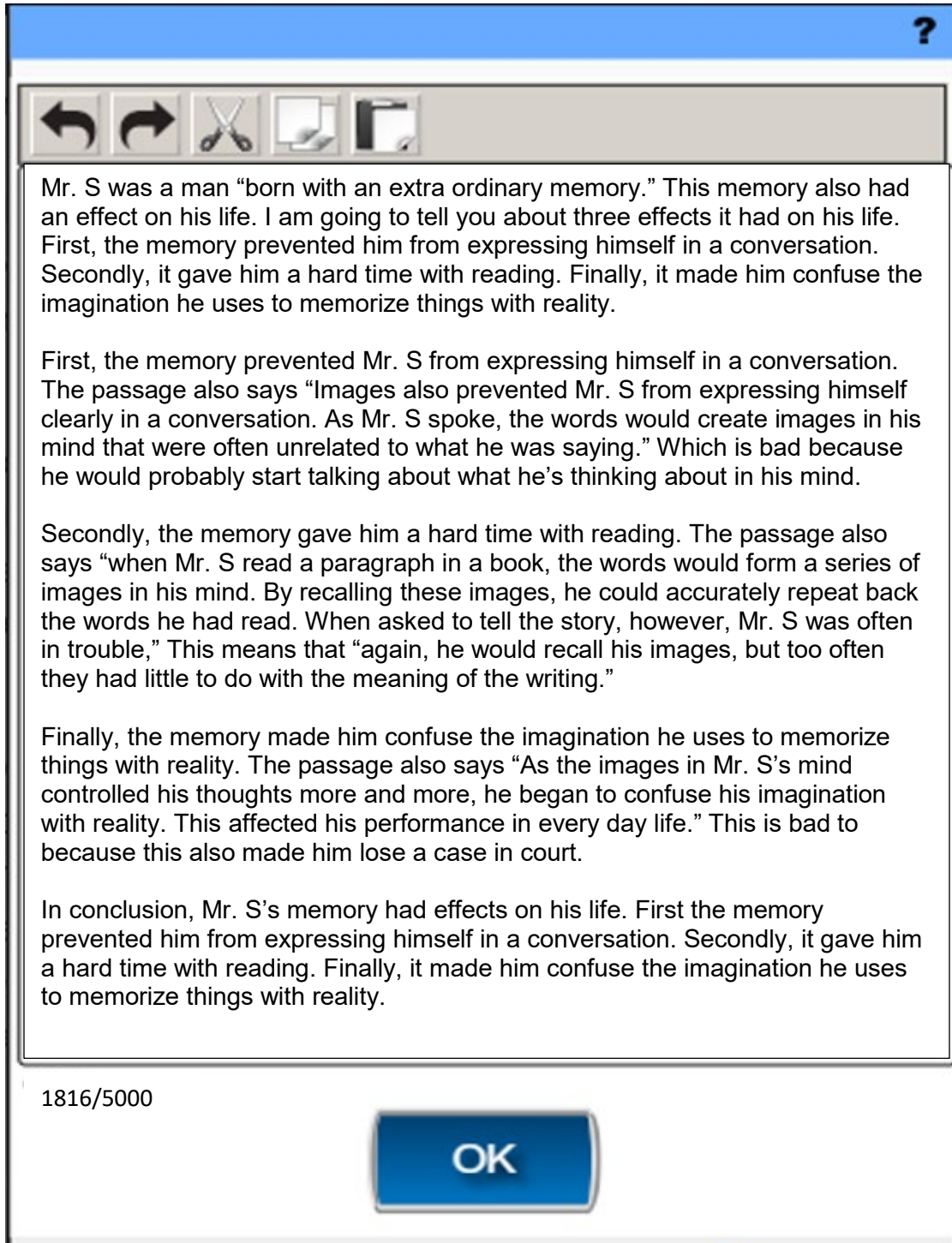
OK

Annotation:

- In this response, the student effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the text.
- The response's central idea, that Mr. S's memory had considerable consequences on his life, is developed through thorough analysis of explicit and implicit meanings from the text
 - "Mr. S's superb talent could be a heavy burden when it comes to speaking his mind",
 - "Mr. S had trouble controlling his perception of imagination and reality, making his speech even more blurred . . .",
 - "Mr. S's memory was helpful for some things, but not when it came to communication",
 - "With his confusing speech, awkward perception of reality, and trouble understanding what he read, Mr. S's life was not easy . . . consider the consequences".
- In one section of the response, the student embeds a well-chosen text reference within the analysis thus effectively addressing the question:
 - "If this is confusing, think about it this way, the number 4 is a tree. When Mr. S pictures himself walking down the street, (remember the 'method of loci'), he sees a tree, but does a tree have anything to do with the sentence he read? No . . . this would get very confusing when trying to explain".
- Additional substantial, accurate, and direct reference is made to the text in support of the student's ideas:
 - "When he wanted to remember things, he just strolled along and could clearly name each image associated with a word along the way".
 - "mishaps like the court incidents occurred heavily throughout Mr. S's life".
- There is a strong organizational structure, and skillful transitions are used to link ideas ("Also having to do a little with communication . . .").
- Few errors are present in conventions, and those present do not interfere with meaning.

In the passage “Two Amazing Tales of Memory,” the concept of memory is discussed. Write an essay analyzing the effect that Mr. S’s memory had on his life. Use evidence from the passage to support your response.

Response Score: 3



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

Mr. S was a man “born with an extra ordinary memory.” This memory also had an effect on his life. I am going to tell you about three effects it had on his life. First, the memory prevented him from expressing himself in a conversation. Secondly, it gave him a hard time with reading. Finally, it made him confuse the imagination he uses to memorize things with reality.

First, the memory prevented Mr. S from expressing himself in a conversation. The passage also says “Images also prevented Mr. S from expressing himself clearly in a conversation. As Mr. S spoke, the words would create images in his mind that were often unrelated to what he was saying.” Which is bad because he would probably start talking about what he’s thinking about in his mind.

Secondly, the memory gave him a hard time with reading. The passage also says “when Mr. S read a paragraph in a book, the words would form a series of images in his mind. By recalling these images, he could accurately repeat back the words he had read. When asked to tell the story, however, Mr. S was often in trouble,” This means that “again, he would recall his images, but too often they had little to do with the meaning of the writing.”

Finally, the memory made him confuse the imagination he uses to memorize things with reality. The passage also says “As the images in Mr. S’s mind controlled his thoughts more and more, he began to confuse his imagination with reality. This affected his performance in every day life.” This is bad to because this also made him lose a case in court.

In conclusion, Mr. S’s memory had effects on his life. First the memory prevented him from expressing himself in a conversation. Secondly, it gave him a hard time with reading. Finally, it made him confuse the imagination he uses to memorize things with reality.

1816/5000

OK


Annotation:

- The response adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text.
- There is clear analysis of the text all of which supports the student's main idea that memory negatively affected Mr. S in three ways.
 - "memory prevented Mr. S from expressing himself in a conversation", "Which is bad because he would probably start talking about what he's thinking about in his mind",
 - "memory gave him a hard time with reading",
 - "memory made him confuse the imagination he uses to memorize things with reality").
- There is sufficient, accurate, and direct reference to the text, mostly in the form of appropriately chosen quotes ("This means that 'Again, he would recall his images, but too often they had little to do with the meaning of the writing'").
- The essay is appropriately organized, and appropriate transitions link ideas ("Secondly" and "Finally").
- There is a minor issue with commas—specifically, neglecting to employ one before a quote. However, there are no errors present that interfere with meaning.

In the passage “Two Amazing Tales of Memory,” the concept of memory is discussed. Write an essay analyzing the effect that Mr. S’s memory had on his life. Use evidence from the passage to support your response.

Response Score: 3

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Mr. S’s memory had a big effect on his life. It was both good and bad. It was good because it was very useful in his job and in his life. It was bad for him because he could make people confused about what he was talking about. Mr. S’s memory had a big effect on his life.

Sometimes Mr. S’s memory had a good effect on his life. One way it was good was that it was useful in his job and in his life. It was useful in his job because he didn’t have to take notes when given directions: It said in the passage that when his editor asked him why he didn’t take notes Mr. S repeated every instruction back like a tape recorder. This made it easier for him to follow the instructions. His memory made his life easier for him because in the passage it said that Mr. S could remember the birth date, phone number, and address of everyone he knew. I think this proves that Mr. S’s memory had a good effect on his life.

Mr. S’s memory could also have a bad effect many ways. One way it could be bad is he can confuse people when his is talking to them. In the passage it said that when telling a story he would recall his images and describe them, but it would make almost no sense to his listeners. Also, when he was talking to people he would see images and lose his train of thought. He would then describe these images and meanwhile confuse his listener. In the passage it also said that when he was sent to court he pictured the room in his mind. When he got there the picture in his mind was so completely different from what he imagined. The judge was on the left not the right, and the courtroom looked different. Mr. S was so flustered that he could not defend himself. All of this is why Mr. S’s memory could have a bad effect on his life.

Mr.S’s memory could have a good and bad effect on his life. It was good because it was useful in his job and in his liefе.It was bad because he could confuse people and become flustered. As you can see Mr. S’s memory had a big effect on his life.

1994/5000

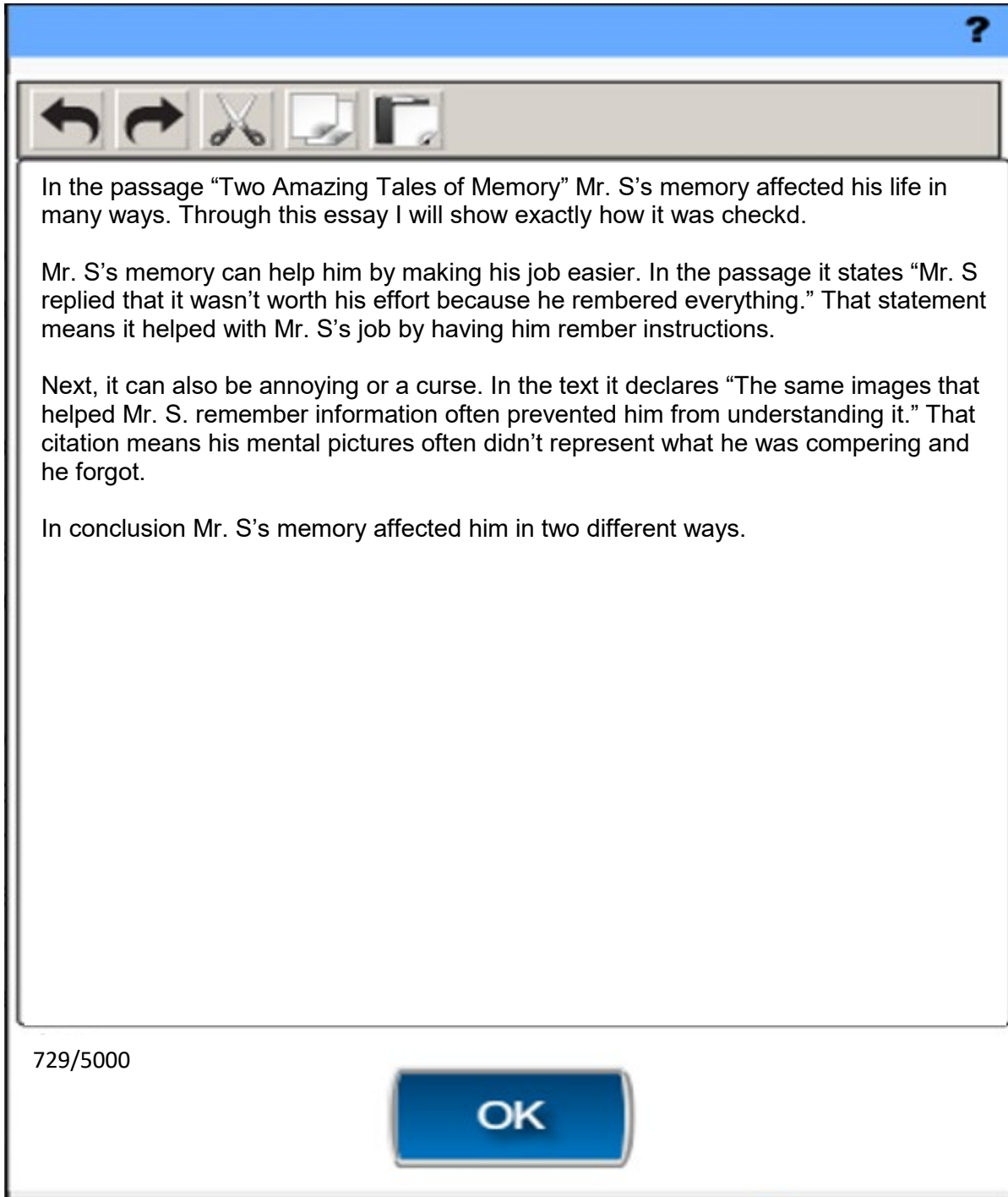


Annotation:

- In this response, the student adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text.
- Clear analysis of the text supports the writer's central idea that "it was very useful in his job and life. It was bad for him because he could make people confused".
- Clear analysis of the text is present:
 - "This made it easier for him to follow the instructions",
 - "His memory made his life easier",
 - "he can confuse people when he is talking to them".
- There is sufficient reference to the main ideas and relevant details of the text:
 - "when his editor asked him why he didn't take notes Mr. S repeated every instruction back like a tape recorder",
 - "Mr. S could remember the birth date, phone number, and address of everyone he knew",
 - "it would make almost no sense to his listeners",
 - "when he was sent to court . . . the picture in his mind was so completely different . . . so flustered that he could not defend himself".
- An appropriate organizational structure supports the focus and ideas within the essay.
- The response is relatively free of errors, and those present do not interfere with meaning.

In the passage "Two Amazing Tales of Memory," the concept of memory is discussed. Write an essay analyzing the effect that Mr. S's memory had on his life. Use evidence from the passage to support your response.

Response Score: 2



In the passage "Two Amazing Tales of Memory" Mr. S's memory affected his life in many ways. Through this essay I will show exactly how it was checkd.

Mr. S's memory can help him by making his job easier. In the passage it states "Mr. S replied that it wasn't worth his effort because he rembered everything." That statement means it helped with Mr. S's job by having him rember instructions.

Next, it can also be annoying or a curse. In the text it declares "The same images that helped Mr. S. remember information often prevented him from understanding it." That citation means his mental pictures often didn't represent what he was compering and he forgot.

In conclusion Mr. S's memory affected him in two different ways.

729/5000

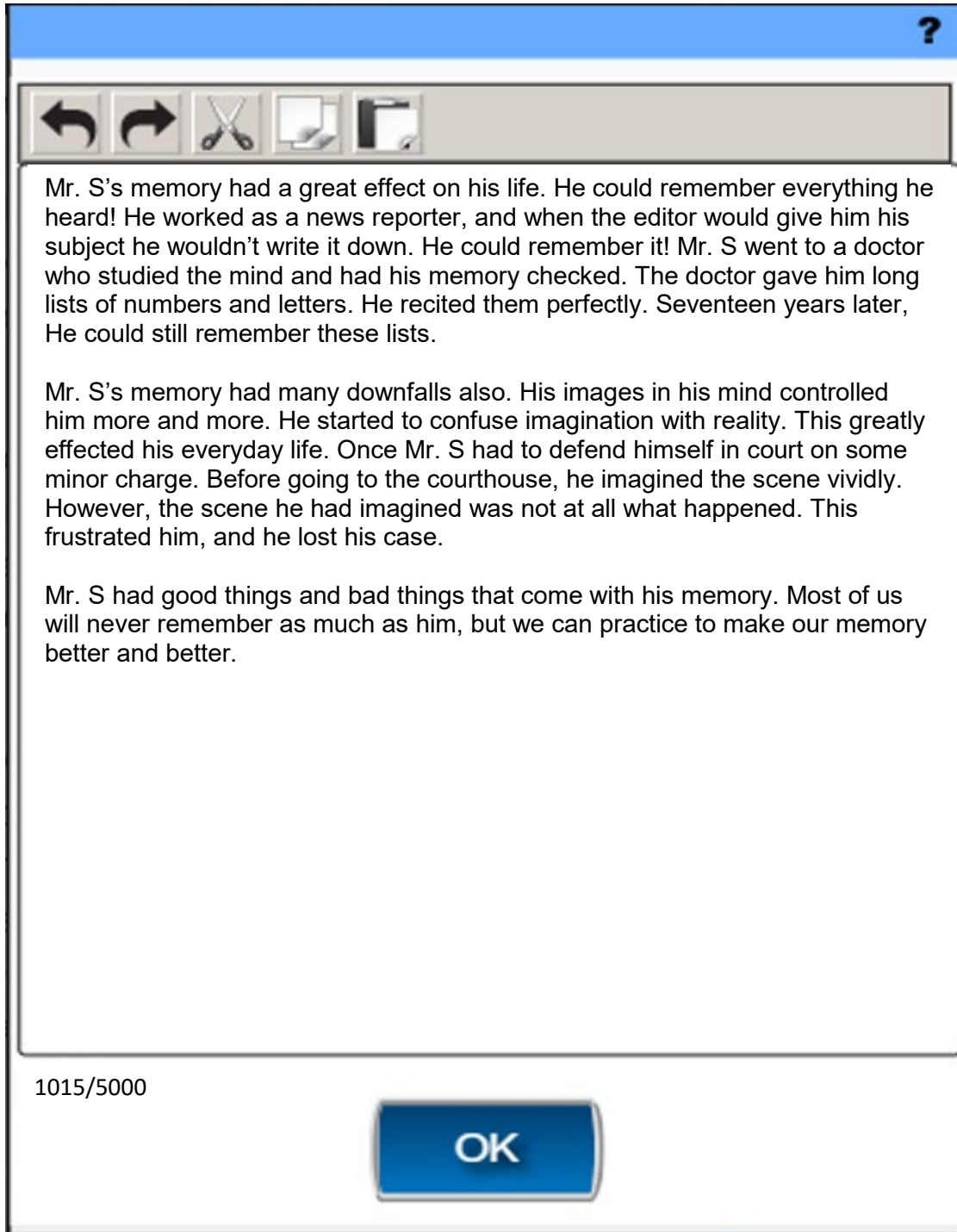
OK

Annotation:

- This response inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text.
- There is weak inferencing that somewhat supports the claims of the writer:
 - “Mr. S’s memory can help him by making his job easier”,
 - “It helped with Mr. S’s job by having him remember instructions”,
 - “it can also be annoying or a curse”.
- The organizational structure of the response is weak, with few transitions to link ideas.
- There is vague reference to the text, with some details from the passage in the form of direct quotes from the text; however, the ideas lack development and connection to the analysis.
- The incorporation of more details and relevant information from the text to support or illustrate the analysis could have helped the student achieve a better score.
- As it stands, a score of 2 is appropriate for this response.

In the passage “Two Amazing Tales of Memory,” the concept of memory is discussed. Write an essay analyzing the effect that Mr. S’s memory had on his life. Use evidence from the passage to support your response.

Response Score: 2



The screenshot shows a digital writing interface. At the top right, there is a question mark icon. Below it is a toolbar with five icons: a left arrow, a right arrow, a pair of scissors, a document with a pencil, and a document with a checkmark. The main text area contains three paragraphs:

Mr. S’s memory had a great effect on his life. He could remember everything he heard! He worked as a news reporter, and when the editor would give him his subject he wouldn’t write it down. He could remember it! Mr. S went to a doctor who studied the mind and had his memory checked. The doctor gave him long lists of numbers and letters. He recited them perfectly. Seventeen years later, He could still remember these lists.

Mr. S’s memory had many downfalls also. His images in his mind controlled him more and more. He started to confuse imagination with reality. This greatly effected his everyday life. Once Mr. S had to defend himself in court on some minor charge. Before going to the courthouse, he imagined the scene vividly. However, the scene he had imagined was not at all what happened. This frustrated him, and he lost his case.

Mr. S had good things and bad things that come with his memory. Most of us will never remember as much as him, but we can practice to make our memory better and better.

At the bottom left of the text area, the text "1015/5000" is displayed. At the bottom center, there is a blue button with the text "OK".


Annotation:

- This response inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text.
- There is weak analysis in the form of evaluative thinking of the effect that Mr. S's memory had on his life ("Mr. S had good things and bad things that came with his memory").
- References to the main ideas and relevant details of the text are presented in the form of closely paraphrased information from the passage.
- The organizational structure of the response is weak; it is unclear until the conclusion that the student intended to present good and bad effects, especially considering the lack of an introduction.
- The weak organizational structure only inconsistently supports the focus and ideas.
- This is an example of a lower 2.

In the passage “Two Amazing Tales of Memory,” the concept of memory is discussed. Write an essay analyzing the effect that Mr. S’s memory had on his life. Use evidence from the passage to support your response.

Response Score: 1

?



Since Mr. S had a good memory he didn't have to take notes. He also probably remembered peoples birthdates phone numbers, and addresses of everyone he know. But, this had an effect on reality He pictured the courtroom different.

229/5000

OK

Annotation:

- This response minimally addresses part of the task, demonstrating inadequate analytic understanding of the text.
- The student's attempt at analysis consists of a weak inference that only loosely relates to the rest of the response. ("He also probably remebered peoples birthdates").
- The organizational structure is weak; there is no introduction or conclusion.
- The student's ideas could be arranged in any order without affecting the response, in part due to the lack of transitions to link ideas.
- References to the main ideas and relevant details of the passage are insufficient ("But, this had an effect on reality" and "He pictured the courtroom different").
- There are errors present in punctuation ("peoples") and usage ("different" for differently).

In the passage "Two Amazing Tales of Memory," the concept of memory is discussed. Write an essay analyzing the effect that Mr. S's memory had on his life. Use evidence from the passage to support your response.

Response Score: 1

The effects of this huge talent this man had are just as big. Once thing is that he cannot read or understand anything too complex. Also, once, he didn't picture the courthouse right in his mind, and became so flustered that he lost his case and went to jail.

261/5000

OK

Annotation:

- The student minimally addresses part of the task in this response, demonstrating inadequate analytic understanding of the text.
- The attempt at analysis is insufficient (“The effects of this huge talent this man had are just as big”).
- References to the text only minimally connect to the writer’s main idea and there is minimal reference to the main idea and relevant details of the passage:
 - “he cannot read or understand anything too complex”,
 - “he didn’t picture the courthouse right in his mind, and became so flustered that he lost his case”.
- There is minimal evidence of an organizational structure; there is an introduction, the response lacks a conclusion, and, in spite of some transition use, the writer’s ideas are not purposefully organized.

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Passage 4

The following passage.

Clever Maggie of Tollishill

by Marilyn Helmer

Over three hundred years ago, in Scotland's wild, wind-swept Lammermuir Hills, bonny (appealing) Margaret Leystone married Thomas Hardie. They set up house at Midside, part of Tollishill farm owned by John Maitland, Earl of Lauderdale. Maggie and Thomas were a hardworking pair, and Maggie was as frugal as she was clever.

That year, winter seized the land in the icy grip the likes of which had never been seen before. Storms and blizzards swept across the open fields, destroying crops. It was only with the most careful planning that Maggie managed to keep food on the table and save enough money to pay the rent at Midsummer. And the next two winters were no better. Indeed, it seemed that the most plentiful crop the land produced was snow. Down it came in great icy flakes, lingering until there was barely enough time to get the seed sown before the growing season started.

One cloudy spring day, Thomas stared out the window at the fields lying black and barren in the melting snow. He turned to Maggie. "No matter what we do, we won't have enough for the rent this year," he said. "If we can't pay, the earl will turn us out for sure."

Maggie's chin went up. "We'll not give up the farm, Thomas. Not after all the work we've put into it. I'll go and talk to the earl." She glanced at her husband. "I'll promise him that we'll pay as soon as we can."

Thomas shook his head. "You know the man, Maggie. The only thing he cares about is getting his rent on time. He won't listen to you."

"I'm going to try anyway," said Maggie, and in spite of himself, Thomas smiled. When Maggie set her mind to a thing, no one could stop her.

The next day she put on her warmest wool cloak and set off for Thirlestane Castle to see the earl. It was a long, cold journey across the wind-swept moors. When she arrived, a servant led her to the library, where the earl was going over his account books.

"What are you here for?" he asked curtly, for he was not at all pleased at being disturbed.

Maggie spoke up. "I'm Maggie Hardie from Tollishill and I've come to ask if you'll give us a year's grace with our rent." She told the earl about the poor crop. "You know yourself, sir, that the snow was still lying on the fields long after the crops should have been growing."

An amused look crossed the earl's face. "So it's a crop of snow you've been raising, is it?" he said. His eyes narrowed. "Then I'll let you pay your rent in snow, Maggie Hardie."

She stared at him.

"Bring me a snowball in June," the earl went on, "and I'll consider your rent paid in full." He threw back his head and laughed.

Maggie didn't join in the laughter, but a smile touched her lips nonetheless. "Thank you, sir," she said. "You shall have your snowball in June." She walked away quickly, leaving the earl staring after her in astonishment.

Deep into the hills Maggie went, to a far-off glen where she had seen snow piled in drifts long after it had melted elsewhere. She scooped up an armful and wrapped it in her apron. Then she hid the snow in a rocky crevice and covered it with moss and leaves.

When she came back in June, the snow was still there, as firm as the day she'd stored it away. She quickly set off for Thirlestane Castle.

Now, the Earl of Lauderdale may have been a stingy man, but he was an honorable one. When he saw that Maggie had kept her part of the bargain, he upheld his. "A clever lass you are, Maggie Hardie," he said. "If snow is the land's favorite crop, then snow is what I'll take in rent this year."

You might think the story ends here, but that isn't so. The weather wasn't the only thing in turmoil at that time. The future of Scotland itself was in chaos.

Not long after Maggie's visit, the Earl of Lauderdale joined the Royalist ranks and went off to fight against Oliver Cromwell and his invading forces. Eventually the earl was captured and imprisoned in the infamous Tower of London.

If it was a time of ill fortune for the earl, it was a time of prosperity for his tenants. The weather was as fair then as it had been bitter in the years before. Winters were mild, and spring came early; the flocks increased, and the crops flourished. With the earl in prison, there was no one to collect the rent. He'd never been a popular landlord, and now his tenants took full advantage of his absence. Not a penny did they pay, except Maggie Hardie. Maggie had not forgotten how the earl had kept his promise to her, and each year while he was away, she faithfully put aside the rent money.

When word of the earl's imprisonment came back to Tollishill, Maggie decided it was her turn to help him. She'd pay him another visit, but she wouldn't come empty-handed. This time, Maggie was going to bring the earl a very special gift. Her rent money had grown to a tidy sum. Maggie changed it into gold coins, for gold, she knew, spoke louder than copper. Then she mixed a batch of bannock dough and shaped it into a large cake. When the bannock was baked, she carefully scooped out the insides and hid the gold coins within. Who would suspect a simple bannock of hiding gold? Then Maggie dressed in her husband's clothes and, with the precious bannock in an old leather pack, set off on the longest journey of her life.

Maggie Hardie walked from the Lammermuir Hills to the great city of London, all four hundred miles. Day after day she walked, across mountains, down valleys, along rough country roads. When she reached London, footsore and weary, she followed the banks of the River Thames until it led her to the Tower.

Now, a person couldn't simply walk into the Tower to visit a prisoner. But clever Maggie was prepared for that. A few gold coins dropped into the hand of a greedy jailer saw her safely past the front door, and a few more unlocked the earl's cell so that Maggie could slip inside.

When the Earl of Lauderdale saw Maggie Hardie standing before him, he let out a gasp of surprise. But she put a finger to her lips and listened for the guard's retreating footsteps.

"I've come to pay the rent," she said in a low voice. The earl recovered himself. "With another snowball?" he asked.

Maggie smiled and shook her head. "This time I've brought you a bannock." She took it from her pack and held it out to him.

"A bannock to pay the rent?" The earl gave her an incredulous look. "What good is a bannock to me here?" He reached for it. It was dry and stale but surprisingly heavy.

“Break it open, sir,” said Maggie. “I think you’ll find the inside more pleasing than the outside.”

The earl broke the bannock in half, then stared, amazed, as a cascade of gold coins spilled onto the floor.

Just as Maggie had planned, the earl used the gold to buy his freedom. Afterward he fled to France to join the king, who would later return to Scotland to be crowned Charles II.

When Charles was finally on the throne, the earl himself came back to Scotland. The first thing he did was pay a visit to the Midside farm at Tollishill to thank Maggie for saving his life. “A clever mind and a loyal heart should be rewarded,” he said to her. “For as long as you live, you and your Thomas can stay here rent-free.”

For Maggie herself, the earl had a special gift. He placed a silver belt around her waist. “As befitting a woman who can grow snow in June and turn oats into gold,” he said.

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

Read the statement from the passage.

“When Maggie set her mind to a thing, no one could stop her.”

Write an essay analyzing how the events in the passage prove the statement is true. Use evidence from the passage to support your response.



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

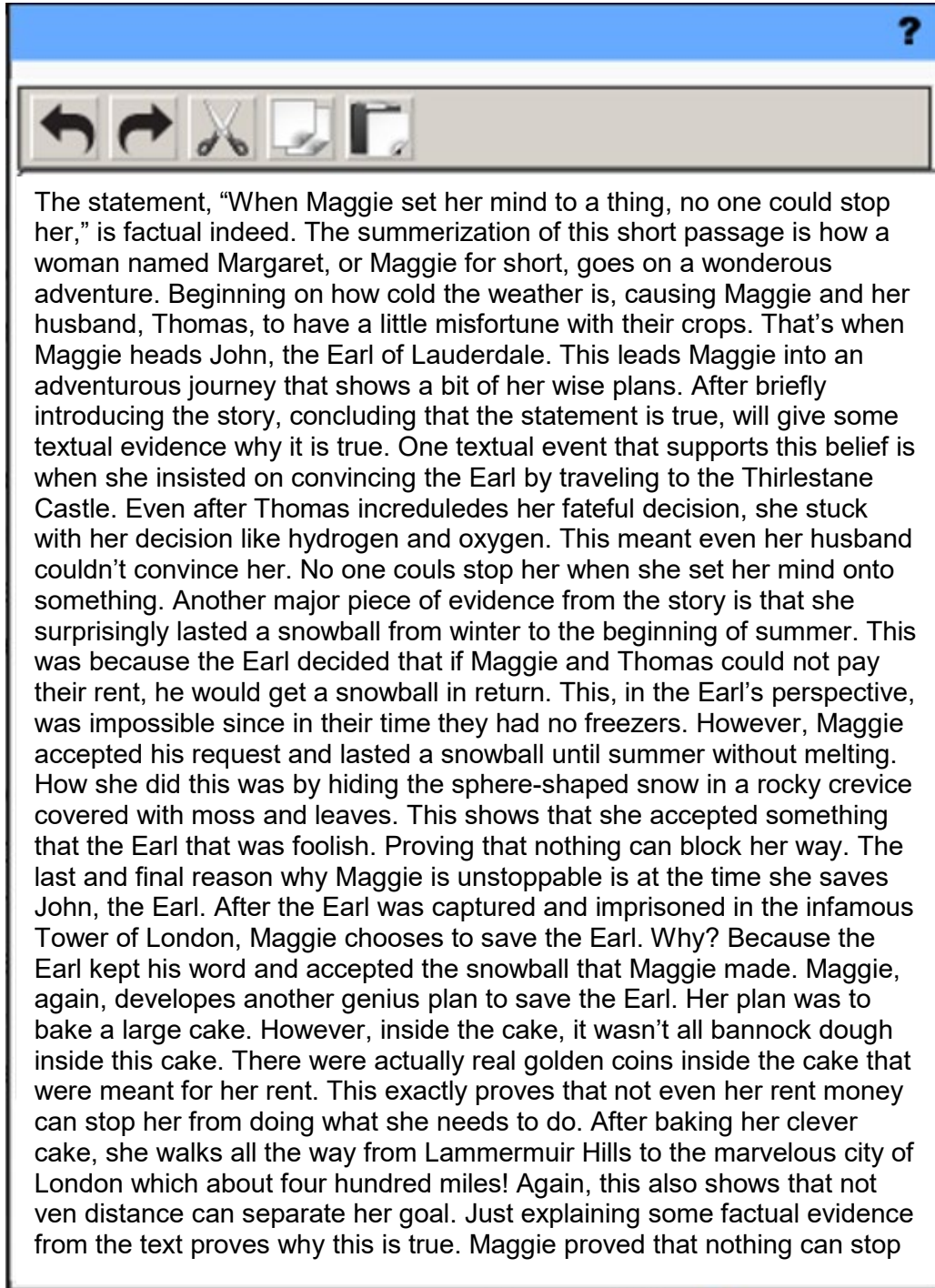
Text-Dependent Analysis Sample Student Responses

Read the statement from the passage.

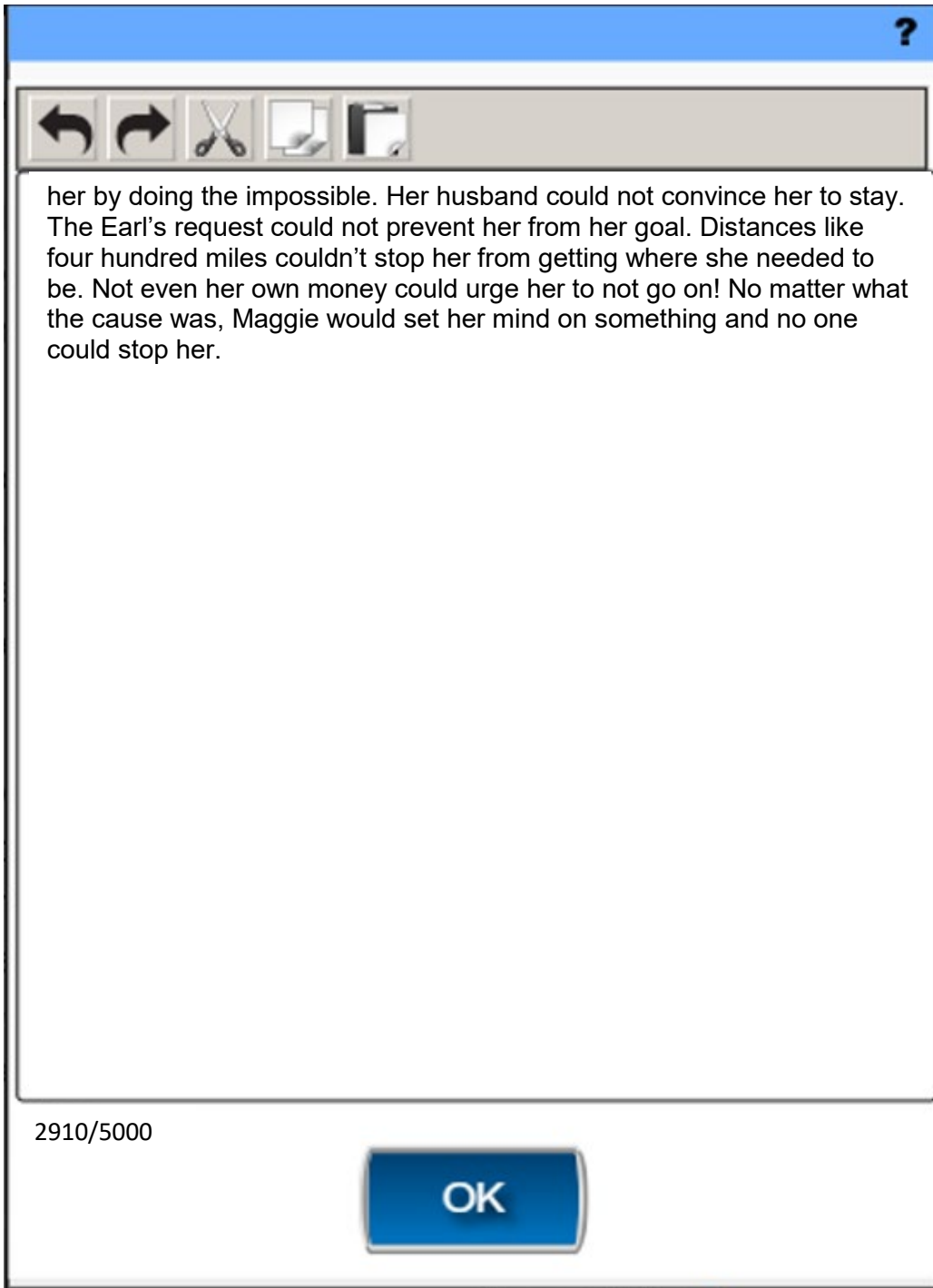
“When Maggie set her mind to a thing, no one could stop her.”

Write an essay analyzing how the events in the passage prove the statement is true. Use evidence from the passage to support your response.

Response Score 4



The statement, “When Maggie set her mind to a thing, no one could stop her,” is factual indeed. The summerization of this short passage is how a woman named Margaret, or Maggie for short, goes on a wonderous adventure. Beginning on how cold the weather is, causing Maggie and her husband, Thomas, to have a little misfortune with their crops. That’s when Maggie heads John, the Earl of Lauderdale. This leads Maggie into an adventurous journey that shows a bit of her wise plans. After briefly introducing the story, concluding that the statement is true, will give some textual evidence why it is true. One textual event that supports this belief is when she insisted on convincing the Earl by traveling to the Thirlestane Castle. Even after Thomas increduledes her fateful decision, she stuck with her decision like hydrogen and oxygen. This meant even her husband couldn’t convince her. No one couls stop her when she set her mind onto something. Another major piece of evidence from the story is that she surprisingly lasted a snowball from winter to the beginning of summer. This was because the Earl decided that if Maggie and Thomas could not pay their rent, he would get a snowball in return. This, in the Earl’s perspective, was impossible since in their time they had no freezers. However, Maggie accepted his request and lasted a snowball until summer without melting. How she did this was by hiding the sphere-shaped snow in a rocky crevice covered with moss and leaves. This shows that she accepted something that the Earl that was foolish. Proving that nothing can block her way. The last and final reason why Maggie is unstoppable is at the time she saves John, the Earl. After the Earl was captured and imprisoned in the infamous Tower of London, Maggie chooses to save the Earl. Why? Because the Earl kept his word and accepted the snowball that Maggie made. Maggie, again, developes another genius plan to save the Earl. Her plan was to bake a large cake. However, inside the cake, it wasn’t all bannock dough inside this cake. There were actually real golden coins inside the cake that were meant for her rent. This exactly proves that not even her rent money can stop her from doing what she needs to do. After baking her clever cake, she walks all the way from Lammermuir Hills to the marvelous city of London which about four hundred miles! Again, this also shows that not ven distance can separate her goal. Just explaining some factual evidence from the text proves why this is true. Maggie proved that nothing can stop



Annotation:

- This response effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the text.
- The organizational structure is strong with an effective introduction that introduces the idea that the events in the passage support that sentence in the prompt.
- This controlling idea is developed throughout the student's response with text-based inferences thorough analysis.
- Other substantial references to the text (traveling to the Thirlestane Castle; lasted a snowball until summer without melting; she saves John, the Earl; developes another genius plan . . . bake a large cake . . . inside this cake . . . golden coins; walks all the way . . . about four hundred miles) are used to build to the conclusion that (Maggie proved that nothing can stop her by doing the impossible).
- The use of precise language (wonderous adventure, textual evidence, fateful decision, developes another genius plan) is effective and aids in understanding how the events in the passage prove the statement to be true.
- Although there are some errors in spelling, usage, and sentence structure, they do not interfere with meaning.

Read the statement from the passage.

“When Maggie set her mind to a thing, no one could stop her.”

Write an essay analyzing how the events in the passage prove the statement is true. Use evidence from the passage to support your response.

Response Score 4



The events from the passage undoubtedly prove that the statement, “When Maggie set her mind to a thing, no one could stop her,” is true. Maggie’s determination is conveyed through many events in the story including confronting the earl about her inability to pay that year’s rent, keeping a snowball until June, and taking a risky journey to London.

First, Maggie and her husband discuss the matter of the inability to pay rent due to the year’s harsh winters. Maggie then decides to confront the earl about the issue. Confronting the earl, a greedy, rather unkind man, took much determination as well as bravery. The passage clearly states, “Maggie’s chin went up. ‘We’ll not give up the farm, Thomas. Not after all the work we’ve put “into” it. I’ll go and talk to the Earl.’” Maggie’s determination was clearly present in the style and tone of the paragraph. The attitude in which the line is spoken shows the reader that Maggie is eager to protect the farm and give her and Thomas a home.

In addition, when the earl offers an alternative solution for paying rent, Maggie becomes extremely determined. The earl stated, “Bring me a snowball in June, and I’ll consider your rent paid in full.” Immediately, Maggie formed a ball of melting snow and as stated in the passage, “She scooped up an armful and wrapped it in her apron. Then she hid the snow in a rocky crevice and covered it with moss and leaves.” When she came back in June the snow was still there, as firm as the day she’d stored it away. “If the earl had said that to any other person, it would have been thought impossible, but not to Maggie. Because of her determination, she successfully completed the task and her rent was considered “paid full.”

Lastly, when the earl had been arrested, Maggie was determined to return the favor that he had done for her.

She baked a bannock, removed the center, and replaced it with many gold coins. According to the text, “Maggie traveled from Lammermur Hills to the great city of London, all four hundred miles.” Maggie not only showed determination, but she was kind and forgiving. In the past, the earl was not always nice to her. Despite this, she gave him enough money to buy his release. In return, the earl allowed them to stay in the house for the rest of their lives, rent free.

?

← → ✂ 📄 📁

Therefore, the events from the passage undoubtedly proved that the statement, "When Maggie set her mind to a thing, no one could stop her, it's true. The evidence to support this statement revolved around Maggie's determination and Eagerness.

2536/5000

OK

Annotation:

- This response effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the text.
- There is a strong organizational structure.
- The introduction establishes the controlling idea and includes references to specific events that occur in the passage.
- The response effectively develops this idea with thorough analysis that explains Maggie's determination:
 - Confronting the earl, a greedy, rather unkind man, took much determination as well as bravery;
 - Maggie's determination was clearly present;
 - attitude in which the line is spoken shows the reader that Maggie is eager to protect;
 - Maggie becomes extremely determined;
 - Because of her determination, she successfully completed the task;
 - when the earl had been arrested, Maggie was determined to return the favor.
- The analysis is combined with substantial text support:
 - inability to pay rent due to the year's harsh winters;
 - "Maggie's chin went up. . . 'I'll go and talk to the Earl' ";
 - the earl offers an alternative solution;
 - The earl stated, "Bring me a snowball in June . . . rent paid in full";
 - formed a ball of melting snow . . . "hid the snow" . . . in June the snow was still there;
 - She baked a bannok, removed the center, and replaced it with many gold coins; "Maggie traveled . . . all four hundred miles"; gave him enough money . . . rest of their lives, rent free.
- Transitions effectively link ideas (In addition, In the past, Therefore).
- The few errors present do not interfere with meaning.

Read the statement from the passage.

“When Maggie set her mind to a thing, no one could stop her.”

Write an essay analyzing how the events in the passage prove the statement is true. Use evidence from the passage to support your response.

Response Score: 3

After reading “Clever Maggie of Tollishill” by Marilyn Helmer, the reader learns Maggie is a very determined girl. Maggie does things that no one else did, because they were happy without the Earl. Maggie is also very couragous.

In the passage Helmer states, “When Maggie sets her mind to a thing, no one could stop her.” The reader may make an inference that the earl is very rude, but Maggie sees a different side of the man. The earl has caught some of Maggie’s kindness and thanks her for saving him. “For as long as you live, you and your Thomas can stay here rent-free.” Maggie learns that the earl has two sides, and she’s found both.

Helmer also applies Maggie can be couragous, and determined. She realizes she still needs to repay him, so she set off on a journey. “Day after day she walked, across mountains, down valleys, along rough coutry roads. When she reached Lonon, footsore and weary, she followed the banks of the River Thames until it led her to the Tower.” Maggie is willing to put all else behind to save the earl. After reading Marilyn Helmer’s Clever “Maggie of Tollishill,” I learned Maggie can be couragous, determined, and kind at the same time. The earl has seemed to have picked up Maggie’s kindness by the end of the passage. Maggie and the earl seem to have a very nice friendship. I wonder if Maggie’s still that determined.

1357/5000

OK

Annotation:

- This response adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text.
- An adequate introduction provides the controlling idea and the conclusion revisits this idea.
- A clear analysis addresses how events in the passage proves the controlling idea:
 - Maggie does things that no one else did, because they were happy without the Earl;
 - Maggie is also very courageous;
 - Maggie sees a different side of the man;
 - Maggie can be courageous and determined;
 - Maggie is willing to put all else behind to save the earl;
- Contains sufficient, accurate, and direct references to the text are provided to support the writer's purpose:
 - thanks her for saving him;
 - "For as long as you live . . . stay here rent-free";
 - she set off on a journey. "Day after day she walked . . . until it led her to the Tower;
- An appropriate use of language helps to explain the topic (make an inference, caught some of kindness, is willing to put all else behind).
- Few errors are present (courageous) and they do not interfere with meaning.


Read the statement from the passage.

“When Maggie set her mind to a thing, no one could stop her.”

Write an essay analyzing how the events in the passage prove the statement is true. Use evidence from the passage to support your response.

Response Score: 3

?




There are many things that can prove that when Maggie sets her mind to something, she can't be stop. Some pieces of evidence that prove this is when Maggie goes to the earl to delay the rent and when she travels to London to save him.

First, when Maggie traveled to the earl to delay the rent, her husband tried to stop her. He constantly tried to convince her not to go, but in reply Maggie said “I'm going to try anyways.” This shows how determined Maggie is to save her familie's farm, and how she won't stop just because he husband says so.

Secondly, when Maggie goes to London to save the earl, she has to face many obstacles. For example, Maggie had to pass mountains and rough roads to reach London, but even then, Maggie moves on. When Maggie says she is foot-weary, she proves that her motivation will not stop, even for a mountain. Also, when Maggie reached the tower of London, she had to bribe her way in. Even though it would cost her gold to reach her goal, Maggie still pays the price.

In conclusion, Maggie shows that nothing will stop her by passing mountains, heavy tolls, and her husband's bidding just to reach her goal. This proves that Maggie's determination will not stop for anything. There are the reasons that prove that Maggie will not stop for anything when she sets her mind to something.

1319/5000



Annotation:

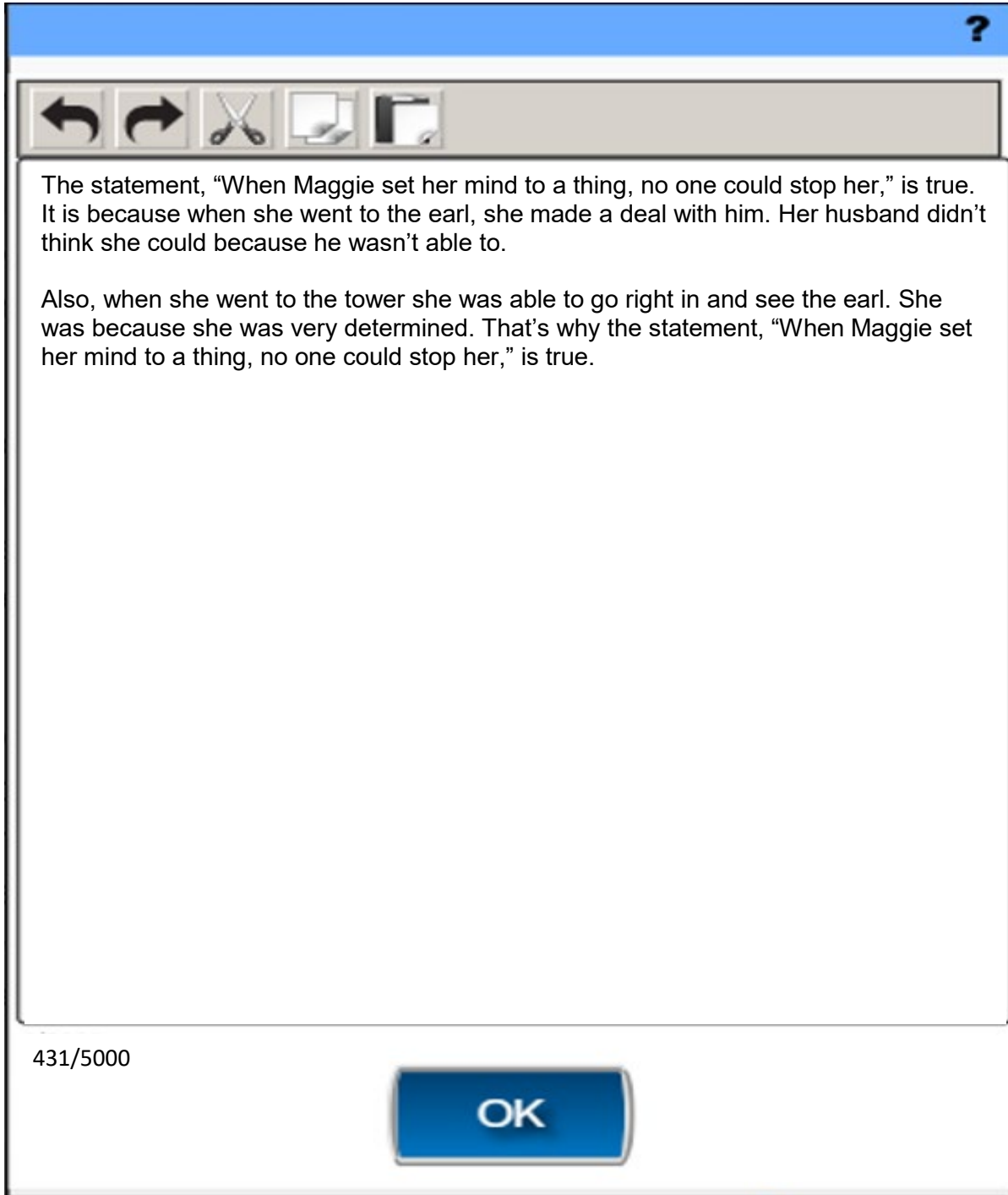
- This response adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text.
- An adequate introduction restates the quote from the prompt and cites two ideas from the text that are used to prove that the quote is true (Maggie goes to the earl to delay the rent, when she travels to London to save him).
- These ideas are developed with a clear analysis:
 - This shows how determined Maggie is to save her familie's farm, and how she won't stop just because her husband says so;
 - When Maggie says she is foot-weary, she proves that her motivation will not stop, even for a mountain;
 - Even though it would cost her gold to reach her goal, Maggie still pays the price.
- Contains sufficient, accurate, and direct references to the text:
 - when Maggie traveled to the earl to delay the rent, her husband tried to stop her;
 - "I'm going to try anyways";
 - Maggie had to pass mountains and rough roads to reach London;
 - When Maggie reached the tower of London, she had to bribe her way in.
- The analysis and text used to explain Maggie's first visit to the Earl to try to save her familie's farm and her second visit to save the Earl address the relationship between the events in the passage and quote, and they are clearly explained.
- An appropriate use of language helps to clarify the topic (face many obstacles, her motivation, her husband's bidding).
- There are a few errors in usage (stop instead of stopped, are instead of is) but they seldom interfere with meaning.

Read the statement from the passage.

“When Maggie set her mind to a thing, no one could stop her.”

Write an essay analyzing how the events in the passage prove the statement is true. Use evidence from the passage to support your response.

Response Score: 2



The statement, “When Maggie set her mind to a thing, no one could stop her,” is true. It is because when she went to the earl, she made a deal with him. Her husband didn’t think she could because he wasn’t able to.

Also, when she went to the tower she was able to go right in and see the earl. She was because she was very determined. That’s why the statement, “When Maggie set her mind to a thing, no one could stop her,” is true.

431/5000

OK

Annotation:

- This response inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text.
- The organizational structure is weak and the response has an introduction and conclusion that restate the quote and only add that it is true.
- A weak analysis somewhat supports the claim:
 - Her husband didn't think she could because he wasn't able to;
 - She was because she was very determined.
- Contains vague references to the text provide limited details:
 - when she went to the earl, she made a deal with him;
 - when she went to the tower she was able to go right in and see the earl
- There is an inconsistent use of transitions to link ideas (Also).
- Few errors are present and do not interfere with meaning.


Read the statement from the passage.

“When Maggie set her mind to a thing, no one could stop her.”

Write an essay analyzing how the events in the passage prove the statement is true. Use evidence from the passage to support your response.

Response Score: 2

?



Maggie is very brave! If she puts her mind to something, no one can stop her. An example is traveling. When Maggie left in her husbands clothes, to go from Laminermuir Hills to London, no one could stop her. This shows bravery because this is her longest adventure yet. Also with this whole rent problem, she knew what she wanted to do and she put her mind to it. She would walk with her head held high, and always try her best to succeed. This shows much bravery and courage. This also shows if Maggie puts her mind to some-one, no one could or can stop her.

559/5000

OK

Annotation:

- This response inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text.
- The organizational structure is weak and begins with the controlling idea that Maggie is very brave, followed by vague text references using few details from the events in the passage.
- Additional weak analysis repeats the idea of bravery but does not clearly explain how her bravery or the events in the passage prove the statement (This shows bravery because this is her longest adventure yet; This shows much bravery and courage).
- Another attempt to analyze requires more explanation to clearly connect with the text (She would walk with her head held high, and always try her best to succeed).
- Few errors are present and do not interfere with meaning.


Read the statement from the passage.

“When Maggie set her mind to a thing, no one could stop her.”

Write an essay analyzing how the events in the passage prove the statement is true. Use evidence from the passage to support your response.

Response Score: 1

?



I think that the statment is true. Maggie used her knowlage to find ways to solve things. for example: maggie covered the snow in moss and leaves to preserve the ice untill June. She also put gold in the center of the bannock, to suprise the Earll. These are the resons that maggie was clever

292/5000

OK

Annotation:

- This response minimally addresses parts of the task, demonstrating inadequate analytic understanding of the text.
- Minimal evidence of an organizational structure is demonstrated, and while the minimal introduction does address the prompt, there is little development of why the statement is true.
- Analysis of the text is insufficient as it is undeveloped beyond two listed text examples
- Few transitions link ideas (also) and errors are present in spelling and capitalization that sometimes interfere with meaning.


Read the statement from the passage.

“When Maggie set her mind to a thing, no one could stop her.”

Write an essay analyzing how the events in the passage prove the statement is true. Use evidence from the passage to support your response.

Response Score: 2

?



That's right the statement is true because, as said in the passage she wanted to help and she'd payed him another visit. Even though her rent money had grown to a tidy sum she was gonna buy Earl's alreally special gift.

220/5000

OK

Annotation:

- This response minimally addresses parts of the task, demonstrating inadequate analytic understanding of the text.
- Minimal evidence of an organizational structure is demonstrated and there is little sense of an introduction or conclusion.
- The response does address the prompt, but the minimal references to the text are closely paraphrased and alone provide little explanation as to how the statement is true.
- There is no analysis of the text to explain why the provided text was chosen. Few transitions are used to link ideas.
- The few errors present in spelling (alrealy) and usage do not interfere with meaning.

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Passage (set) 5

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

Nail Soup

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

Just then a woman came toward him.

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

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

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

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

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

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

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

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

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

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

"Better on the floor without sleep, than suffer cold in the forest deep," he said, for he was a merry fellow, this man, and was always ready with a rhyme. When he came into the room he could see that the woman was not so badly off as she had pretended, but she was a greedy and stingy woman of the worst sort and was always complaining and grumbling.

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

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

But the man was a cunning fellow, he was.

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

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

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

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

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

The woman stared with all her might.

“What’s this going to be?” she asked.

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

“Nail broth?” asked the woman.

“Yes, nail broth,” said the man.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Then all at once the man took out the nail.

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

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

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

¹tankard – a large cup for drinking a beverage

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

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

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

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

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

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

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

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

The woman stood at the door staring after him.

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

Read the poem

The Poem of Stone Soup

By Ilya Ben Goldberg

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

Writer’s Checklist for the Text-Dependent Analysis Question

PLAN before you write

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

FOCUS while you write

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

PROOFREAD after you write

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

Text-Dependent Analysis Question 3

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



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 text box. At the bottom left of the text 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

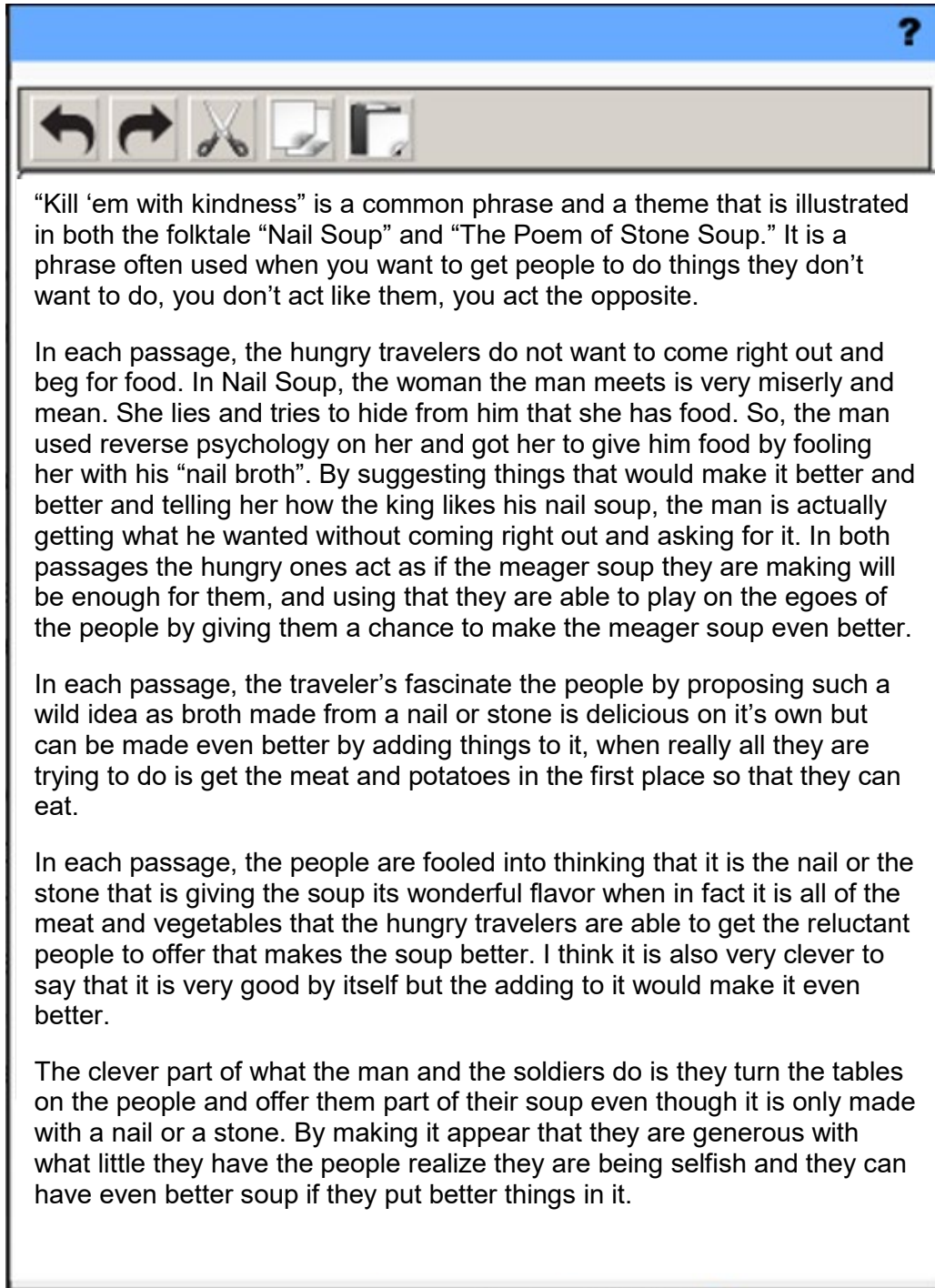
| Points | Criteria |
|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------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

Response Score 4



The screenshot shows a digital writing interface 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:

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

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

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

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

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



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

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

3029/5000




Annotation:

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

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

Response Score 4

?



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

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


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

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

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

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

2301/5000



Annotation:

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

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

Response Score: 4

?



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

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

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

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

1913/5000




Annotation:

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

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

Response Score: 3

?




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

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

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

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

1134/5000



Annotation:

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

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

Response Score: 3



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

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

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

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

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

1763/5000

OK


Annotation:

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

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

Response Score: 3

?



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

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

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

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

1504/5000

OK


Annotation:

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

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

Response Score: 2

?



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

612/5000

OK


Annotation:

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

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

Response Score: 2

?



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

629/5000

OK


Annotation:

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

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

Response Score: 1

?



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

385/5000



OK

Annotation:

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


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

Response Score: 1

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

371/5000



Annotation:

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

Passage 6

Read the following passage.

The Body's Clock

By Trudee Romanek

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

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

Putting the Brain to Sleep

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

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

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

Right On Time

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

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

Gathering Evidence

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

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

Turning Day into Night

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

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

Getting Off Schedule

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

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

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

Stages of Sleep

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

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

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

Non-REM Sleep

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

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

The Sleep Cycle

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

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

A Good Night's Sleep

When is the last time you complained about your bedtime? Last night? It just never seems fair that kids have to go to sleep while adults stay up later. Unfortunately for kids, the grown-ups have scientific research backing them up. Generally, the younger you are the more sleep you need to keep your growing body and your developing brain working well. If you don't get enough sleep, you'll feel cranky and unhappy, be more likely to get sick, and have a much harder time learning new things.

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

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

Writer’s Checklist for the Text-Dependent Analysis Question

PLAN before you write

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

FOCUS while you write


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

PROOFREAD after you write

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

Text-Dependent Analysis Question 4

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



The image shows a text entry 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 area is a large white text box. At the bottom left of the text box, the character count '0/5000' is displayed. At the bottom center, there is a blue button with the text 'OK'.

Text-Dependent Analysis Question Scoring Rubric

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


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

Text-Dependent Analysis Sample Student Responses

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

Response Score: 4

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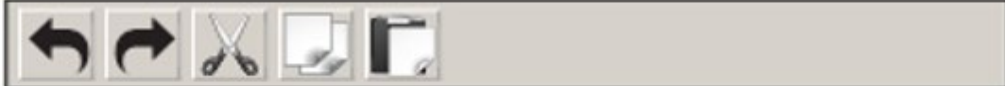


The sun rises and sets each day and has since the dawn of time. It's only natural that all living creatures on Earth would develop a day/night routine. To help us with that we have a clock in our bodies. It's not a real clock like we swallowed a Seth Thomas, it's our body's internal clock and it is important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

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

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

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



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

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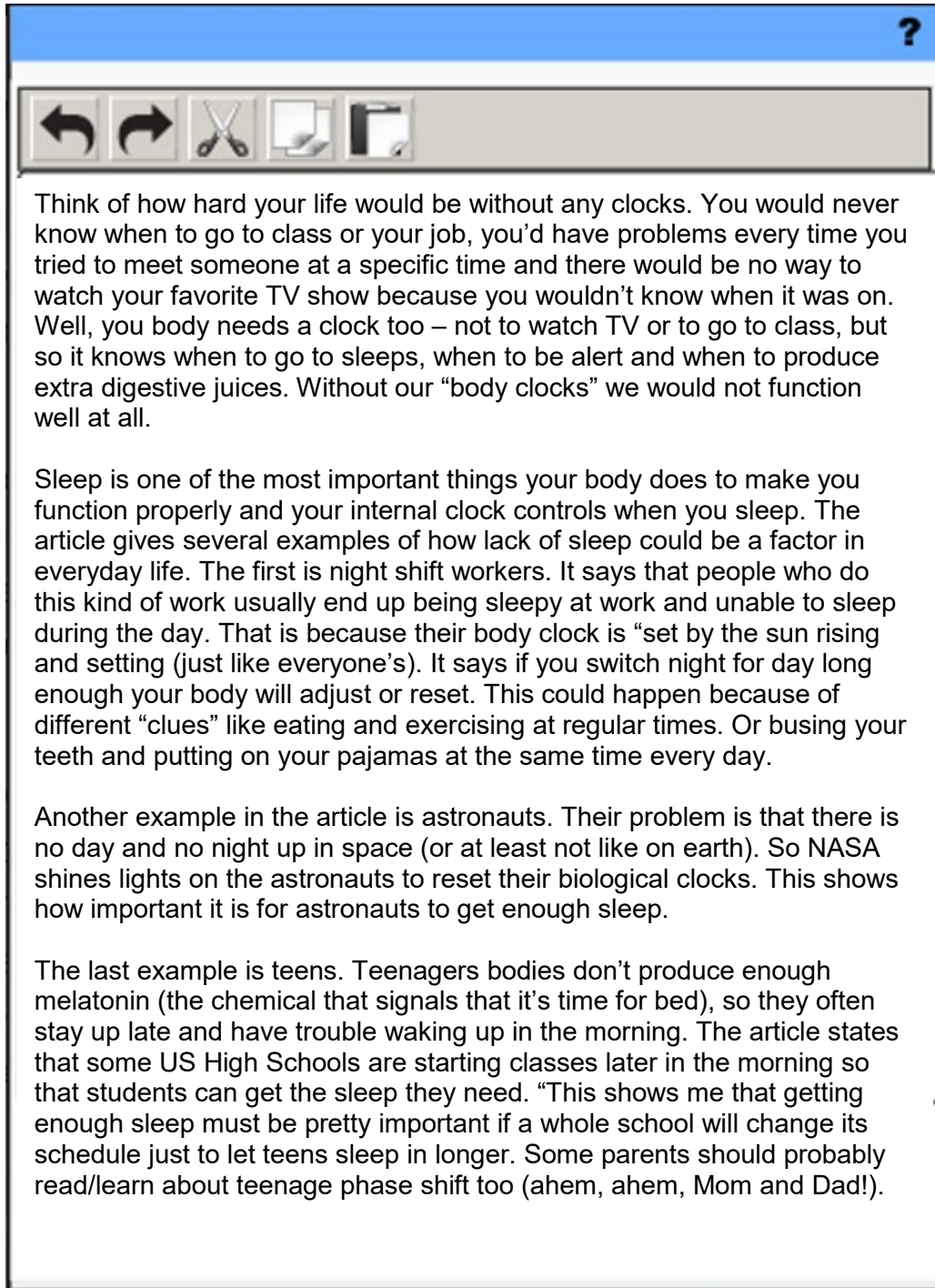


Annotation:

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

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

Response Score: 4



The screenshot shows a digital reading interface with a blue header bar containing a question mark icon. Below the header is a toolbar with five icons: a left arrow, a right arrow, a pair of scissors, a document with a checkmark, and a document with a pencil. The main content area contains the following text:

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

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

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

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

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

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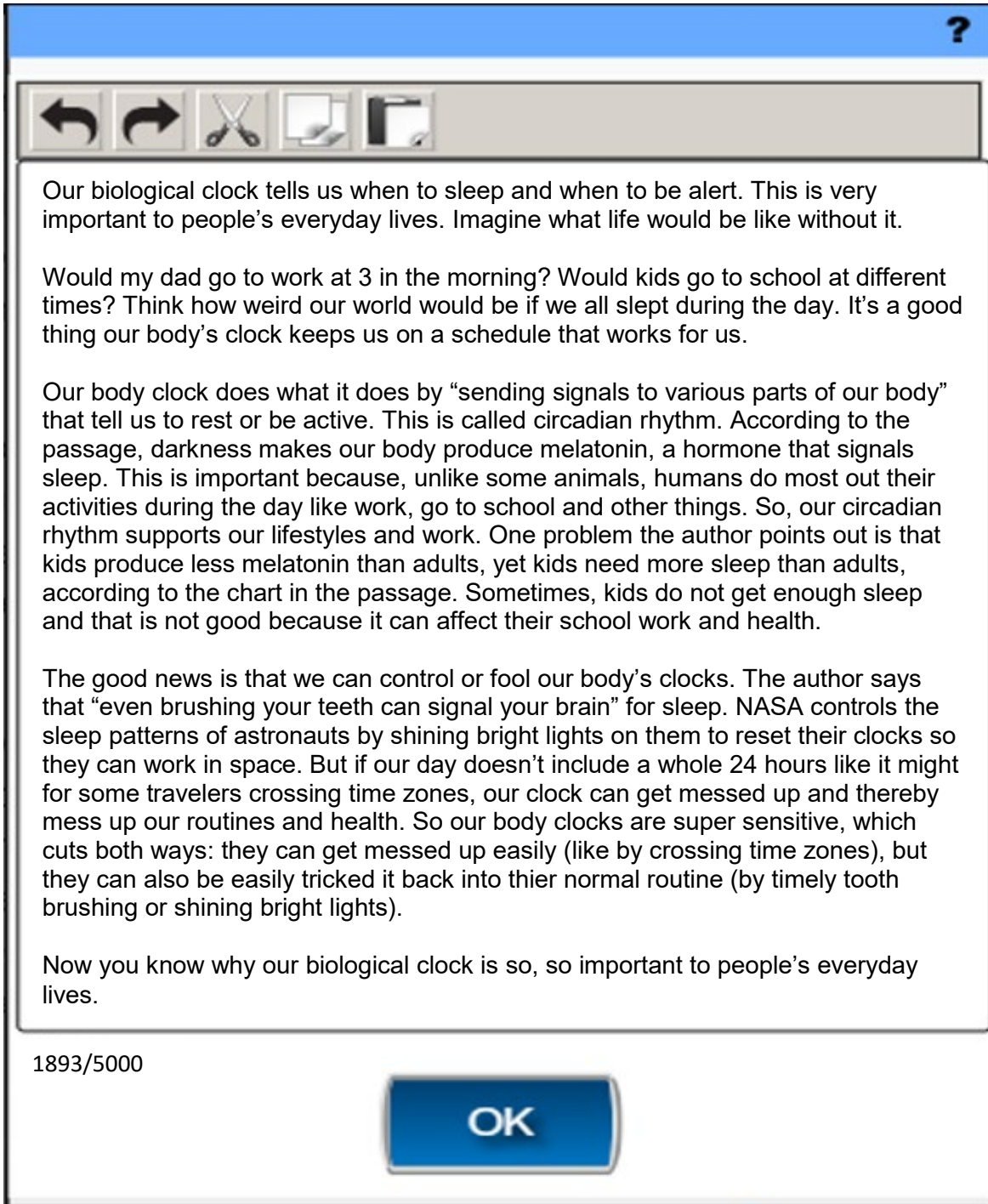
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Annotation:

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

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

Response Score: 4



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

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

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

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

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

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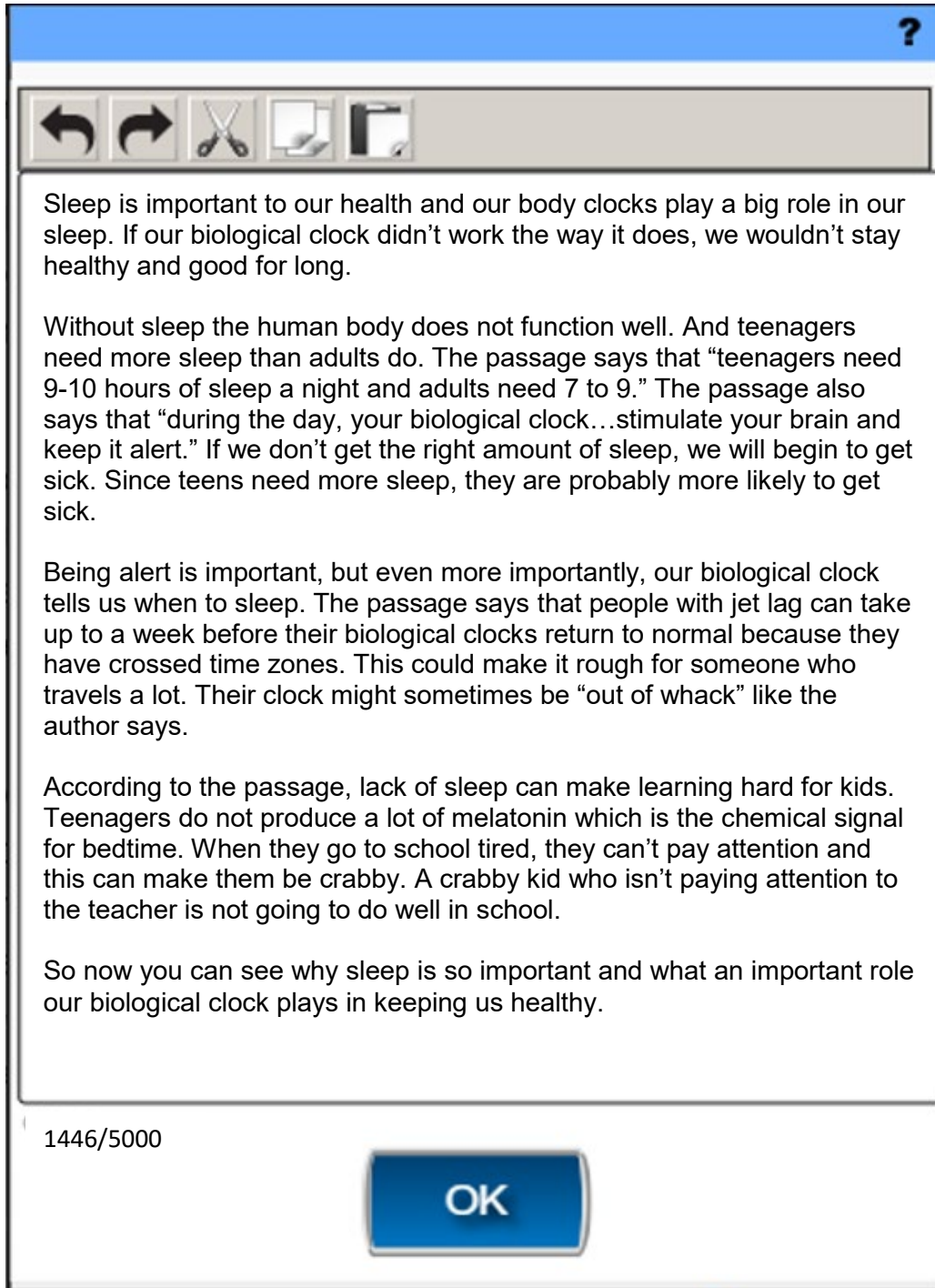
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Annotation:

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

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

Response Score: 3



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:

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

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

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

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

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

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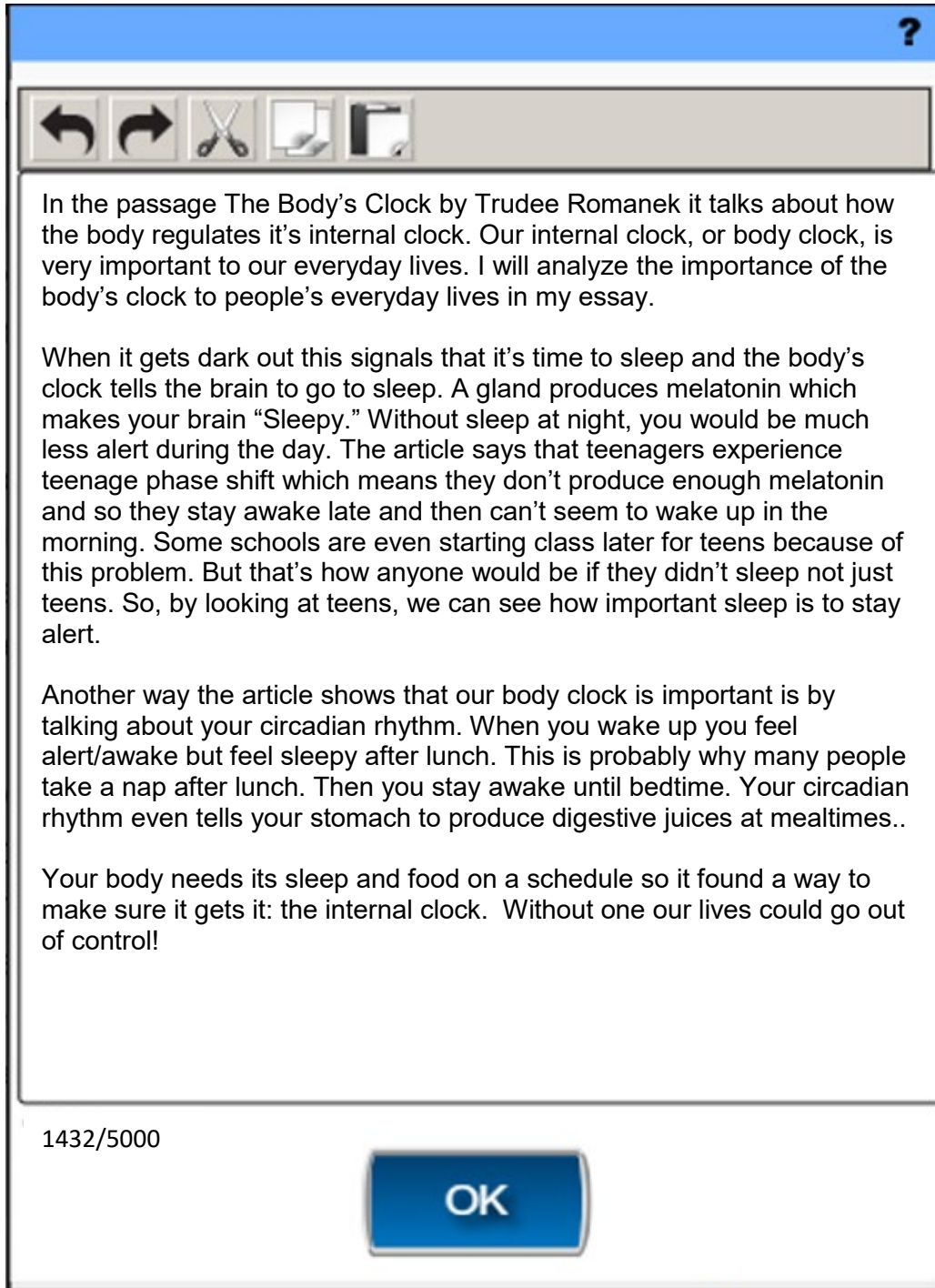
OK

Annotation:

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

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

Response Score: 3



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

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

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

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

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

1432/5000

OK

Annotation:

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

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

Response Score: 3




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

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

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

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

2163/5000




Annotation:

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

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

Response Score: 2

?



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

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

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

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

789/5000

OK


Annotation:

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

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

Response Score: 2

?



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

979/5000

OK


Annotation:

- In this response, the student inconsistently addresses the task demonstrating partial analytic understanding of the text.
- There is evidence of a weak organizational structure, including a weak introduction, development, and conclusion related to the text that inconsistently supports the focus and ideas.
- There is some inconsistent analysis of explicit and implicit meanings from the text which goes beyond a literal interpretation of one of the text's main ideas. ("All the things you do on schedule every night make your brain say 'Hey it must be time to go to bed!'")
- References to the text are generally vague or awkwardly employed ("We help our clock stay on schedule by getting enough sleep so we're not tired the next day (and by eating at mealtimes)" and "teens have 'phase shift' which means they don't get enough melatonin so they stay up late and can't get up early").
- There is some use of transitions ("One way," "One thing," and "In conclusion").
- Errors are present in usage ("you're teeth" for your teeth) and spelling ("excercising" for exercising); however, they do not interfere with meaning.

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

Response Score: 1

?



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

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

510/5000

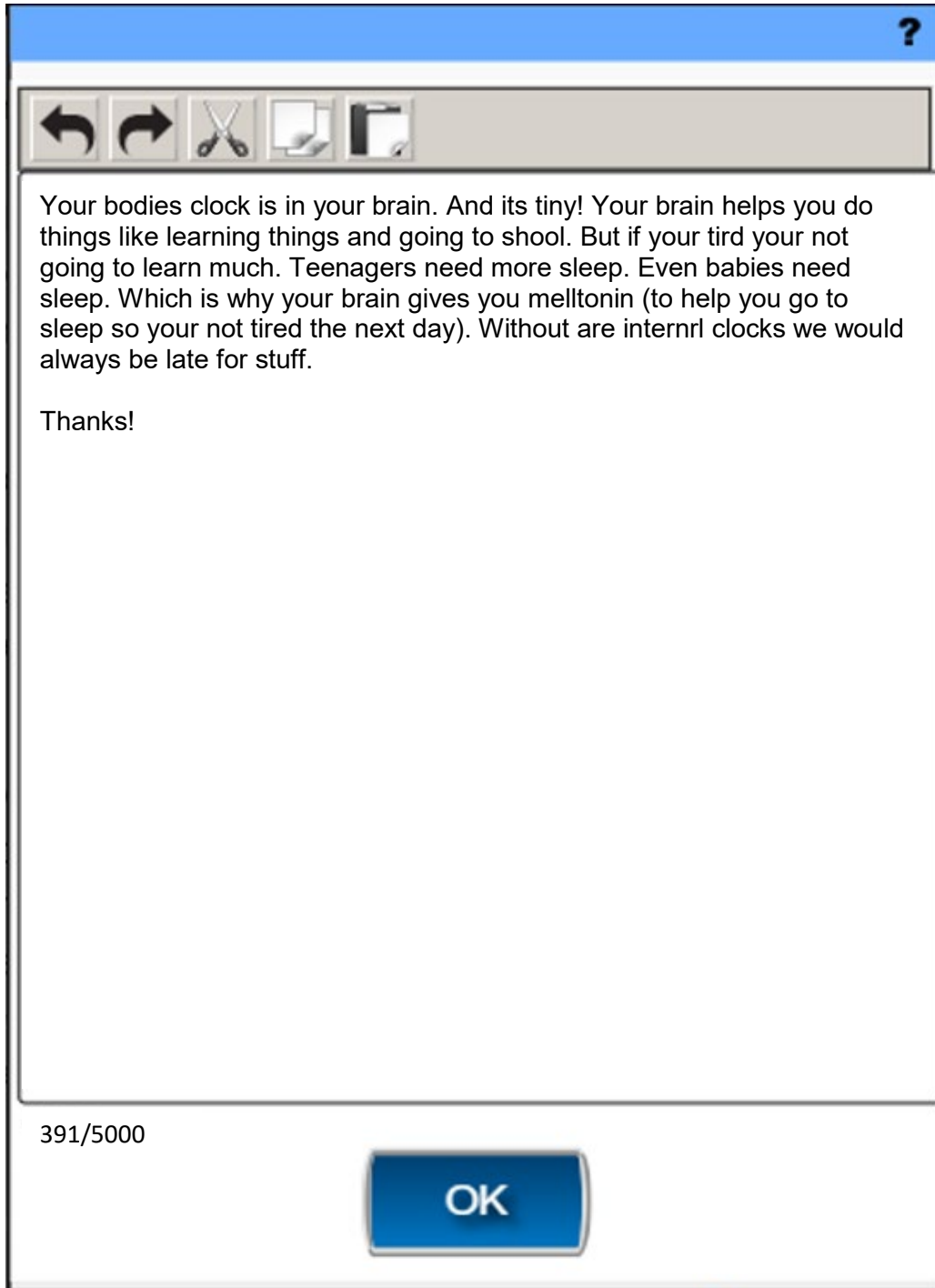
OK

Annotation:

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

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

Response Score: 1



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

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

Thanks!

391/5000

OK

Annotation:

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

