



Grade 7

Text-Dependent Analysis Sampler



Wisconsin Department of Public Instruction
Carolyn Stanford Taylor, State Superintendent

Wisconsin Forward Exam Text-Dependent Analysis Sampler Grade 7

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 7th Grade



Wisconsin Department of Public Instruction
Carolyn Stanford Taylor, State Superintendent
Madison, Wisconsin

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Introduction

Overview

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

In order to successfully answer a TDA, students must

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

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

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

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

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

Connection to the Standards

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

Labels for Life

Trying to determine what is healthy to eat and what is not can be a challenge. It seems that just when one study determines that a particular food is nutritious, another study reports that it is not! How can a person determine which foods are truly healthy? One way is to learn how to read a nutrition label.

Nutrition Facts	
Serving Size 2/3 cup (55g)	
Servings Per Container About 8	
Amount per Serving	
Calories 230	Calories from Fat 72
% Daily Value *	
Total Fat 8g	12%
Saturated Fat 5g	5%
<i>Trans</i> Fat 0g	
Cholesterol 0mg	0%
Sodium 160mg	7%
Total Carbohydrate 37g	12%
Dietary Fiber 4g	16%
Sugars 1g	
Protein 3g	
Vitamin A	10%
Vitamin C	8%
Calcium	20%
Iron	45%
* Percent Daily Values are based on a 2,000 calorie diet. Your daily value may be higher or lower depending on your calorie needs.	
	Calories: 2,000 2,500
Total Fat	Less than 65g 80g
Sat Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g

A Brief History of the Nutrition Label

The Nutrition Labeling and Education Act of 1990 was signed into law in November of that year. This act mandated that all packaged foods bear a label that clearly indicates what percentages of a person's daily recommended value of nutrients are provided by a typical serving of that food. For example, the nutrition label for a can of black beans might show that one serving of beans contains 20 percent of a person's daily allowance of sodium and 25 percent of a person's daily allowance of fiber.

Over the years, these labels have undergone some minor changes. In 1994, the format of the labels was redesigned to list the most important nutrients in a way that was easier for people to read and understand. Then, in 2003, labels were required to show the amount of trans fat in foods. (Trans fat is considered an unhealthy type of fat.) As time goes on, we might expect labels to continually evolve to reflect the most up-to-date information about human nutritional needs.

Making Smarter Choices

How do nutrition labels help you make better choices about what foods to purchase and consume?

Nutrition labels educate you about what you are eating. You may not have noticed that some canned soups contain high sodium levels or that many brands of peanut butter are loaded with sugar. You may never have considered that a banana muffin might contain more grams of fat than an entire plate of spaghetti and meatballs! Nutrition labels help you to become better acquainted with what you are consuming.

Nutrition labels also allow you to compare and contrast your food options. When you are trying to decide among several different brands or types of food, the labels can help you determine which options are most nutritious. Simply because a food's packaging claims that it is "healthy" or "all natural" does not make that statement true! You can use the official nutrition labels to discover the amounts of calories, fat, sodium, and sugar in each option and then select the one that is healthiest.

Nutrition labels provide information about foods and the nutrients you need most. Nutrition labels don't just help you avoid the unhealthy ingredients; they also help you choose foods that are high in specific nutrients. Labels can help you to identify the foods that are packed with nutrients like fiber, iron, calcium, or vitamin C.

How to Read a Nutrition Label

Start with the serving size. Some people assume that the information on the nutrition label pertains exactly to the size of the unit the food is sold in. For example, you might think that a can of iced tea is one serving, when the can might actually contain two servings. A candy bar is another common culprit, as one large candy bar may consist of three servings. Therefore, if you plan to eat the whole bar, you'll need to multiply the information on the label by the number of servings. That candy bar label might say it has only 7 grams of fat, but 7 times 3 servings makes 21 grams of fat in total!

Calories count. Near the top of each nutrition label, you'll find the number of calories in each serving of that food. Again, the number of calories needed each day varies from person to person depending on activity level, gender, and other factors. In general, though, a serving that has fewer than 100 calories can be considered low in calories, while a serving that has 100 to 300 calories contains a moderate amount of calories. Foods with 400 or more calories in a serving can be considered high in calories.

Consider the percentages. The far right side of the label shows the percentages of one's daily values that a serving of that food provides. However, these numbers are based on an average 2,000-calorie diet. If a person is especially active, he or she might need more than 2,000 calories per day to stay energized; meanwhile, someone who is more sedentary might need

fewer than 2,000 calories per day. Keep in mind that these percentages are just an average guideline. One good rule to follow is that 5 percent or less of any nutrient may be considered a low amount, while 20 percent or more may be considered a high amount.

Watch for fat, cholesterol, and sodium. These nutrients are listed in the next section of the label and are generally nutrients that you should aim to limit. The fat category is often further divided into saturated fats and trans fats. Too much fat, cholesterol, or sodium in a daily diet may be harmful over time.

Study the carbohydrates. Many people do not consider how many grams of carbohydrates a serving of food contains or where those carbohydrates come from. Fortunately, the nutrition label shows not only the total amount of carbohydrates in a food but also how much of those carbohydrates come from fiber and sugar. In general, fiber is a very healthy nutrient, and the higher the amount of fiber in a food the healthier that food is considered to be. The amount of sugar consumed, however, should be as low as possible since sugar contains little nutritional value.

Stay keen on protein. Beneath the carbohydrates listed, you'll find the amount of protein in a serving of food. Protein is found in all meat products, as well as in foods like beans, legumes, nuts, and dairy products. Protein is considered very important to maintaining one's energy levels and to developing healthy muscles. Generally speaking, protein is healthy because it helps fuel you through your day.

Vitamins to the rescue! Listed at the bottom of the nutrition label are the percentages of vitamins and other key nutrients—such as vitamin A, vitamin C, calcium, and iron—a serving of food provides. These ingredients may appear naturally or may have been added to the food for greater nutritional value. Many American diets are low in these nutrients, so the higher the percentage here, the better.

Learning how to read a nutrition label is not only a great lesson in the key elements of nutrition, but it's also a great way to learn about making better choices. Those choices could help you live a longer, healthier life—and that is definitely worth all the reading!

Writer’s Checklist for the Text-Dependent Analysis Question

PLAN before you write

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

FOCUS while you write

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

PROOFREAD after you write

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

Text-Dependent Analysis Question 1

In “Labels for Life,” the author states, “Learning how to read a nutrition label is not only a great lesson in the key elements of nutrition, but it’s also a great way to learn about making better choices.” Write an essay analyzing how the author supports this statement throughout the passage. Use evidence from the passage to support your answer.



The image shows a digital text entry interface. At the top, there is a blue header bar containing a question mark icon. Below this 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 text input. 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

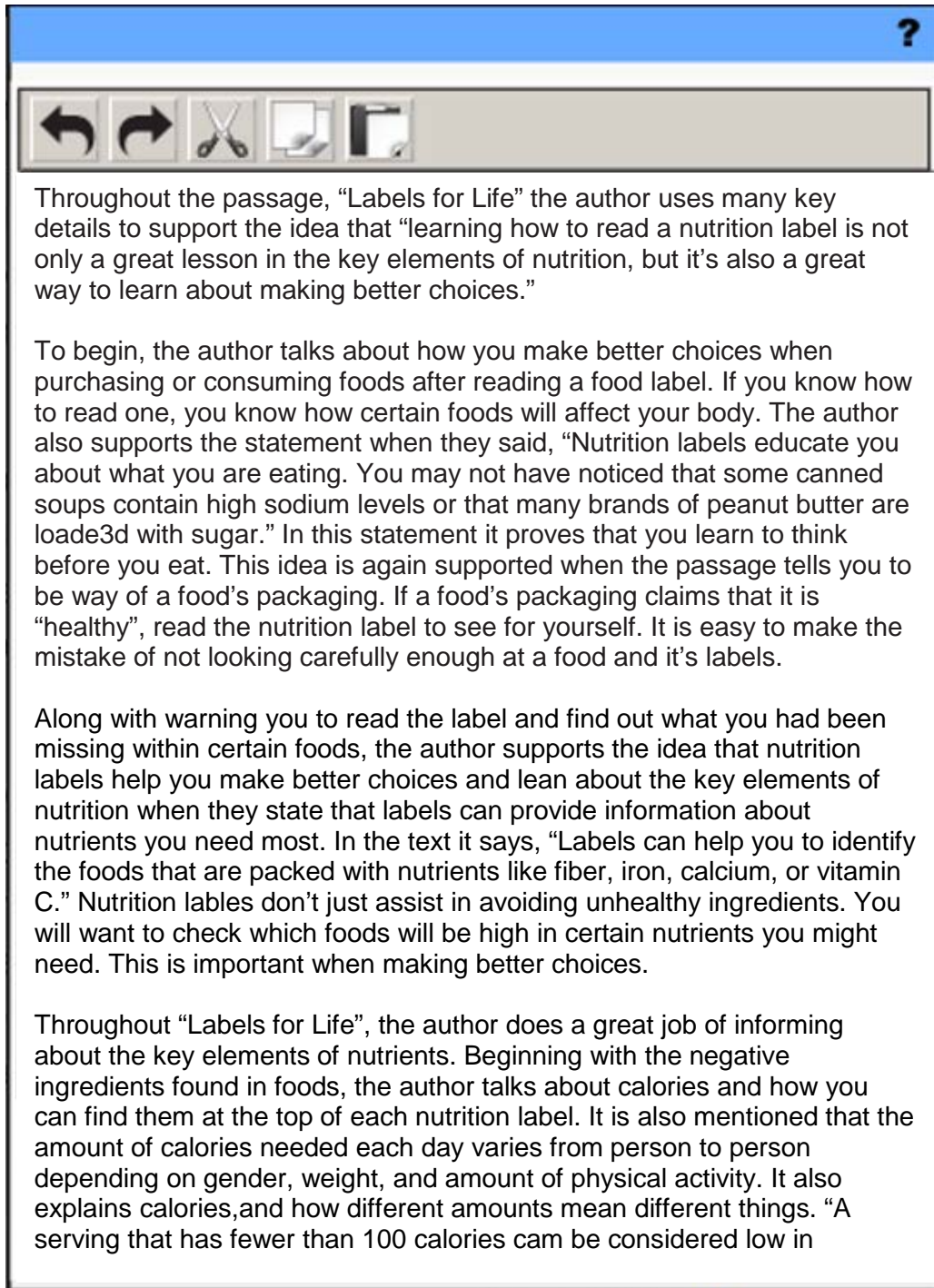
Points	Criteria
<p style="text-align: center;">4</p> <p>Demonstrates effective analysis of text and skillful writing</p>	<ul style="list-style-type: none"> • Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s). • Thorough analysis based on explicit and 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 “Labels for Life,” the author states, “Learning how to read a nutrition label is not only a great lesson in the key elements of nutrition, but it’s also a great way to learn about making better choices.” Write an essay analyzing how the author supports this statement throughout the passage. Use evidence from the passage to support your answer.

Response Score 4



Throughout the passage, “Labels for Life” the author uses many key details to support the idea that “learning how to read a nutrition label is not only a great lesson in the key elements of nutrition, but it’s also a great way to learn about making better choices.”

To begin, the author talks about how you make better choices when purchasing or consuming foods after reading a food label. If you know how to read one, you know how certain foods will affect your body. The author also supports the statement when they said, “Nutrition labels educate you about what you are eating. You may not have noticed that some canned soups contain high sodium levels or that many brands of peanut butter are loaded with sugar.” In this statement it proves that you learn to think before you eat. This idea is again supported when the passage tells you to be way of a food’s packaging. If a food’s packaging claims that it is “healthy”, read the nutrition label to see for yourself. It is easy to make the mistake of not looking carefully enough at a food and it’s labels.

Along with warning you to read the label and find out what you had been missing within certain foods, the author supports the idea that nutrition labels help you make better choices and learn about the key elements of nutrition when they state that labels can provide information about nutrients you need most. In the text it says, “Labels can help you to identify the foods that are packed with nutrients like fiber, iron, calcium, or vitamin C.” Nutrition labels don’t just assist in avoiding unhealthy ingredients. You will want to check which foods will be high in certain nutrients you might need. This is important when making better choices.

Throughout “Labels for Life”, the author does a great job of informing about the key elements of nutrients. Beginning with the negative ingredients found in foods, the author talks about calories and how you can find them at the top of each nutrition label. It is also mentioned that the amount of calories needed each day varies from person to person depending on gender, weight, and amount of physical activity. It also explains calories, and how different amounts mean different things. “A serving that has fewer than 100 calories can be considered low in



calories, while a serving that has 100 to 300 calories contains a moderate amount of calories. Foods with 400 or more calories in a serving can be considered high in calories.” Other ingredients the author warns about are fat, cholesterol, sugar, and sodium. The passage is very effective when mentioning what types of nutrients you should limit.

“Labels for Life” continues with the author explaining positive key elements. It begins when talking about carbohydrates. This is the body’s main source³ of energy, but if eaten too much can be unhealthy. The author also mentions that you should, “Stay keen on protein.” This nutrient will fuel you through your day. It is found in all meat products, beans, legumes, nuts, and dairy products. They also support with the importance of vitamins. This would include Vitamin A, vitamin C, calcium, and iron. All of these nutrients should be a part of your daily intake.

To conclude, the author does an effective job of supporting the idea that “Learning to read a nutrition label is not only a great lesson they key elements of nutrition, but it’s also a great way to learn about making better choices.” They inform about positive nutrients negative nutrients, and being careful when choosing your food. It teaches that you should think before purchasing or consuming.

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Annotation:

- This response demonstrates exemplary analysis of text, use of evidence, and writing skills.
- The response thoroughly addresses all parts of the task and demonstrates thorough understanding of the text by thoroughly analyzing explicit and implicit ideas from the text.
- Well-chosen evidence is integrated into the response to thoroughly support the analysis, using accurate and relevant paraphrases and quotes that attribute information to the text.
- The response is well-focused and includes a purposeful introduction, body, and conclusion.
- Transitions are purposefully used throughout the response to connect the ideas (To begin...The author also supports...This idea is again supported...Along with warning you to read the label and find out what you had been missing...Beginning with..."Labels for Life" continues with...To conclude).
- Content specific vocabulary enhances ideas.
- Conventions of standard English are thoroughly demonstrated.

In "Labels for Life," the author states, "Learning how to read a nutrition label is not only a great lesson in the key elements of nutrition, but it's also a great way to learn about making better choices." Write an essay analyzing how the author supports this statement throughout the passage. Use evidence from the passage to support your answer.

Response Score 3

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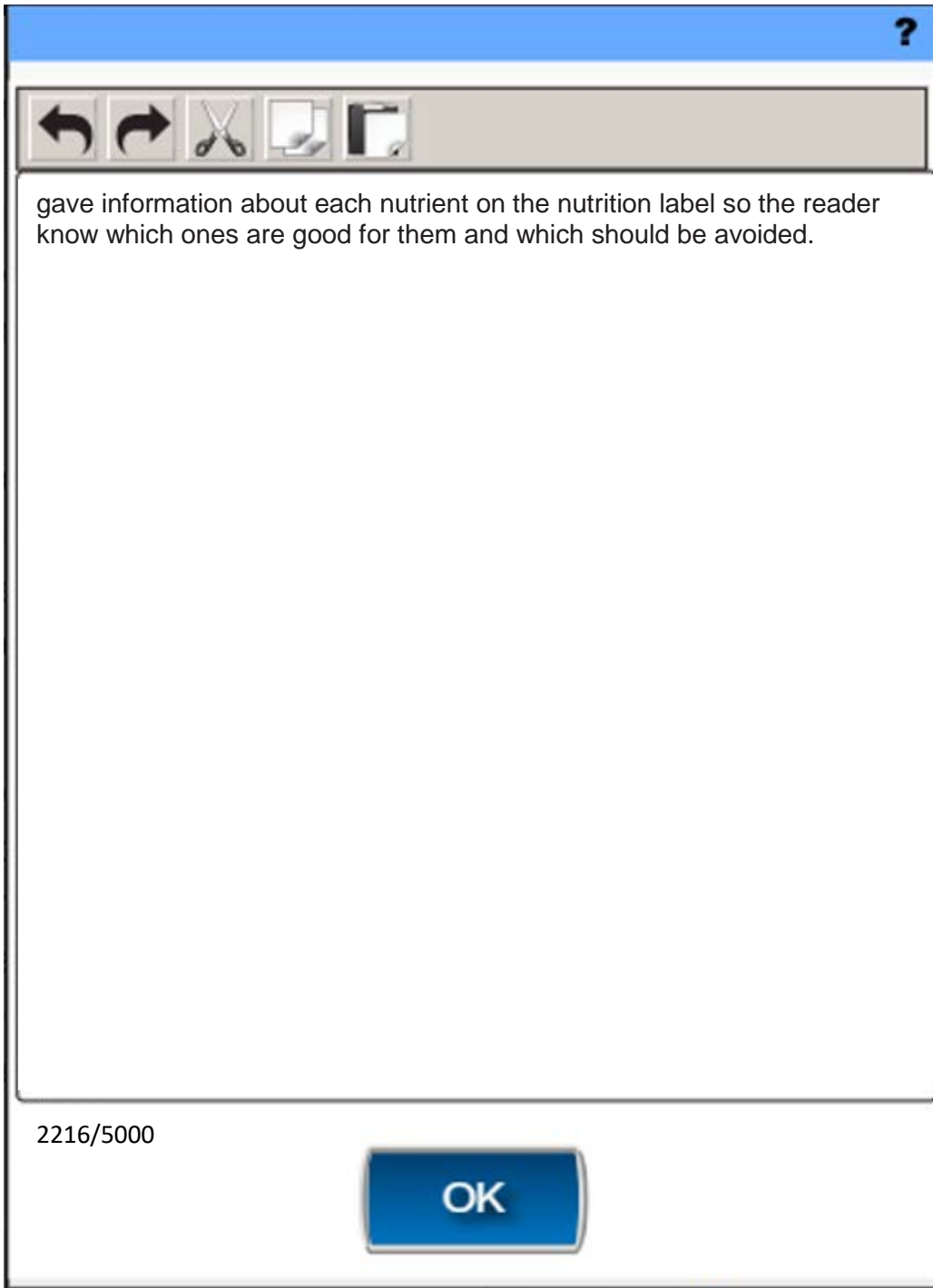
The author supports their statement throughout the paragraph by giving information about different things you need to learn to understand the nutrition label. The author first starts off by telling us how we can make better choices, then goes in to tell us about how different people need different types of diets. Lastly, he/she gives information about the different categories on the nutrition label individually.

First, the author explains why we should make healthier and smarter choices. They say, "Nutrition labels provide information about foods an the nutrients you need most. Nutrition labels don't just help you avoid the unhealthy ingredients; they also help you choose that are high in specific nutrients." By telling us this the author is explaining how e can read the nutrition label to help make better choices.

To help the reader make better choices individually the author compares active people to inactive people. "If a person is especially active, he or she might need more than 2,000 calories per day to stay energized; meanwhile someone who is more sedentary might need fewer than 2,000 calories per day." This helps to let the reader know that not everyone will make the same healthy choices, depending on their lifestyle.

Lastly the passage gives information about each category to better describe each nutrient on the nutrition label in detail. "Calories count. New the top of the nutrition label, you'll find the number in each serving of that food." After it describes calories in more detail it later goes on the tell about the other bad things. "Watch out for fat, cholesterol, and sodium." Then, the author goes into more detail into those nutrients to help the reader better understand which nutrients are good for them and which should be avoided.

I think the author did a good job supporting their claim throughout the passage. They helped the reader to make smarter choices by explaining the importance of making better choices, and then went on to compare different lifestyles to help better adjust to their own, and lastly the author




Annotation:

- This response demonstrates effective analysis of text, use of evidence, and writing skills.
- The response addresses all parts of the task and demonstrates understanding of the text by analyzing ideas discussed by the author.
- Explicit ideas and implicit ideas from the text are analyzed.
- Specific evidence from the text is effectively integrated into the response, using relevant and accurate details that support the analysis.
- Both the analysis and use of evidence are effective.
- Paraphrases and quotes attribute information to the text.
- The response is well-focused and includes a clear introduction, body, and conclusion.
- Transitions throughout the response connect the ideas.
- Content specific vocabulary from the text is utilized.
- Few errors in conventions do not interfere with meaning.

In "Labels for Life," the author states, "Learning how to read a nutrition label is not only a great lesson in the key elements of nutrition, but it's also a great way to learn about making better choices." Write an essay analyzing how the author supports this statement throughout the passage. Use evidence from the passage to support your answer.

Response Score 3

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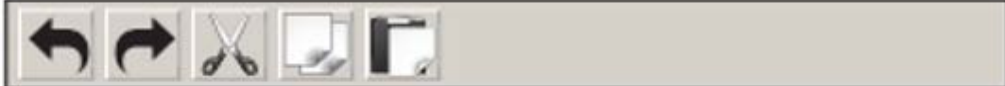


In "Labels For Life", the author states "Learning how to read a nutrition label is not only a great lesson in the key elements, but it's also a great way to learn about making better choices." The author supports this statement throughout the passage in many different ways. The author talks about when the nutrition label was made, how to read it, and how it impacts your diet choices. He also tells us how we know which diet is good for us. During the passage, the author describes how the label impacts our choices.

In "Making Smarter Choices", the author claims that we many have not noticed how some of our favorite foods may be packed with sugar and other unhealthy things that we may have not known before. Now, because of this statement, we know that mabey too much peanut better may be a bad thing! The other also says that the nutrition label tells us what the product actually contains, and that even if the producers tell us that they product is "all natural", they may be stretching the truth. The author also tells us nutrients that we should consume. The author explains that the nutrition label also tells us good things like fiber, iron, calcium, and vitamin C.

In the rest of the passage the author gives us many other examples and choices we can make to benefit our health. For example, the author tells us that the nutrient levels on the label is not the ammount in the whole product. It is only the ammount per serving. This is how home producers try to ge3t us to buy more of their food thinking its healthier than other brands. Now because of the author we know how to really determine which is healthier than which.

The author also tells us what is a high ammount of these nutrients and what are low ammounts of each nutrient. Also the author describes to us how different lifestyles need different ammunts of nutrients. The author say that more active person could need more than 2,000 calories a day, while a less active person needs less than 2,000 calories a day. With this information, we can find out what our needs are based on our lifestyle. This helps impact our choices on what we eat.



The author did come through with his statement. With his help, the readers now have an idea in how to make better choices. The author supported his statement throughout the story. He gave us ideas on how to live a healthier lifestyle, and how we determine which diet is right for us. Now I know how to make better choices, and so do the other readers, on how to eat and have a healthy lifestyle.

2549/5000




Annotation:

- This response demonstrates effective analysis of text, use of evidence, and writing skills.
- The response addresses all parts of the task and demonstrates understanding of the text by analyzing how “the author describes how the label impacts our choices”.
- Explicit and implicit ideas from the text are analyzed.
- Specific evidence from the text is integrated into the analysis using details and examples.
- The response is focused and includes a clear introduction, body, conclusion, and transitions.
- Content-specific vocabulary from the text is used. Errors in conventions seldom interfere with meaning.

In "Labels for Life," the author states, "Learning how to read a nutrition label is not only a great lesson in the key elements of nutrition, but it's also a great way to learn about making better choices." Write an essay analyzing how the author supports this statement throughout the passage. Use evidence from the passage to support your answer.

Response Score 3

?



In this essay the author makes his point by describing how we can stay healthy, giving us information about calories, and explaining what we need more/less of.

They tell us how we can stay healthy by reminding us that just because the package says it's healthy does not mean it really is. They say labels can help to decide on the best choice of food. They also tell us that we should learn about nutrients. Nutrients are healthy and we need them to survive, so they explain that certain foods can be higher or lower in nutrients. This quote also gives an explanation to how the author tells us how we can stay healthy, "You can use the official nutrition lables to discover the amounts of calories, fat, sodium, and sugar in each option and then select the one that is the healthiest." They also use the quote, "How can a person determine which foods are truly healthy? One way is to learn how to read a nutritional label.

The anutor also includes calorie count as one of their topics. They tell us that the calorie count can vary depending on the activities you do, if you're male or femail, and other things. Going into detail with the varying calorie count, it can also play a role in your diet. The author explains that percentages on a label are based on a 2000 calories diet. Someone who excersises daily, or more that average might need some more calories to stay full of energy. Countering this, someone who doesn't exersise might need less calories than the 2000 diet. The author also gives us the normal amount of calories which is 200-300. Low is 100 and less, and high is 400 or more. This quote is from the author's paragraph on calories, "Again, th number of calories needed each day varies from person to person depending on activity level, gender and other factors."

The author gives us information on what we should get more/less of. The author warns us to keep fat, cholesterol, and sodium at a low amount. The author tells us that too much can be harmful overtime. In contrast, the author warns us to keep fat, cholesterol, and sodium at a low amount. The author tells us that too much can be harmful overtime. In contrast, the author depicts vitamins A and C, calcium, and iron, to be very healthy and

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states that the more we have³ the better. They also claim that we should eat plenty of protein to strengthen our muscles and maintain energy levels. A quote from the essay, "Watch for fat, cholesterol, and sodium. These nutrients are listed in the next section of the label and are generally nutrients that you should aim to limit." Another quote is, "Vitamins to the rescue!..." Many American diets are low in these nutrients, so the higher percentage here, the better."

Overall I explained how the author makes his point by describing how we can stay healthy, giving us information about calories, and explaining what we need more/less of. I think the author made an excellent point, and I think that mostly everything in their essay supported their main idea.

2681/5000

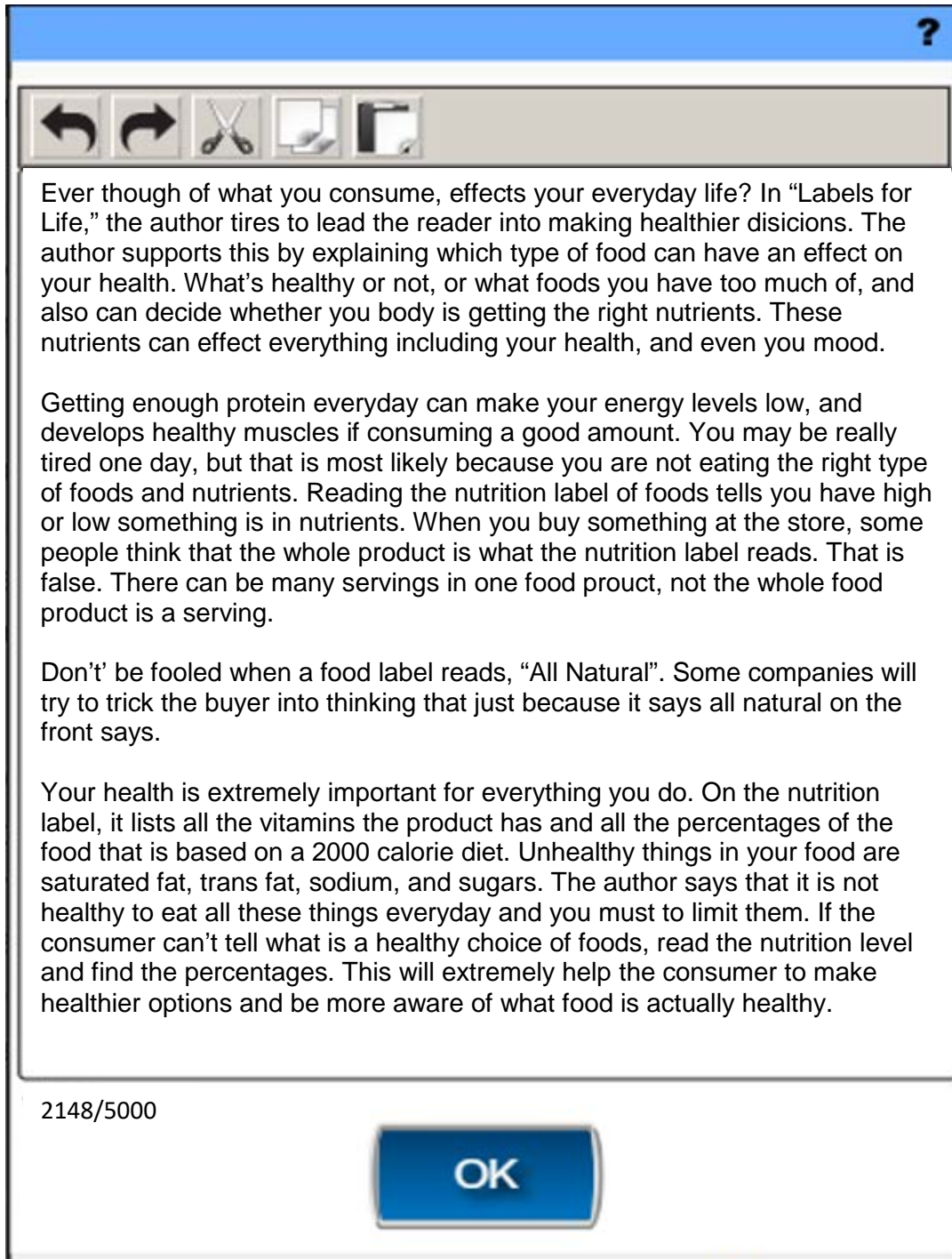
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Annotation:

- This response demonstrates effective analysis of text, use of evidence, and writing skills.
- This low 3 response partially addresses the task and demonstrates understanding of the text by analyzing how the author supports the idea that learning to read a nutrition label is “a great lesson in the key elements of nutrition”.
- The response only partially connects this main idea of the passage to an analysis of how learning to read nutrition labels is “also a great way to learn about making better choices” and the implicit ideas from the text.
- Explicit ideas from the text are thoroughly analyzed:
 - just because the package says it’s healthy does not mean it really is,
 - someone who excersises daily,
 - someone who doesn’t excersise,
 - we should eat plenty of protein to strengthen our muscles and maintain energy levels.
- Specific evidence is integrated into the response through the use of details, examples, and quotes.
- Relevant and accurate evidence partially supports the analysis. Paraphrases and quotes attribute information to the text.
- The response is focused and includes a clear introduction, body, conclusion, and transitions.
- The response partially demonstrates an organizational pattern and mode suited to the task; a clearer link of ideas back to a clearly stated thesis would strengthen this response.
- Content-specific vocabulary and precise word choice are utilized.
- Errors in conventions seldom interfere with meaning.

In "Labels for Life," the author states, "Learning how to read a nutrition label is not only a great lesson in the key elements of nutrition, but it's also a great way to learn about making better choices." Write an essay analyzing how the author supports this statement throughout the passage. Use evidence from the passage to support your answer.

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 icons for undo, redo, delete, insert, and copy. The main text area contains the following response:

Ever though of what you consume, effects your everyday life? In "Labels for Life," the author tires to lead the reader into making healthier disicions. The author supports this by explaining which type of food can have an effect on your health. What's healthy or not, or what foods you have too much of, and also can decide whether you body is getting the right nutrients. These nutrients can effect everything including your health, and even you mood.

Getting enough protein everyday can make your energy levels low, and develops healthy muscles if consuming a good amount. You may be really tired one day, but that is most likely because you are not eating the right type of foods and nutrients. Reading the nutrition label of foods tells you have high or low something is in nutrients. When you buy something at the store, some people think that the whole product is what the nutrition label reads. That is false. There can be many servings in one food prouct, not the whole food product is a serving.

Don't' be fooled when a food label reads, "All Natural". Some companies will try to trick the buyer into thinking that just because it says all natural on the front says.

Your health is extremely important for everything you do. On the nutrition label, it lists all the vitamins the product has and all the percentages of the food that is based on a 2000 calorie diet. Unhealthy things in your food are saturated fat, trans fat, sodium, and sugars. The author says that it is not healthy to eat all these things everyday and you must to limit them. If the consumer can't tell what is a healthy choice of foods, read the nutrition level and find the percentages. This will extremely help the consumer to make healthier options and be more aware of what food is actually healthy.

2148/5000

OK

Annotation:

- This response demonstrates partially effective analysis of text, use of evidence, and writing skills.
- The response partially addresses the task.
- A partial understanding of the text is demonstrated through partial analysis of mostly explicit ideas from the text (Reading the nutrition label of foods tells you how high or low something is in nutrients...If the consumer can't tell what is a healthy choice of foods, read the nutrition label and find the percentages).
- Some relevant and accurate information from the text partially supports the analysis and evidence is partially integrated.
- The response is partially focused, with an introduction that broadly establishes a topic, a body with ideas that are at times loosely connected, and a vague conclusion.
- An appropriate organizational pattern and mode is only partially demonstrated, as the body of the response is a largely a restatement of the text.
- Occasional use of precise word choice and content-specific vocabulary from the text are evident.
- Errors in conventions may interfere with meaning.

In "Labels for Life," the author states, "Learning how to read a nutrition label is not only a great lesson in the key elements of nutrition, but it's also a great way to learn about making better choices." Write an essay analyzing how the author supports this statement throughout the passage. Use evidence from the passage to support your answer.

Response Score 2

?

As I am walking through the super market, a long white label catches my eye. At the top it reads Nutrition Fast in bold. I am not sure how to read one of those but I once saw and article on how to read it. Maybe if I think about it hard I can remember it.

Nutrition labels provide fasts about the nutrients that are provided on all types of food. They help you compare and contrast your food options. When you are reading a label always start with the serving size. Size varies within different people so it is good to know what your body needs to run.

Second you look at the calorie count. Neat the top of the label you will find this, in general a serving that has fewer than 100 calories can be considered low, but 100-300 calories is considered a moderate amount in calories. Foods with 400 or more calories in a serving can be considered high in calories. Third, you consider the percentages. On the far right side of the label you will find numbers based on a 2000 calories a day diet, that is the average diet. 5 percent or less of any nutrient may be considered a low amount, while 20 percent or more can be considered a high amount.

On the next section of the label are Fat, Cholesterol, and Sodium, Those three nutrients are a few of the ones that you want to limit in your diet. The fat category is divided into further fast under it, to much in a daily diet can be harmful over time. Then it is carbohydrates, the labels show not only the total amount of carbs in food but how much come from fiber and sugar. Fiber is a healthy nutrient and is very good for you, sugar on the other had is bad and you should have as low as possible. Always stay keen on protein though, it is found underneath the carbs and is found in all meat products, and is very healthy for your diet. At the way bottom the vitamins are listed, these ingredients may appear naturally or may have been added.

Learning how to read a nutrition label is very important to your health. It is a great way to learn how to make better choices. These choices will help you to live a longer, healthier life! In the end it is all worth the reading!

2161/5000


Annotation:

- This response demonstrates partially effective analysis of text, use of evidence, and writing skills.
- The response addresses part of the task but does not directly analyze how the author supports the quoted statement.
- Some understanding of the explicit ideas in the text is demonstrated, but there is little analysis to demonstrate an understanding of implicit ideas (Size varies within different people so it is good to know what your body needs to run).
- Evidence from the text is selected and used in the response, but analysis for this evidence to support is lacking.
- The use of paraphrases and quotes is only partially effective.
- After the introduction, the response is basically a sequential summary of the text.
- The response is partially focused and includes an introduction, a body that follows the organization of the text, and a conclusion that paraphrases the conclusion from the passage.
- The response partially demonstrates an appropriate organizational pattern and mode suited to the task, as it reads as a narrated how-to read a nutrition label rather than an analysis of how the author supports the statement throughout the passage.
- Errors are present, but they seldom interfere with meaning.

In "Labels for Life," the author states, "Learning how to read a nutrition label is not only a great lesson in the key elements of nutrition, but it's also a great way to learn about making better choices." Write an essay analyzing how the author supports this statement throughout the passage. Use evidence from the passage to support your answer.

Response Score 2

?



If you read a nutrition label you can most likely see if the food is healthy or not. Reading a label can help you see how much fat or calories you are putting into your body. Also if you want to loose wait it would be great to read the labels. You may also see the ingredient incase you are allergic to something.


When you are cooking and you are allergic you should read the label of the ingredient that you are using. On the nutrition label it also shows the serving size. When you losing wait I would make sure you look at the serving size and the total calories.

It also shows how much vitamins you are getting and which vitamins you are getting when you eat that item. Also make sure you look at the protein. Protein is very healthy and it will help if you are trying to loose wait. That is the main thing I look at when I get something with a nutrition label.

Nutrition labels educate you about what you are eating. Nutrition labels will help you when you are at the grocery store and you want to buy and item for a meal that you want to make. They also allow you to make a dession on if you want ot buy that item or not. You may want to consider the percentages of the items that are in the item you are either buying or using.

Learning how to read a nutrition label is an important thing in life. If you don' know how to read a nutrition label then how are you supposed to know what is in the item you want or are using? If you want to be healthy then read and make sure you know what is in your meal or item. Make sure you control how many calories you put in your body. You don't want to put in fat, cholesteral or any sodium these nutrients are very bad for you body when trying to stay in shape.

1733/5000




Annotation:

- This response demonstrates partially effective analysis of text, use of evidence, and writing skills.
- The response partially addresses the task and a partial understanding of the text is demonstrated through some analysis that is somewhat related to the task:
 - Reading a label can help you see how much fat or calories you are putting into your body,
 - If you dont know how to read a nutrition label then how are you supposed to know what is in the item you want or are using.
- Background knowledge related to losing weight and allergies are presented in lieu of specific details, examples, and quotes from the text.
- Some relevant, accurate evidence partially supports the analysis:
 - On the nutrition label it also shows the serving size,
 - It also shows how much vitamins you are getting,
 - make sure you look at the protein.
- The response is partially focused and includes a partially effective introduction, body, and conclusion.
- The response occasionally uses precise word choice and content-specific vocabulary from the text.
- Numerous errors in conventions, including sentence fluency, grammar, and spelling, interfere with meaning.

In "Labels for Life," the author states, "Learning how to read a nutrition label is not only a great lesson in the key elements of nutrition, but it's also a great way to learn about making better choices." Write an essay analyzing how the author supports this statement throughout the passage. Use evidence from the passage to support your answer.

Response Score 1

?



In "Labels for Life" the author shows how he or she believes that learning how to read the nutrition labels is important through many places in the passage. I will now state the main three examples I found...


One of the many examples the author states in the passage is "Those choices could help you live a longer, healthier life- and that is definitely worth all the reading!". This is referring to reading a nutrition label. This shows that the author wants to persuade you to read the nutrition label.

Secondly, the author said "How can a person determine which goods are truly healthy? One way is to learn how to read a nutrition label".

Lastly, under the heading, Making Smarter Choices, the author says "Nutrition labels educate you about what you are eating". This means the author believes that you should read the nutrition label.

In conclusion, the author clearly provides examples of him wanting people to read the nutrition labels. The examples I found are in the first paragraph, in the last paragraph and under the heading Making Smarter Choices.

1174/5000

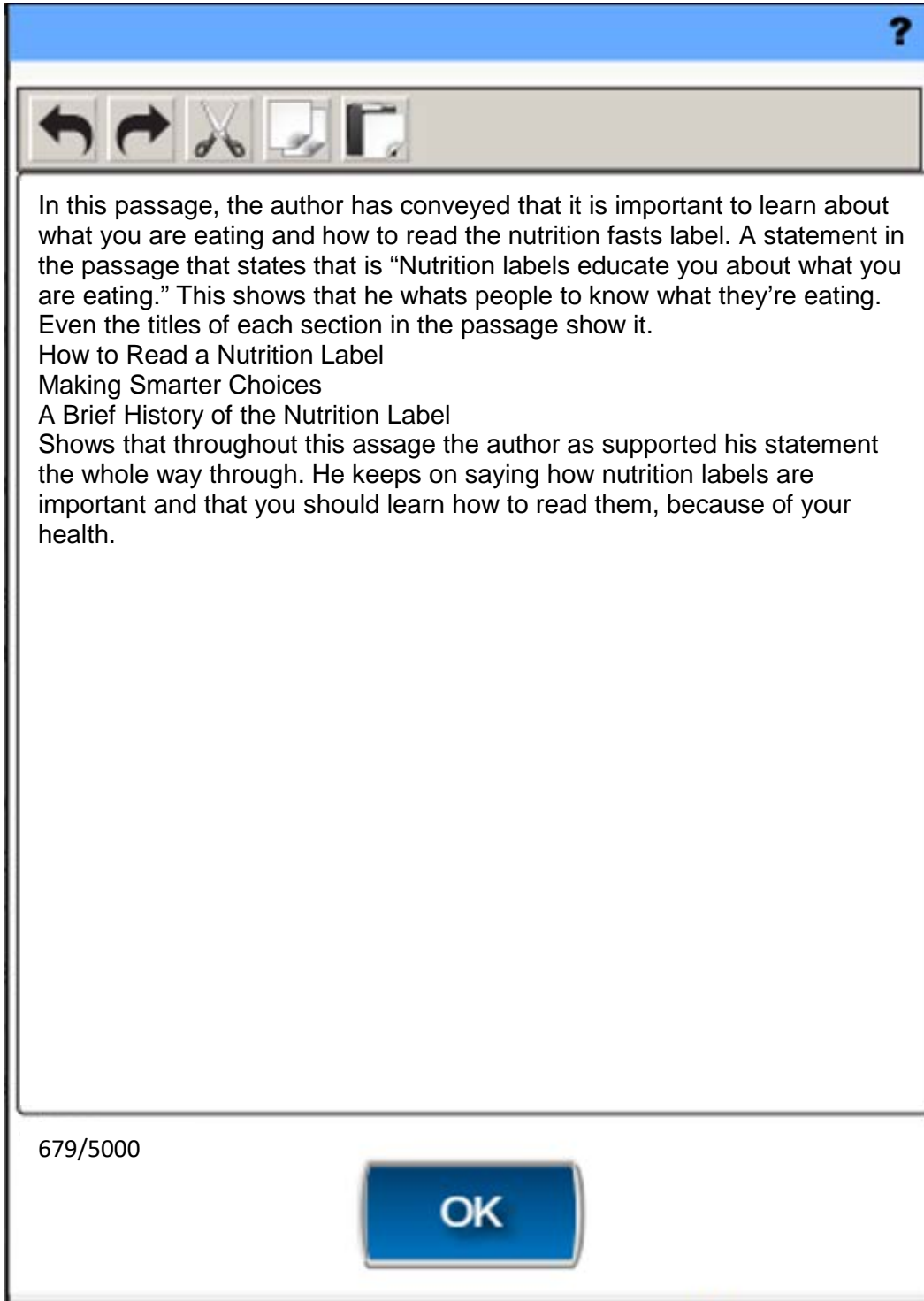


Annotation:

- This response demonstrates minimal analysis of text, use of evidence, and writing skills.
- The response minimally addresses the task as it focuses on “learning how to read nutritional labels is important”.
- Partial understanding of the text is demonstrated.
- An attempt to analyze ideas from the text is ineffective, with the only analysis consisting of “read the nutrition label” repeated for each quote provided.
- Text examples are listed and partially integrated into the response.
- The evidence provided is accurate, but is not used to support an analysis of the quoted statement.
- Quotes that attribute information to the text are used.
- The response partially demonstrates an organizational plan that includes a brief introduction, body, and conclusion.
- Transitions are used.
- Conventions of Standard English are demonstrated.
- More analysis for the examples given would improve this response.

In "Labels for Life," the author states, "Learning how to read a nutrition label is not only a great lesson in the key elements of nutrition, but it's also a great way to learn about making better choices." Write an essay analyzing how the author supports this statement throughout the passage. Use evidence from the passage to support your answer.

Response Score 1



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 this passage, the author has conveyed that it is important to learn about what you are eating and how to read the nutrition fasts label. A statement in the passage that states that is "Nutrition labels educate you about what you are eating." This shows that he whats people to know what they're eating. Even the titles of each section in the passage show it.

How to Read a Nutrition Label
Making Smarter Choices
A Brief History of the Nutrition Label

Shows that throughout this assage the author as supported his statement the whole way through. He keeps on saying how nutrition labels are important and that you should learn how to read them, because of your health.

679/5000

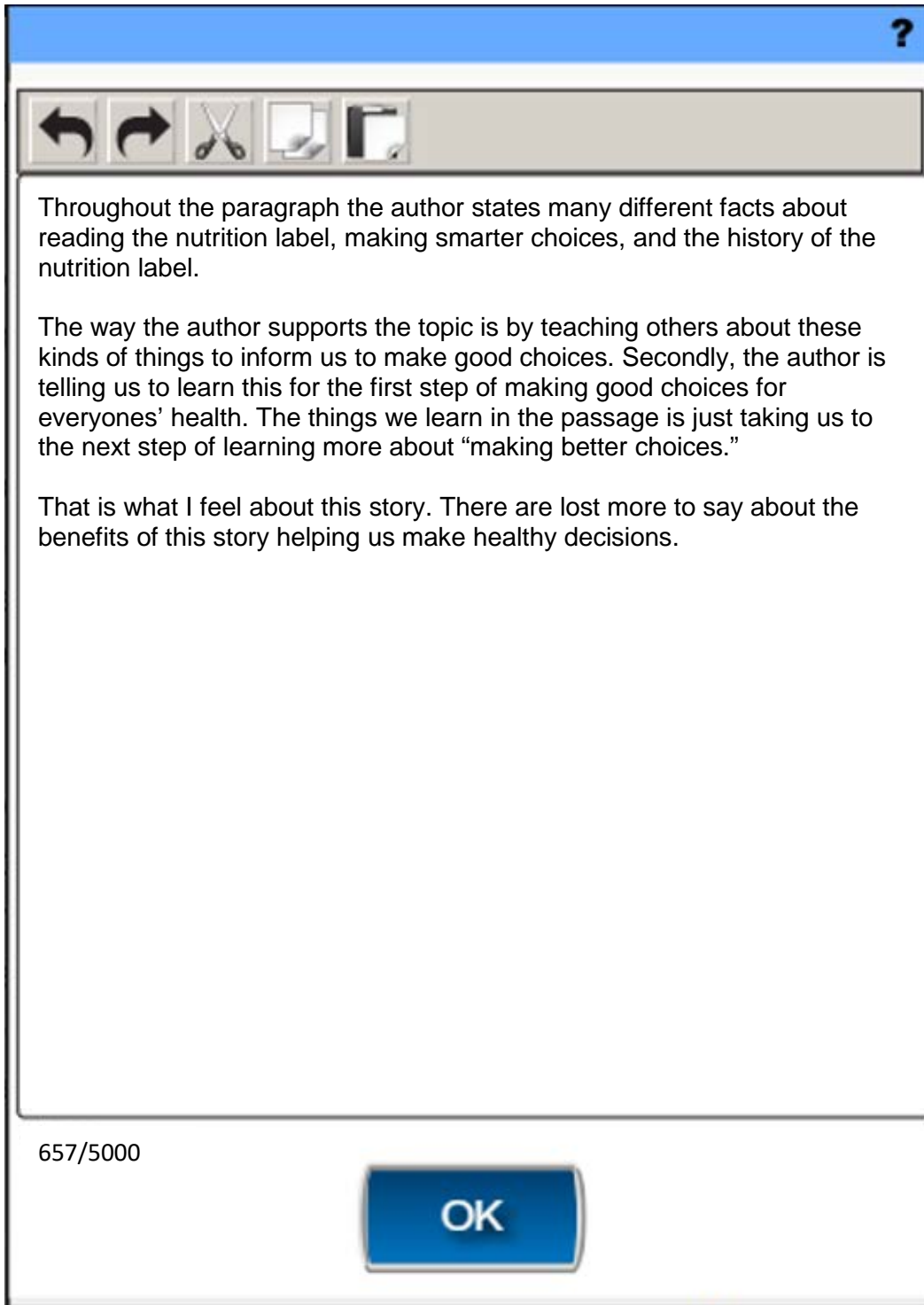
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Annotation:

- This response demonstrates minimal analysis of text, use of evidence, and writing skills.
- The response minimally addresses the task and demonstrates minimal understanding of the text.
- The analysis is minimal (the author has conveyed that it is important to learn about what you are eating and how to read the nutrition facts label).
- Little evidence is provided to support the analysis (he wants people to know about what they're eating).
- There is minimal integration of details, examples, and quotes into the response.
- The response is minimally focused.
- There is minimal use of precise word choice and content-specific vocabulary from the passage.
- Some errors in conventions interfere with meaning.

In "Labels for Life," the author states, "Learning how to read a nutrition label is not only a great lesson in the key elements of nutrition, but it's also a great way to learn about making better choices." Write an essay analyzing how the author supports this statement throughout the passage. Use evidence from the passage to support your answer.

Response Score 1



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:

Throughout the paragraph the author states many different facts about reading the nutrition label, making smarter choices, and the history of the nutrition label.

The way the author supports the topic is by teaching others about these kinds of things to inform us to make good choices. Secondly, the author is telling us to learn this for the first step of making good choices for everyone's health. The things we learn in the passage is just taking us to the next step of learning more about "making better choices."

That is what I feel about this story. There are lost more to say about the benefits of this story helping us make healthy decisions.

657/5000

OK

Annotation:

- This response demonstrates minimal analysis of text, use of evidence, and writing skills.
- The response minimally addresses the task and demonstrates minimal understanding of the text by restating the main ideas of the sections of the passage (the author states many different facts about reading the nutrition label, making smarter choices, and the history of the nutrition label).
- Explicit and implicit ideas from the text are minimally addressed and therefore ineffectively analyzed.
- The response lacks specific evidence and few examples, details, and quotes are integrated into the response.
- The response includes introduction, body, and conclusion paragraphs, but each is ineffective.
- Errors in conventions may interfere with meaning.

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Passage 2

Read the following passage.

The Two Gifts

by Lilian Gask

A heavy snowstorm was raging, and great soft flakes fell through the air like feathers. By the side of the roadway sat a poor old woman, her scanty clothing affording but poor protection from the icy blast of the wind. She was very hungry, for she had tasted no food that day, but her faded eyes were calm and patient, telling of an unwavering trust in providence. Perhaps, she thought, some traveler might come that way who would take compassion on her, and give her alms (money); then she could return to the garret (attic or small room beneath a roof) that she called "home," with bread to eat and fuel to kindle a fire.

The day drew in, and still she sat and waited. At last a traveler approached. The thick snow muffled every sound, and she was not aware of his coming until his burly figure loomed before her. Her plaintive voice made him turn with a start.

"Poor woman," he cried, pausing to look at her very pityingly. "It is hard for you to be out in such weather as this." Then he passed on, without giving her anything; his conscience told him that he ought to have relieved her, but he did not feel inclined to take off his thick glove in that bitter cold, and without doing this he could not have found a coin.

The poor woman was naturally disappointed, but she was grateful for his kind words. By and by another traveler appeared. This one was driving in a splendid carriage, warmly wrapped in a great fur cloak. As he caught sight of the poor creature by the roadside, he felt vaguely touched by the contrast of his own comfort with her misery. Obeying a sudden impulse, with one hand he let down the carriage window and signed to his coachman to stop, and with the other felt in his pocket. The poor old woman hurried up to the carriage, a thrill of hope bringing a tinge of color to her pale and withered cheeks.

"How terribly cold it is!" exclaimed the rich man, and as he took his hand from his pocket and held out a coin to her, he noticed that instead of silver he was about to give her a piece of gold.

"Dear me! That is far too much," he cried, but before he could return it to his pocket, the coin slipped through his fingers and fell in the snow. A rough blast of wind made his teeth chatter, and pulling up the window in a great hurry, with a little shiver he drew the fur rug closely round him.

"It certainly was too much," he murmured philosophically, as the carriage rolled on, "but then I am very rich and can afford to do a generous action now and then."

When his comfortable dinner was over, and he was sitting in front of a blazing fire, he thought once more of the poor old woman.

"It is not nearly so cold as I thought," he remarked as he settled himself more comfortably in his deep arm-chair. "I certainly gave that old woman too much. However, what's done, is done, and

I hope she will make good use of it. I was generous, very generous indeed, and no doubt will be rewarded.”

Meanwhile the other traveler had also reached his journey’s end; and he too had found a blazing fire and good dinner awaiting him. He could not enjoy it, however, for he was haunted by the remembrance of that bent and shrunken figure in the waste of snow, and felt very remorseful for not having stopped to help her. At last he could bear it no longer.

“Bring another plate,” he said, calling the servant to him. “There will be two to dine instead of one. I shall be back soon.”

Saying this, he hurried through the darkness to the spot where he had left the old woman; she was still there, searching feebly amongst the snow.

“What are you looking for?” he asked.

“I am trying to find a piece of money, which a gentleman threw me from his carriage window,” she told him falteringly, scarcely able to speak from cold and hunger. It was no wonder, he thought, that she had not found it, for her hands were numbed and half frozen.

“I am afraid you will never find it now,” he said. “But come with me,” he added consolingly. “I will take you to my inn, where there is a bright fire and a good dinner waiting for both of us. You shall be my guest, and I will see that you have a comfortable night’s lodging.”

The poor old woman could scarcely believe her good fortune, as she tremblingly prepared to follow her new friend. Noticing that she was lame, he took her arm, and with slow and patient steps led her to the hotel.

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 passage “The Two Gifts,” one traveler gives money to a woman in need while another traveler gives no money but later brings her to his inn for dinner. Write an essay analyzing how the motives of the travelers relate to a theme in the passage. Use evidence from the passage to support your response.



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, there is a character count "0/5000". At the bottom center, there is a blue button labeled "OK".

Text-Dependent Analysis Scoring Rubric

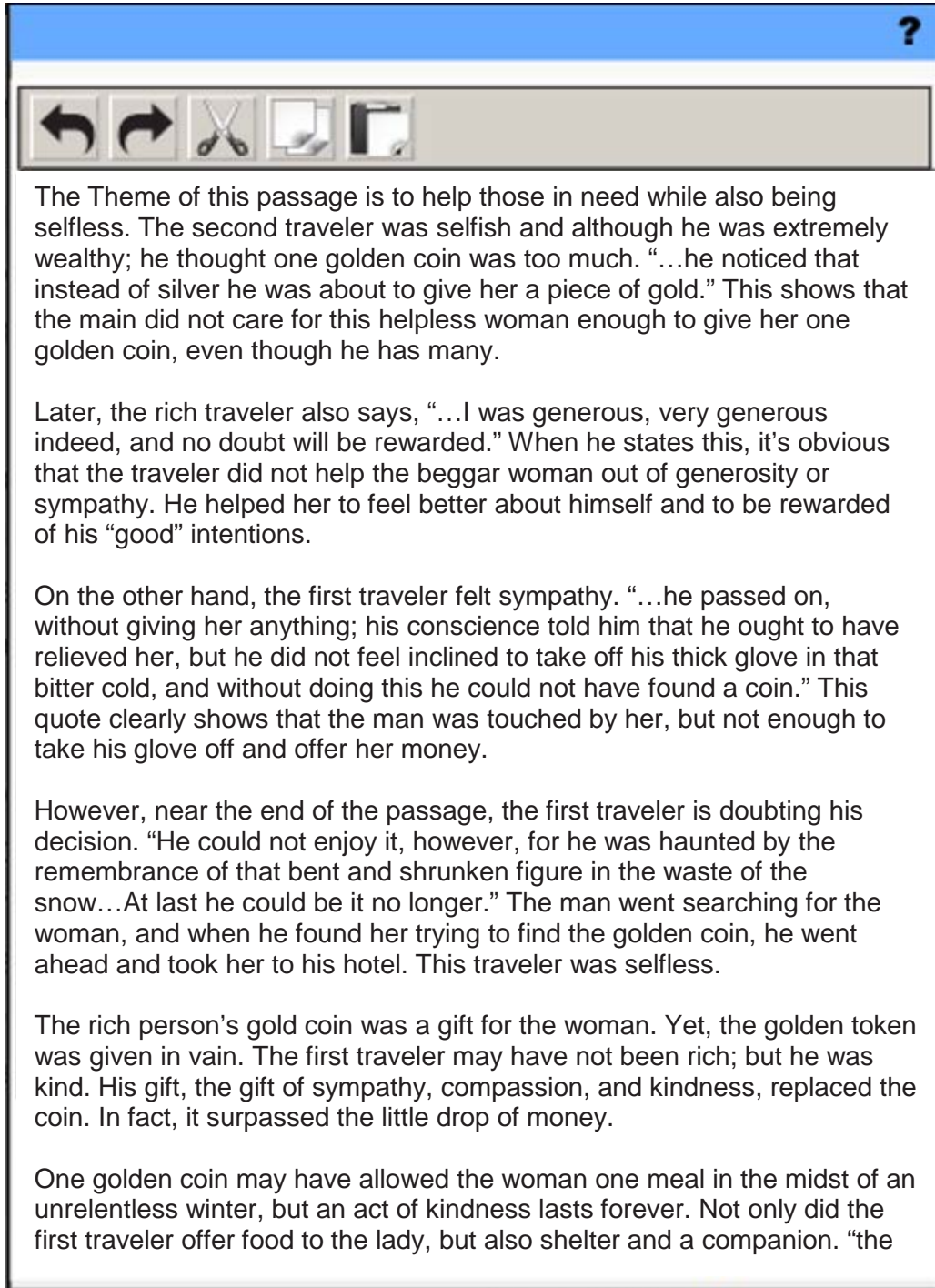
Points	Criteria
<p style="text-align: center;">4</p> <p>Demonstrates effective analysis of text and skillful writing</p>	<ul style="list-style-type: none"> • Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s). • Thorough analysis based on explicit and 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 passage “The Two Gifts,” one traveler gives money to a woman in need while another traveler gives no money but later brings her to his inn for dinner. Write an essay analyzing how the motives of the travelers relate to a theme in the passage. Use evidence from the passage to support your response.

Response Score 4



The Theme of this passage is to help those in need while also being selfless. The second traveler was selfish and although he was extremely wealthy; he thought one golden coin was too much. "...he noticed that instead of silver he was about to give her a piece of gold." This shows that the main did not care for this helpless woman enough to give her one golden coin, even though he has many.

Later, the rich traveler also says, "...I was generous, very generous indeed, and no doubt will be rewarded." When he states this, it's obvious that the traveler did not help the beggar woman out of generosity or sympathy. He helped her to feel better about himself and to be rewarded of his "good" intentions.

On the other hand, the first traveler felt sympathy. "...he passed on, without giving her anything; his conscience told him that he ought to have relieved her, but he did not feel inclined to take off his thick glove in that bitter cold, and without doing this he could not have found a coin." This quote clearly shows that the man was touched by her, but not enough to take his glove off and offer her money.

However, near the end of the passage, the first traveler is doubting his decision. "He could not enjoy it, however, for he was haunted by the remembrance of that bent and shrunken figure in the waste of the snow...At last he could be it no longer." The man went searching for the woman, and when he found her trying to find the golden coin, he went ahead and took her to his hotel. This traveler was selfless.

The rich person's gold coin was a gift for the woman. Yet, the golden token was given in vain. The first traveler may have not been rich; but he was kind. His gift, the gift of sympathy, compassion, and kindness, replaced the coin. In fact, it surpassed the little drop of money.

One golden coin may have allowed the woman one meal in the midst of an unrelentless winter, but an act of kindness lasts forever. Not only did the first traveler offer food to the lady, but also shelter and a companion. "the



poor old woman could scarcely believe her good fortune, as she tremblingly prepared to follow her new friend.”

Helping others just for the sake of helping them is the lesson in this passage, and a very useful one. Always help those in need; not because it will make you a “superhero” or to be rewarded; but because you truly care. Don’t be the rich traveler, only acting kind to expect an award back. Be the first traveler, the one who helped simply because he could.

2499/5000

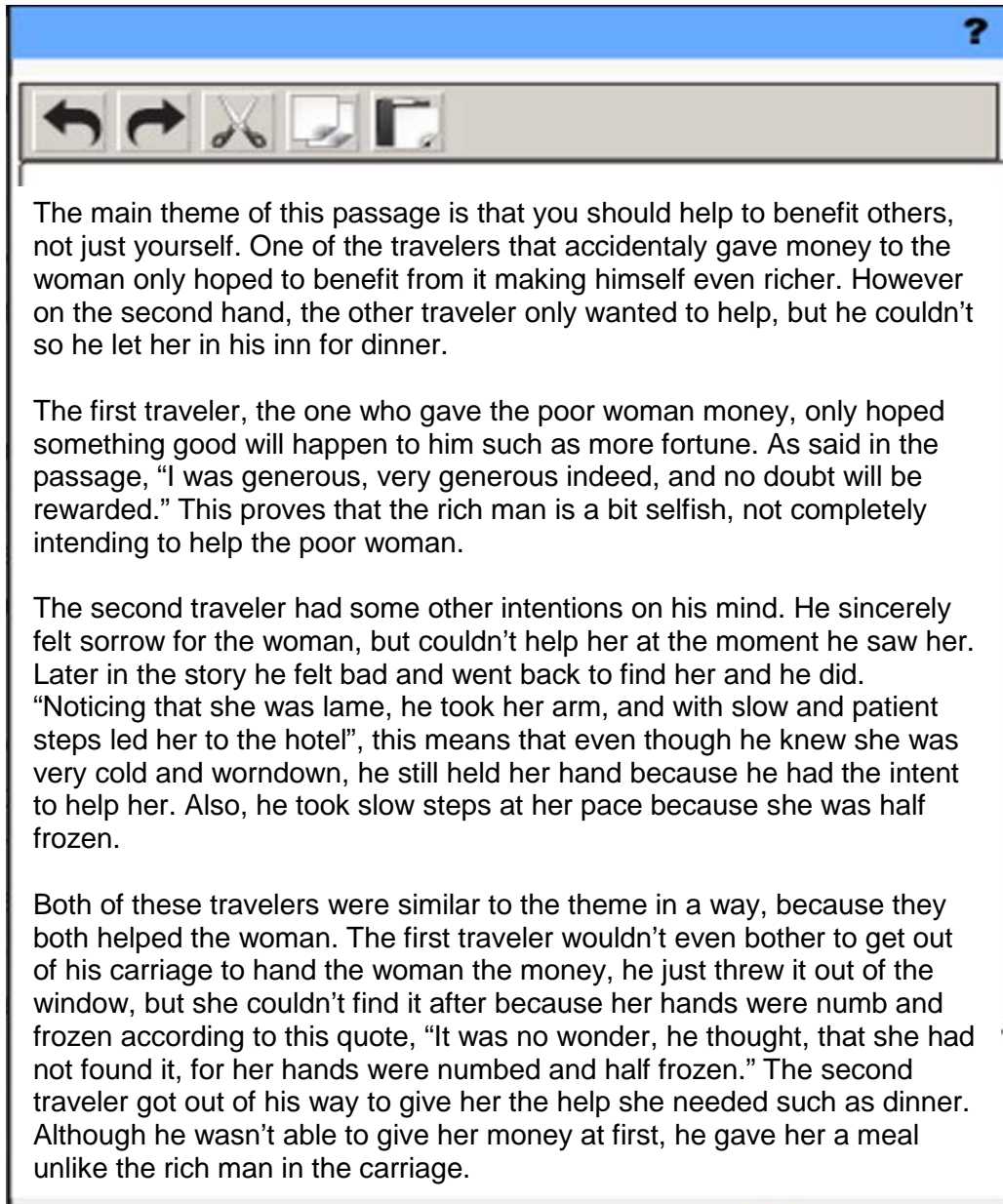


Annotation:

- This response effectively addresses all parts of the task, demonstrating an in-depth analytic understanding of the text.
- A strong organizational structure effectively supports the focus throughout.
- The response clearly demonstrates that the student understands that the story is a parable and that the travelers represent two very different kinds of people who play into the identified theme in markedly different ways.
- An effective introduction provides the theme.
- As the response progresses, the travelers' motives, based on both explicit and implicit meanings from the text, are thoroughly developed.
- Thorough, effective analysis is integrated with substantial text references and key details throughout the response:
 - it's obvious that the traveler did not help the beggar woman out of generosity or sympathy,
 - first traveler felt sympathy,
 - was touched by her,
 - but not enough to take his glove off and offer her money,
 - the first traveler is doubting his decision,
 - The first traveler may have not been rich; but he was kind,
 - His gift, the gift of sympathy, compassion, and kindness, replaced the coin,
 - One golden coin may have allowed the woman one meal in the midst of an unrelentless winter, but an act of kindness lasts forever.
- The conclusion contains effective higher-level thinking that succinctly reiterates the travelers' motives:
 - the rich traveler, only acting kind to expect an award back,
 - first traveler, the one who helped simply because he could.
- Demonstrates an insightful lesson drawn from the passage
 - Helping others just for the sake of helping them,
 - Always help those in need; not because it will make you a "superhero" or to be rewarded; but because you truly care.
- A skillful use of transitions links ideas (When he states this, On the other hand, However, near the end).
- Precise language and vocabulary (selfless, token was given in vain, surpassed the little drop of money) is employed effectively to explain the connection between the traveler's motives and the theme.

In the passage “The Two Gifts,” one traveler gives money to a woman in need while another traveler gives no money but later brings her to his inn for dinner. Write an essay analyzing how the motives of the travelers relate to a theme in the passage. Use evidence from the passage to support your response.

Response Score 4

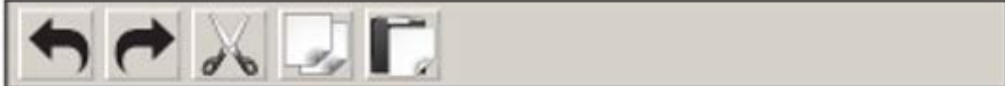


The main theme of this passage is that you should help to benefit others, not just yourself. One of the travelers that accidentally gave money to the woman only hoped to benefit from it making himself even richer. However on the second hand, the other traveler only wanted to help, but he couldn't so he let her in his inn for dinner.

The first traveler, the one who gave the poor woman money, only hoped something good will happen to him such as more fortune. As said in the passage, “I was generous, very generous indeed, and no doubt will be rewarded.” This proves that the rich man is a bit selfish, not completely intending to help the poor woman.

The second traveler had some other intentions on his mind. He sincerely felt sorrow for the woman, but couldn't help her at the moment he saw her. Later in the story he felt bad and went back to find her and he did. “Noticing that she was lame, he took her arm, and with slow and patient steps led her to the hotel”, this means that even though he knew she was very cold and worndown, he still held her hand because he had the intent to help her. Also, he took slow steps at her pace because she was half frozen.

Both of these travelers were similar to the theme in a way, because they both helped the woman. The first traveler wouldn't even bother to get out of his carriage to hand the woman the money, he just threw it out of the window, but she couldn't find it after because her hands were numb and frozen according to this quote, “It was no wonder, he thought, that she had not found it, for her hands were numbed and half frozen.” The second traveler got out of his way to give her the help she needed such as dinner. Although he wasn't able to give her money at first, he gave her a meal unlike the rich man in the carriage.



This just about proves how both travelers were related to the theme. Both of them helped the needy woman but not in the same way. One traveler was selfish, while the other got out of his way to help her.

1990/5000

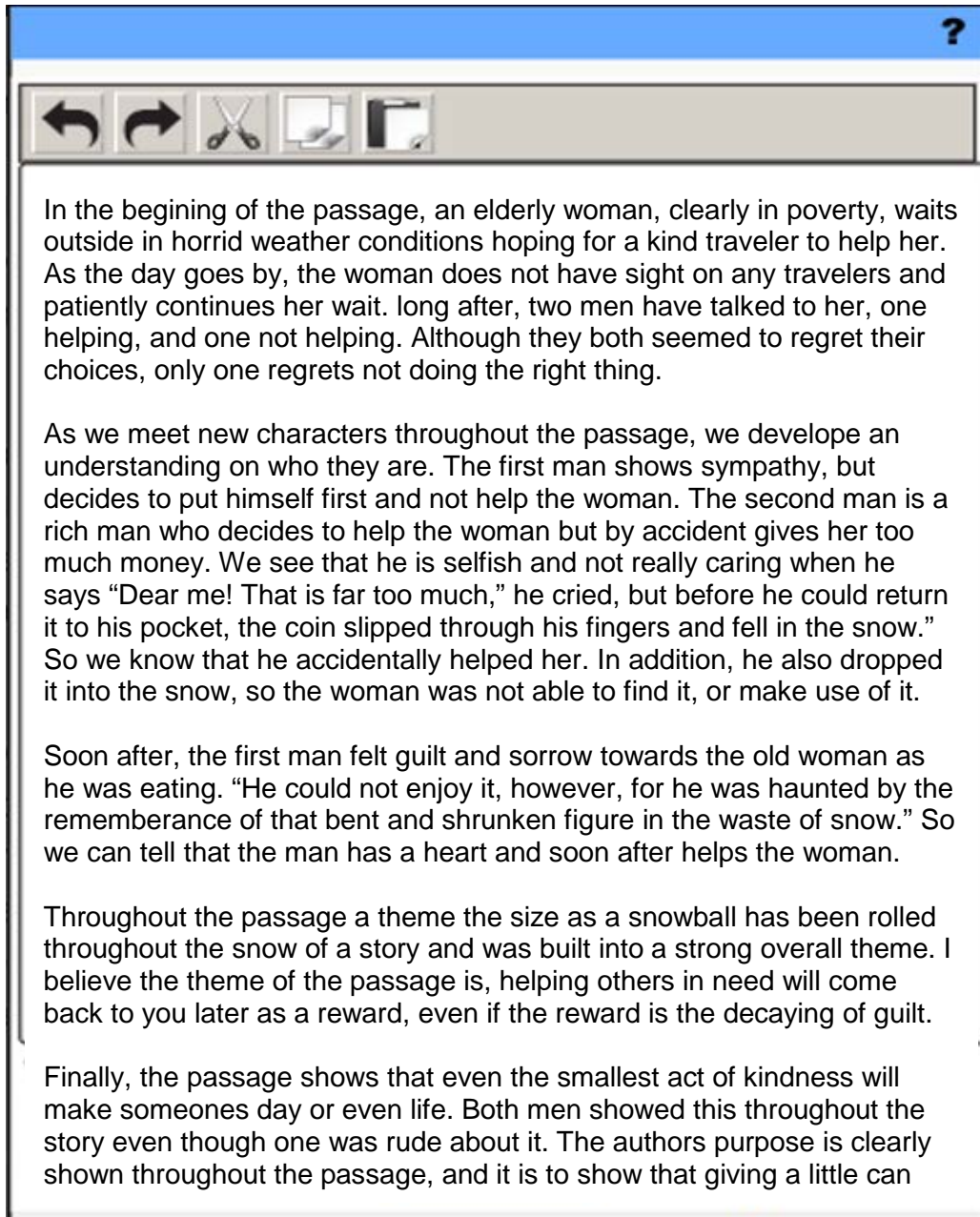


Annotation:

- This response effectively addresses all parts of the task, demonstrating an in-depth analytic understanding of the text.
- An effective introduction provides a theme and appropriate motives for each of the travelers.
- Insightful analysis:
 - the one who gave the poor woman money, only hoped something good will happen to him such as more fortune,
 - The second traveler had some other intentions on his mind. He sincerely felt sorrow for the woman, but couldn't help her at the moment,
 - still held her hand because he had the intent to help her, took slow steps at her pace because she was half frozen,
 - Both of these travelers were similar to the theme in a way, because they both helped the woman,
 - "It was no wonder, he thought, that she had not found it, for her hands were numbed and half frozen".
- Analysis is supported with quotes from the text:
 - "I was generous, very generous indeed, and no doubt will be rewarded.") and extended with thorough analysis,
 - Later in the story he felt bad,
 - "Noticing that she was lame, he took her arm . . . led her to the hotel".
- The conclusion reiterates the two travelers' contrasting motives and again relates them back to the theme of helping to benefit others.
- Transitions are used skillfully throughout the response:
 - As said in the passage,
 - Both of these travelers,
 - This just about proves.
- Although the travelers are at one point misidentified, a thorough understanding of the task and passage is demonstrated in this concise response.
- Few errors are present, and they do not interfere with meaning.

In the passage "The Two Gifts," one traveler gives money to a woman in need while another traveler gives no money but later brings her to his inn for dinner. Write an essay analyzing how the motives of the travelers relate to a theme in the passage. Use evidence from the passage to support your response.

Response Score: 3



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

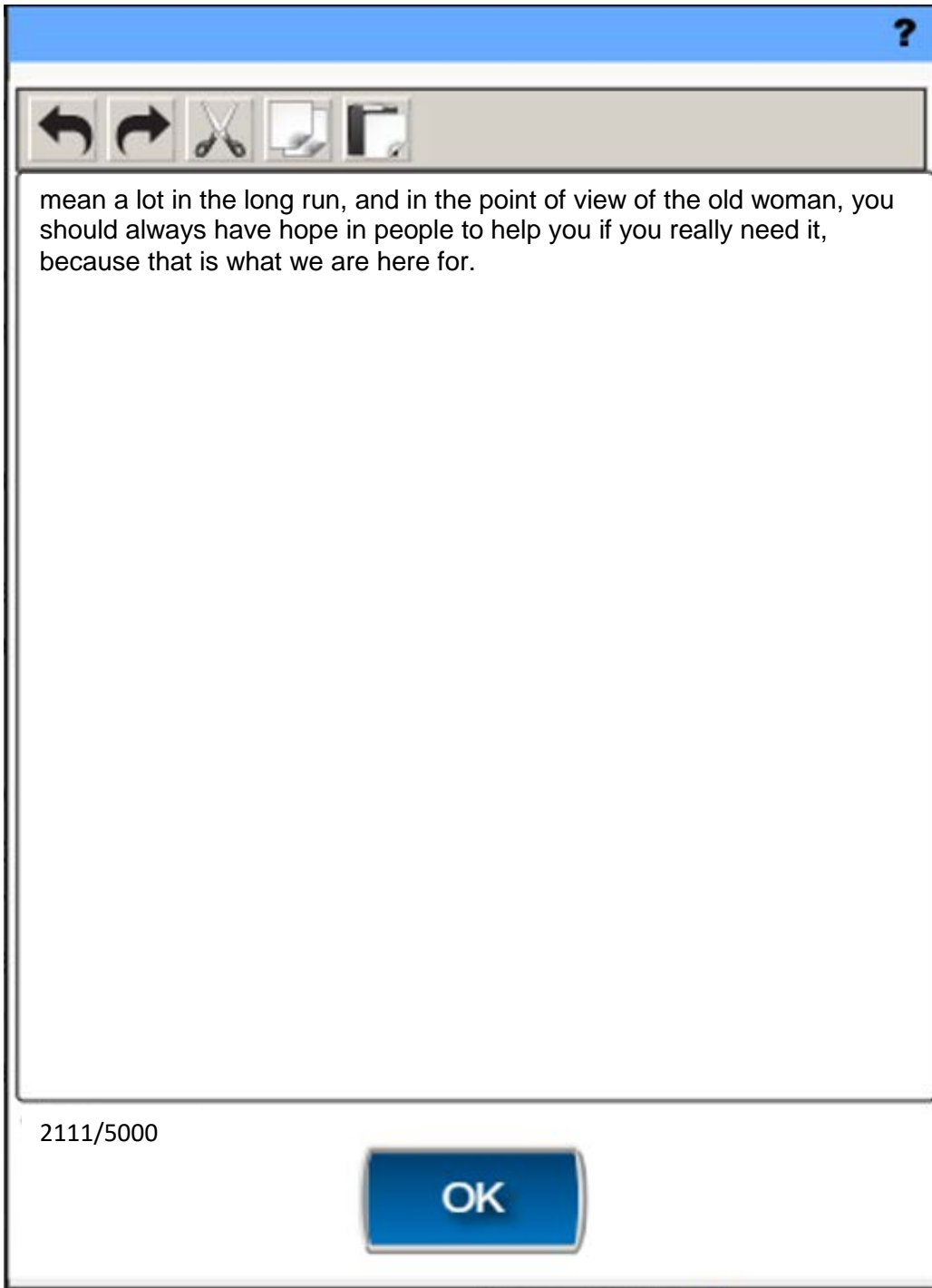
In the beginning of the passage, an elderly woman, clearly in poverty, waits outside in horrid weather conditions hoping for a kind traveler to help her. As the day goes by, the woman does not have sight on any travelers and patiently continues her wait. long after, two men have talked to her, one helping, and one not helping. Although they both seemed to regret their choices, only one regrets not doing the right thing.

As we meet new characters throughout the passage, we develop an understanding on who they are. The first man shows sympathy, but decides to put himself first and not help the woman. The second man is a rich man who decides to help the woman but by accident gives her too much money. We see that he is selfish and not really caring when he says "Dear me! That is far too much," he cried, but before he could return it to his pocket, the coin slipped through his fingers and fell in the snow." So we know that he accidentally helped her. In addition, he also dropped it into the snow, so the woman was not able to find it, or make use of it.

Soon after, the first man felt guilt and sorrow towards the old woman as he was eating. "He could not enjoy it, however, for he was haunted by the remembrance of that bent and shrunken figure in the waste of snow." So we can tell that the man has a heart and soon after helps the woman.

Throughout the passage a theme the size as a snowball has been rolled throughout the snow of a story and was built into a strong overall theme. I believe the theme of the passage is, helping others in need will come back to you later as a reward, even if the reward is the decaying of guilt.

Finally, the passage shows that even the smallest act of kindness will make someones day or even life. Both men showed this throughout the story even though one was rude about it. The authors purpose is clearly shown throughout the passage, and it is to show that giving a little can

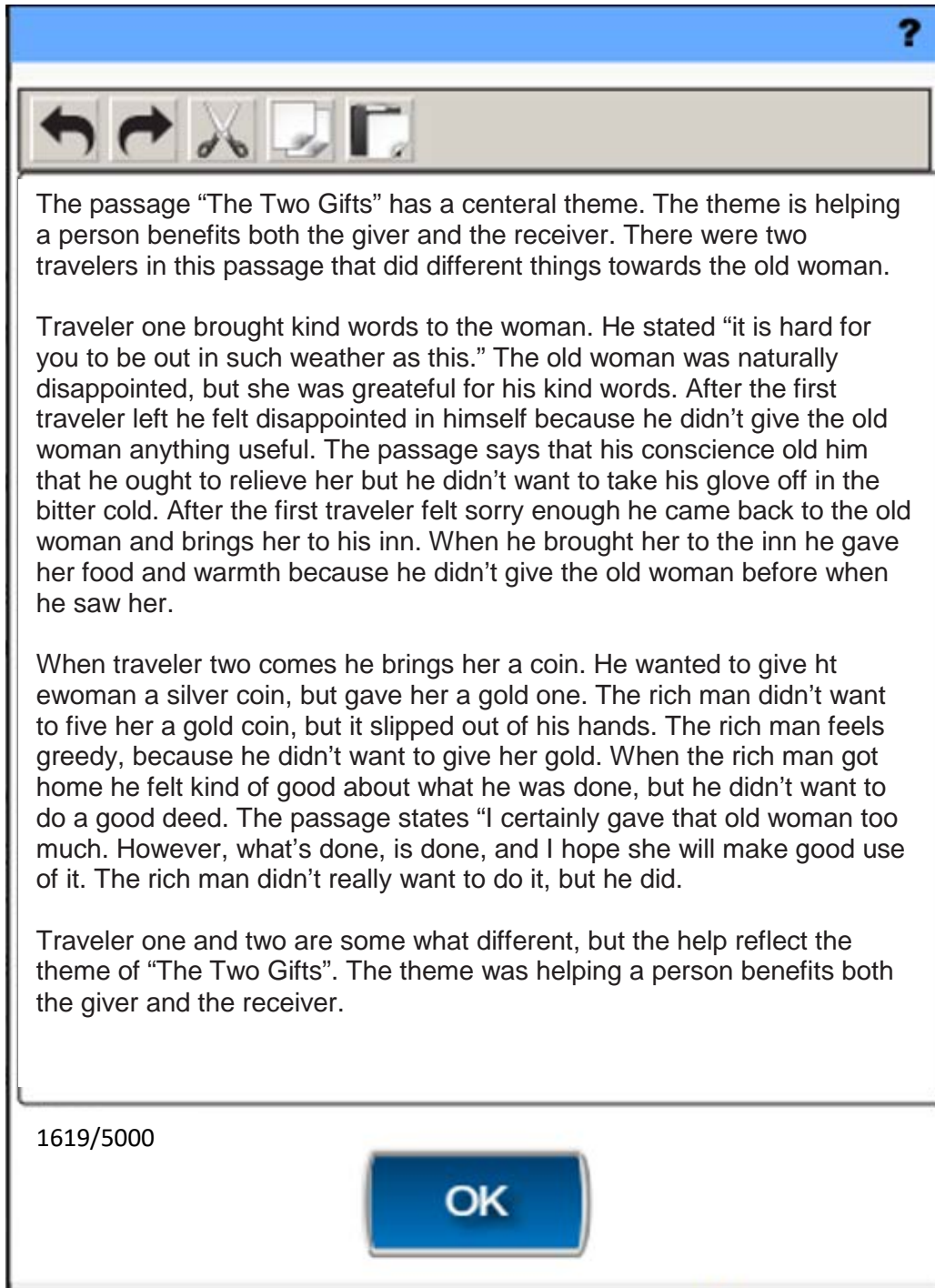


Annotation:

- This response adequately addresses all parts of the task, demonstrating a sufficient analytic understanding of the text.
- An appropriate organizational structure supports the student's ideas surrounding the travelers' motives for helping the old woman and adequately connects these motives to the theme of helping others.
- A clear and even eloquent introduction sets the scene by describing the old woman in need at the beginning of the story and recounting the actions and feelings/motives of the two travelers (one helping, and one not helping, Although they both seemed to regret their choices, only one regrets not doing the right thing).
- The first body paragraph integrates clear analysis and well-chosen text references and details related to the travelers' motives and based on implicit and explicit meanings from the text:
 - As we meet new characters . . . we develop an understanding on who they are,
 - The first man shows sympathy, but decides to put himself first and not help the woman,
 - The second man . . . decides to help the woman but by accident gives her too much money,
 - We see that he is selfish and not really caring when he says "Dear me! That is far too much".
- The next body paragraph clarifies a motive of the first man based on a key text detail and is extended with clear analysis:
 - felt guilt and sorrow towards the old woman,
 - "He could not enjoy it, however, for he was haunted . . . figure in the waste of snow",
 - we can tell that the man has a heart and soon after helps the woman),
 - The next body paragraph explicitly identifies the theme (helping others in need will come back to you later as a reward, even if the reward is the decaying of guilt.
- Finally, the conclusion reiterates thematic ideas, extending them with clear analysis (even the smallest act of kindness will make someones day or even life, giving a little can mean a lot in the long run).
- The student clearly understands the motives and differences of the two travelers (one being sympathetic and the other selfish) and relates these motives to the theme; however, the development of traveler one's motives and their connection to the theme is stronger than the comparable analysis of traveler two.
- There is an appropriate use of transitions to link ideas (As we meet, Soon after, Throughout the passage).
- Appropriate use of precise language and vocabulary is employed to explain the topic (clearly in poverty, horrid weather conditions, shows sympathy, a snowball has been rolled).

In the passage "The Two Gifts," one traveler gives money to a woman in need while another traveler gives no money but later brings her to his inn for dinner. Write an essay analyzing how the motives of the travelers relate to a theme in the passage. Use evidence from the passage to support your response.

Response Score: 3



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

The passage "The Two Gifts" has a central theme. The theme is helping a person benefits both the giver and the receiver. There were two travelers in this passage that did different things towards the old woman.

Traveler one brought kind words to the woman. He stated "it is hard for you to be out in such weather as this." The old woman was naturally disappointed, but she was grateful for his kind words. After the first traveler left he felt disappointed in himself because he didn't give the old woman anything useful. The passage says that his conscience told him that he ought to relieve her but he didn't want to take his glove off in the bitter cold. After the first traveler felt sorry enough he came back to the old woman and brings her to his inn. When he brought her to the inn he gave her food and warmth because he didn't give the old woman before when he saw her.

When traveler two comes he brings her a coin. He wanted to give the woman a silver coin, but gave her a gold one. The rich man didn't want to give her a gold coin, but it slipped out of his hands. The rich man feels greedy, because he didn't want to give her gold. When the rich man got home he felt kind of good about what he was done, but he didn't want to do a good deed. The passage states "I certainly gave that old woman too much. However, what's done, is done, and I hope she will make good use of it. The rich man didn't really want to do it, but he did.

Traveler one and two are somewhat different, but the help reflect the theme of "The Two Gifts". The theme was helping a person benefits both the giver and the receiver.

1619/5000

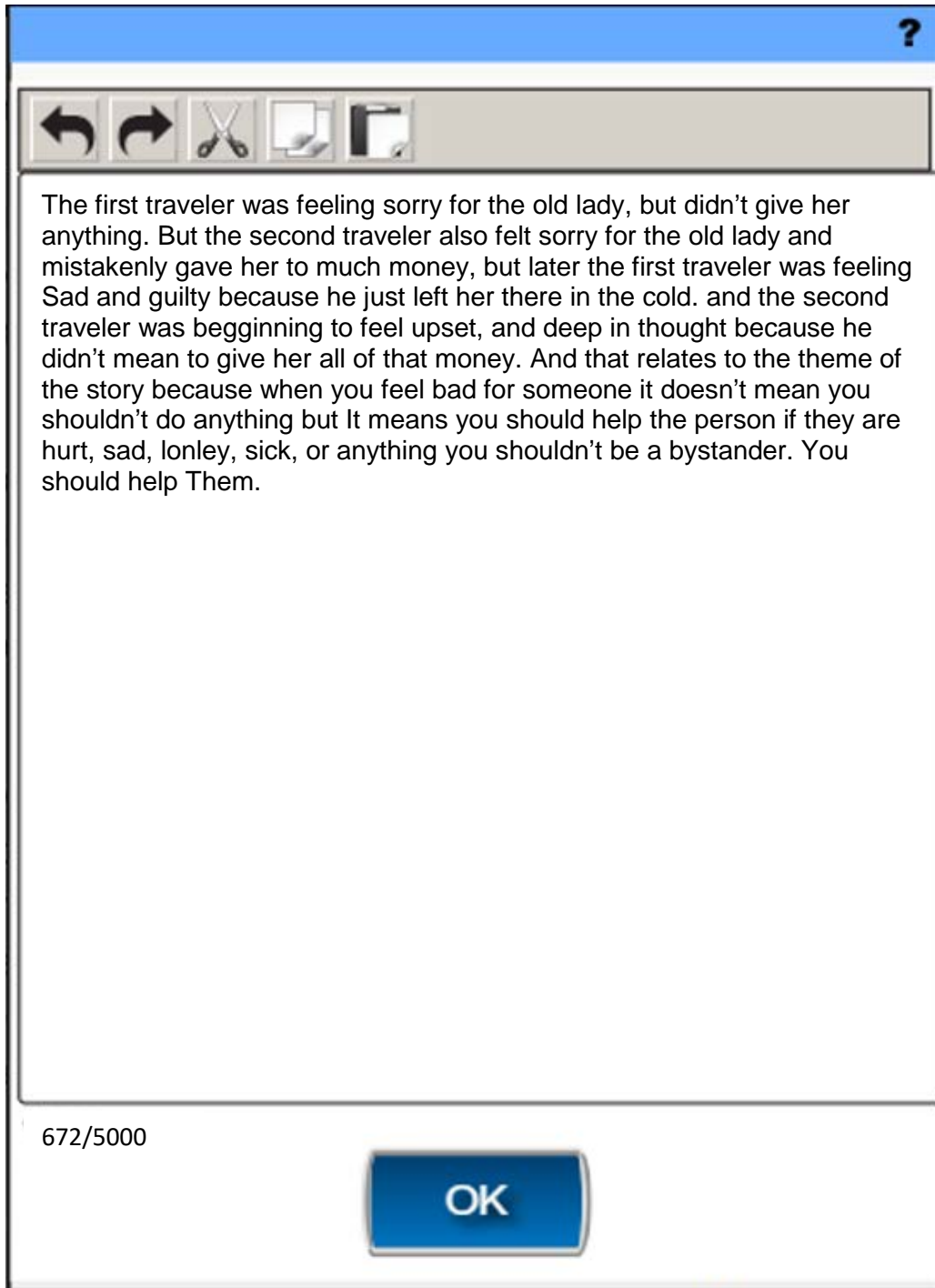
OK

Annotation:

- This response adequately addresses all parts of the task, demonstrating a sufficient analytic understanding of the text.
- Both the introduction and conclusion reference an appropriate theme while the remainder of the response addresses the motive for each traveler based on relevant text.
- A clear analysis of motives based on well-chosen text details and implicitly linked to the student's theme:
 - He stated "it is hard for you to be out in such weather as this." The old woman was naturally disappointed,
 - The passage says that his conscience told him that he ought to relieve her, When he brought her to the inn he gave her food and warmth,
 - The rich man feels greedy, he felt kind of good about what he has done, but he didn't want to do a good deed,
 - The rich man didn't really want to do it, but he did,
 - "I certainly gave that old woman too much . . . make good use of it.
- An appropriate use of precise language and vocabulary (benefits both the giver and the receiver, brought kind words, he felt dissatisfied) is employed to explain how the travelers' motives interact with the theme.
- Errors present in usage (brings for brought) and spelling (central, dissatisfied, grateful) do not interfere with meaning.

In the passage “The Two Gifts,” one traveler gives money to a woman in need while another traveler gives no money but later brings her to his inn for dinner. Write an essay analyzing how the motives of the travelers relate to a theme in the passage. 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 icons for undo, redo, cut, copy, and paste. The main text area contains the following response:

The first traveler was feeling sorry for the old lady, but didn't give her anything. But the second traveler also felt sorry for the old lady and mistakenly gave her too much money, but later the first traveler was feeling sad and guilty because he just left her there in the cold. and the second traveler was beginning to feel upset, and deep in thought because he didn't mean to give her all of that money. And that relates to the theme of the story because when you feel bad for someone it doesn't mean you shouldn't do anything but it means you should help the person if they are hurt, sad, lonely, sick, or anything you shouldn't be a bystander. You should help them.

At the bottom left of the interface, the text "672/5000" is displayed. At the bottom center, there is a blue button labeled "OK".


Annotation:

- This response inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text.
- Motive is addressed in the introduction while an acceptable theme is addressed in the conclusion.
- Weak analysis, in the form of inferences based on weak text details), provides weak motives for the two travelers' decisions to help the woman or not:
 - first traveler was feeling sorry, second traveler also felt sorry,
 - first traveler . . . didn't give her anything,
 - second traveler . . . mistakenly gave her too much money,
 - first traveler was feeling sad and guilty because he just left her there in the cold,
 - second traveler was beginning to feel upset.
- These simple ideas surrounding motive do relate to the theme provided however, the thematic connection is only weakly developed with vague text and weak analysis.
- An inconsistent use of transitions (And that relates) is employed to link ideas within the response.
- Errors present in sentence formation (e.g., a long, extended sentence), usage (to for too), and spelling (beginning, lonely) sometimes interfere with meaning.

In the passage "The Two Gifts," one traveler gives money to a woman in need while another traveler gives no money but later brings her to his inn for dinner. Write an essay analyzing how the motives of the travelers relate to a theme in the passage. Use evidence from the passage to support your response.

Response Score: 2

?



In the passage "The Two Gifts" one traveler give money to a woman in need while another traveler give no money but later brings her to his inn for dinner. Movtives of the travelers relate to a theme in the passage. Traveler 1 and to both do something respectful.

In the passage "The two gifts" Both travelers felt bad for the Old lady in the cold. Travler one States in the passage "poor woman" this shows he is showing sympathy and care for the woman in the snowy cold. Traveler two also feel Bad and wants to help the lady the author states "He fet vaguely touched." Witch means he felt bad/sad for the lady.

In the passage both travelers also did somthing else. The gave the women somthing. The first traveler gave the women nothing but later that day he could get her off his mind that he came to invited her to eat dinner with him. I know that because thh text states "Come with me theres a first and dinner waiting for us." The 2nd traveler tried to give her a coin but ended up givin her gold I know this because "he noticed that instead of giving a silver coin he gave "gold."

In conclusion In the passage "The Two Gifts" Both travelers give the old ladey somthing and care with though and action for her.

1220/5000

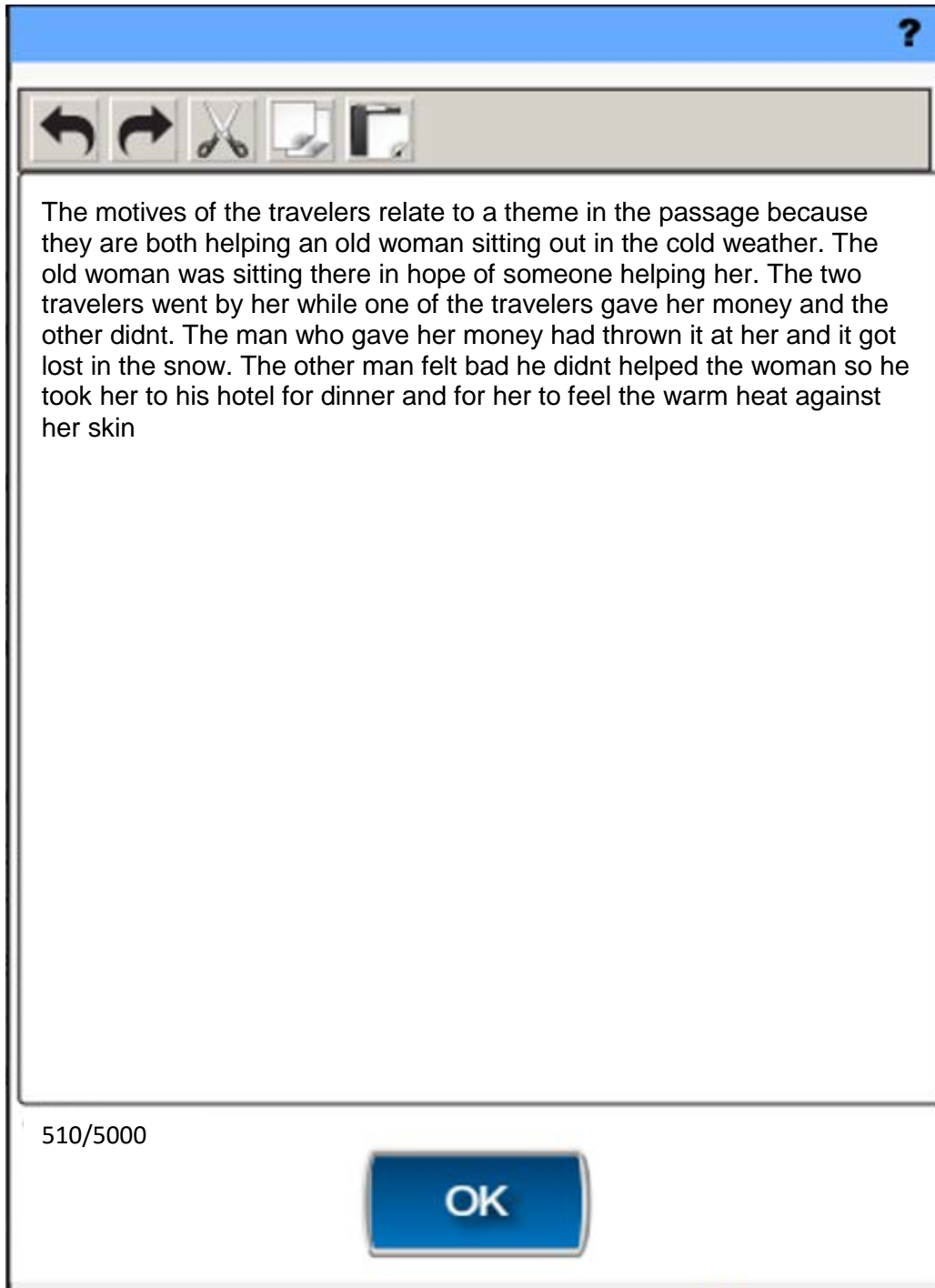
OK

Annotation:

- This response inconsistently addresses some parts of the task, demonstrating a partial analytic understanding of the text.
- An unsophisticated introduction repeats wording from the prompt and then provides an inference (both do something respectful) that implies the general theme of respect.
- The first body paragraph addresses motive through an inference (Both travelers felt bad for the old lady in the cold) based on text quotes from each traveler (“poor woman”, “He felt vaguely touched”).
- Weak analysis (shows he is showing sympathy and care for the woman, Traveler two also feel bad and wants to help the lady, he felt bad/ sad for the lady).
- The second body paragraph provides a weak inference (The gave the women something) that moves slightly beyond a literal interpretation of the text.
- However, this is followed by details and quotes pulled directly from the text, which simply describe what the two travelers gave the old woman and provide no further analysis.
- The conclusion states that Both travelers give the old lady something and care with thought and action for her, thus addressing ideas of theme and motive in a general way.
- While this response addresses motive and theme and examines both travelers, it lacks consistency and clarity in analysis (particularly in the second body paragraph) and strong supporting text references/details.
- The use of transitions (In the passage “The Two Gifts”, this shows, I know this because) is mostly appropriate, though at times repetitive.
- Errors present in sentence formation, usage (feel for feels, theres), spelling (Travler, sympathy, motives, something, witch for which, insted), and punctuation sometimes interfere with meaning

In the passage “The Two Gifts,” one traveler gives money to a woman in need while another traveler gives no money but later brings her to his inn for dinner. Write an essay analyzing how the motives of the travelers relate to a theme in the passage. Use evidence from the passage to support your response.

Response Score: 1



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:

The motives of the travelers relate to a theme in the passage because they are both helping an old woman sitting out in the cold weather. The old woman was sitting there in hope of someone helping her. The two travelers went by her while one of the travelers gave her money and the other didnt. The man who gave her money had thrown it at her and it got lost in the snow. The other man felt bad he didnt helped the woman so he took her to his hotel for dinner and for her to feel the warm heat against her skin

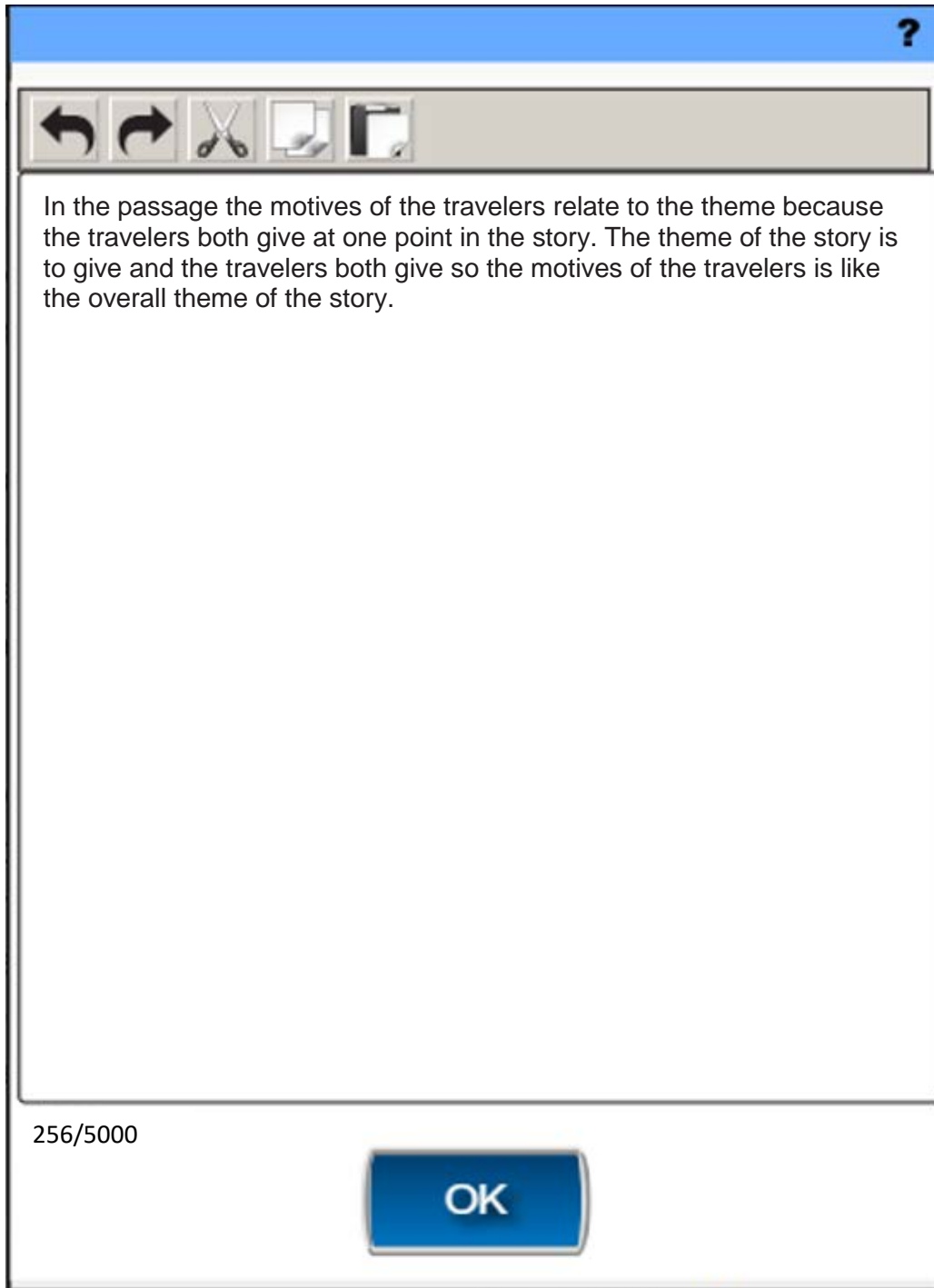
At the bottom left of the text area, the character count "510/5000" is displayed. At the bottom center, there is a blue "OK" button.

Annotation:

- This response minimally addresses parts of the task, demonstrating an inadequate analytic understanding of the text.
- There is minimal evidence of an organizational structure, and the focus is unclear, as the response consists in large part of a literal retelling of what happens throughout the course of the passage, rather than an analysis of the travelers' motives and/or theme.
- The introductory sentence includes a very weak inference however, that idea is not extended or developed. (they are both helping an old woman sitting out in the cold weather).
- Although the response loosely addresses one character's motive (the other man felt bad), this interpretation is very close to the text itself which states that the man felt remorseful.
- Since the response does not even inconsistently convey a thematic understanding of the role the travelers' motives play in the story, it falls short of achieving a higher score point.
- No conclusion is provided.
- Few transitions link ideas.
- Errors present in usage (didnt, helped for help) do not interfere with meaning.

In the passage “The Two Gifts,” one traveler gives money to a woman in need while another traveler gives no money but later brings her to his inn for dinner. Write an essay analyzing how the motives of the travelers relate to a theme in the passage. Use evidence from the passage to support your response.

Response Score: 1



The image shows a screenshot of a text editor window. 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 passage the motives of the travelers relate to the theme because the travelers both give at one point in the story. The theme of the story is to give and the travelers both give so the motives of the travelers is like the overall theme of the story.

At the bottom left of the window, the text "256/5000" is displayed. At the bottom center, there is a blue button with the text "OK".

Annotation:

- This response minimally addresses part of the task demonstrating inadequate analytic understanding of the text.
- The student identifies a topic (to give) as a theme.
- Although motive and theme/topic are both referenced in this response, these references lack development/context and are only minimally connected.
- The sole text reference is insufficient and does little more than repeat the theme/topic. (the travelers both give at one point in the story).
- Additionally, both the given theme/topic and the weak text reference could be drawn from the question itself.
- Few transitions link ideas and an imprecise use of language (both give what?) is utilized throughout the response.
- Although no errors interfere with meaning, this response remains a 1.

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Passage 3

Read the following drama about the nurse and medical reformer Florence Nightingale, who in 1837 was in conflict with her family's view on the role of a woman in society.

Mission of Mercy

by Esther Lipnick

Characters

Florence Nightingale
Parthenope, her older sister
Agnes, a friend
Mary Morse, a nurse
Dr. Hall
Dr. Goodale
Sir Harry Verney, Parthenope's husband
Lord Ashworth, Agnes's husband
Butler
Boy's Voice

SCENE 1

Time: 1837.

Setting: *The living room of the Embley Park home of the Nightingales.*

At Rise: *Florence Nightingale, a gangly girl of seventeen, is standing beside a globe of the world. There is an unfinished sampler¹ on a footstool beside her. Parthenope, her older sister, is seated on an elaborate divan², embroidering; Agnes, seated across from Parthenope, is also embroidering intently. Florence seems upset as she twirls the globe around almost angrily.*

Parthenope (*Looking up from her work*): Flo, have you finished the sampler you were doing for Aunt Mai?

Florence (*Shakes her head without looking up*): No.

¹sampler—a piece of embroidery made as an example of needlework skill

²divan—furniture used for sitting

Florence: Court. Humph! (*The two girls look at Florence, shocked.*) I don't mean to be disrespectful. It's just—oh, it's just that I'm not made for this sort of life. Summer at Lea Hurst near the quaint village of Lea in Derbyshire, winter at fashionable Embley Park near Romsey. Surrounded by flowers and birds and servants. Ladies! Humph! Music and grammar, composition and modern languages. A lady must know Greek and Latin and mathematics and the antics of Caesar and Hannibal! It's—it's like lying on one's back and having liquid poured down one's throat. (*Pauses for a moment to get her breath; picks up her sampler, looks at it scornfully as she speaks.*) Embroidery! Like a bird in a gilded cage—like a fool I sit here sewing verses I don't mean. (*Reading from sampler.*)

“When I was young and in my prime / You see how well I spent my time. / And by my sampler you may see / What care my parents took of me.”

(*Florence begins to laugh, almost hysterically.*)

Parthenope (*Stands up, very angry*): Stop that, Florence. You're forgetting your position. (*Florence drops sampler onto floor; then sits down dejectedly on the footstool, her hands covering her face.*)

Florence (*Barely audible*): Yes, my position.

Agnes (*After a brief silence*): But, Florence, what else can an English lady do?

Parthenope: That's just it. Sometimes I feel that my sister isn't English at all. You know she was born in Florence, Italy.

Agnes: Your parents were traveling there at the time—(*There is a sudden sound of crying outside the window as Agnes speaks. Florence jumps up as though electrified and runs to window.*)

Florence: What has happened out there?

Boy's Voice (*Off, from outside window*): Cousin Jerry fell out of the tree and skinned his leg.

Florence: Don't move him or touch him in any way. I'll be right out. (*She looks almost radiant as she turns to go, talking as if to herself.*) I must heat some water and get some clean bandages. (*Exits, left*)

Agnes (*Suddenly, to Parthenope*): I have it, Parthenope. Your sister wants to be a—

Parthenope: Nurse.

Agnes: How dreadful! Such a lowly profession, worse than being a kitchen-maid! (*Florence reenters with basin and bandages, crosses stage almost running, and exits. The girls look after her.*)

Parthenope: Yes, and she'll have her way. Mark my words, it won't be long before she'll be traveling on the continent to start her training. I know my headstrong sister and (*Lowers her voice*) I've seen her devour in the privacy of her room reports of medical commissions, pamphlets of sanitary authorities, and histories of hospitals and homes!

Agnes: But your parents, what will they say?

Parthenope (**Resignedly**): Oh, they'll be most unhappy, but they'll give in after a struggle. (*Looks up*) I can hear my mother saying, “We are ducks and have hatched a swan.”

SCENE 2

Time: 1855, during the Crimean War.

Setting: “Sister’s Tower,” Florence Nightingale’s headquarters in the Barrack Hospital at Scutari.

At Rise: Florence Nightingale is sitting bent over a rough, unpainted table, writing letters.

Florence (*Aloud, as she writes*): My dear Mrs. Conrad, your boy, Jim, has asked me to say “hello” to you. He is doing very well and has shown much progress since he’s been brought here. Do not worry. His eye has improved greatly. (*There is a knock at the door. Mary Morse, a nurse, enters, carrying scrub brush and pail.*) Come in, Mary.

Mary: Oh, Miss Nightingale, I thought I’d drop in to say good night. The wards have all been scrubbed clean.

Florence: Good girl, Mary. You’re on the way to becoming a fine nurse. You’re learning the importance of cleanliness—I’ll never be able to stress that too strongly.

Mary (*Smiling*): Thank you, Miss Nightingale. You know I was thinking while I was scrubbing the floors, wouldn’t they be surprised back home if they saw me doing such work. They’d think I’d gone plumb mad.

Florence (*Smiling*): Yes, they called me mad, too, when I came here, because the first thing I asked for was a supply of sacking and two hundred hard scrub brushes for washing floors.

Mary: You mean you didn’t even find that here?

Florence: No, not a basin, not a towel, nor a bit of soap, nor a broom—

Mary: Heavens, Miss Nightingale, then all those stories are true, about the laundry, and the cooking, and the storekeeping.

Florence: I don’t know what you’ve heard, Mary, but it’s the same thing all over again. Cleanliness, cleanliness is the thing I’ve had to fight for time and again. It can be such a simple thing, too. Why shouldn’t a soldier wear a clean shirt on the front as well as at home? And isn’t it more important that a sick man should eat food that is appetizing, like broths and jellies, rather than hunks of bread and raw meat?

Mary (*Nodding*): It’s just common sense, Miss Nightingale. Then why is it so hard to make them understand? Why did Dr. Hall oppose you so?

Florence: My dear girl—that’s an age-old question. Man still believes that a woman’s place is in the home.

Mary: In the home. (*Musingly*) I wonder what they’re doing at home now?

Florence (*Rather dryly*): Drinking their afternoon tea.

Mary (*Straightens her shoulders and looks squarely at her superior*): I’m glad I’m here with you, Miss Nightingale. Good night.

Florence: I’m glad you’re here, too, Nurse Mary Morse. We need more women like you. Good night. (*Mary exits. Florence looks after her, then resumes her writing. Aloud, as she writes*) Your son will soon be writing to you himself. Yours truly. (*There are footsteps outside the door, and men’s voices can be heard. A knock follows.*) Come in, come in, gentlemen. (*Two medical officers enter, one dressed in white, the other in military uniform.*)

Dr. Goodale: Good evening, Miss Nightingale.

Dr. Hall: Good evening, Miss Nightingale.

Florence: Good evening, Dr. Goodale, Dr. Hall. Be seated, gentlemen. (*They sit down on the bench.*)

Dr. Goodale: We'll be but a moment, Miss Nightingale. I see you are busy as usual.

Dr. Hall: I have news for you, Miss Nightingale. I am leaving for England tonight on official business.

Florence: For England! I am sorry to see you leave, Doctor. We shall miss you.

Dr. Hall (*Waves her last remark aside*): No, you won't, Miss Nightingale. I am leaving the hospital in good hands—in yours and Dr. Goodale's. But I haven't merely come to say goodbye; as a matter of fact the reason for my visit is twofold.

Florence (*Interrupting him*): Yes, Dr. Hall. You're going to ask me if I have a message to send them back home. Well, I have. (*Stands, facing him and becomes very businesslike and brisk*) Tell them that the supplies I stocked up on at Marseilles are running out. Tell them to stop this red tape³ which entwines all the official stores sent from England. Tell them men can't wait for a Purveyor who in turn has to wait for a Board of Survey to examine goods sorely needed. Delay is maddening. We're dealing with human lives. Human lives, Dr. Hall!

Dr. Hall: Yes, Miss Nightingale, I shall see what I can do.

Dr. Goodale: And while you're at it, Dr. Hall, you might tell them how Miss Nightingale put to work the women who followed their husbands to the front. Tell them how these women work in the laundry, washing clothes. Tell them that before Miss Nightingale came only six shirts a month were washed. Tell them of the diet kitchen she set up. And tell them what fools we doctors were and how we opposed her every move.

Florence: Come, come, Dr. Goodale, let's forget that.

Dr. Hall: That indeed is the second motive for my call. I've come to apologize for being a stubborn mule and to salute you. I salute you, Miss Nightingale, and wish you luck and health that you may continue your work of mercy here.

Florence (*Shakes hands with Dr. Hall as he rises, ready to leave*): Thank you, Doctor.

Dr. Goodale (*Shakes hands with Florence too*): Good night, Miss Nightingale.

Florence: Good night, Doctor. (*They exit, center. Florence returns to her work, sits for a moment with her head in her hands, then rises. She goes to shelf and gets a kerchief which she ties around her head, throws a shawl over her shoulders, lights her lamp, puts some paper and a pencil in her pocket, picks up her lamp.*) And now I must visit my dear children. (*Starts off, as curtain falls.*)

³ red tape—unnecessarily complicated tasks required by an organization

SCENE 3

Time: August 7, 1856.

Setting: Living room at Lea Hurst, summer home of the Nightingales.

At Rise: *The lamps are lighted. There is much laughing and conversation. Lady Agnes and her husband, Lord Ashworth, are seated on a divan. Directly opposite, Parthenope is reclining comfortably on a chaise lounge, while her husband, Sir Harry Verney, sits on an elaborate footstool beside her. A serving table is laden with fruit and sweets, and the ladies are eating almost continuously.*

Lady Agnes (*Between bites of candy*): And when was the last time you heard of your sister?

Parthenope: Oh, just the other day.

Lord Ashworth: I say she ought to be in any day. The ship on which she is expected is due to arrive very shortly.

Sir Harry: Oh, yes. Preparations are all complete for the homecoming of my illustrious sister-in-law. Three military bands have been rehearsing ceaselessly for weeks on end.

Lady Agnes (*Taking another candy*): Somehow I can't picture Florence accepting all this fanfare. She never had any use for the conventional things.

Parthenope (*Reaches out for candy*): No, not our wild swan. Sometimes, I almost lose patience with her. I was quite angered when she refused to come home after contracting Crimean fever. Stubborn as ever.

Sir Harry: What is it she wrote you? "I am ready to stand out the war with any man," and by Jove she has!

Lord Ashworth: I say, I almost forgot. One of my tenants showed me a letter his son sent him from the Crimean front, and I've always intended to read it to you. (*Searches in his pocket and brings out a much wrinkled piece of paper; adjusts his glasses and reads*) "What a comfort it was to see her pass, even. She would speak to one and nod and smile to many more, but she could not do it all, you know. We lay there by hundreds, but we could kiss her shadow as it fell, and lay our heads on the pillow again content."

Sir Harry: I say, that's a fine tribute.

Parthenope (*Wiping her eyes*): May I see it? (*Lord Ashworth hands it to her. Sir Harry gets up as if to break this sentimental moment.*)

Sir Harry: I think we could all do with a spot of tea.

Lord Ashworth: Splendid idea. (*Sir Harry rings for Butler who rushes in, obviously upset.*)

Butler (*Excitedly*): Master, what am I to do?

Sir Harry: Control yourself, Albert. We'd like some tea.

Butler: But, sir, what am I to do about the woman all in black?

Parthenope: What are you talking about, Albert?

Butler: There's a woman all in black who insists on coming in the front entrance, and I swear she looks like cook's younger sister. I just can't make her come in the servants' entrance.

Parthenope: Why, Albert, let her in. (*Florence, dressed in black, face veiled, enters.*)

Florence: She is in. (*They all stare in astonishment as Florence lifts her veil.*)

Parthenope (*Running over to Florence and embracing her warmly*): Flo, darling.

Butler: Oh, Miss Florence, begging your pardon a thousand times, I didn't know—

Florence: That's all right, Albert—(*Everyone shakes hands with Florence; Parthenope helps her remove her hat and veil, which Butler takes away. All sit down.*)

Parthenope: But, Flo, why didn't you let us know so we could meet you?

Lady Agnes: They said you were coming on the ship.

Florence: I couldn't take all the excitement. (*Looking around.*) It's good to be back—to see you all.

Lord Ashworth: And you—all England has been awaiting your return.

Lady Agnes: You must be dreadfully tired, dear. We ought to leave and let you rest.

Florence: No, I'm not really tired.

Lord Ashworth: I do think we ought to leave you to your family. (*Agnes and Lord Ashworth rise and hold out hands to Florence.*)

Lady Agnes: My dear, I hope we'll see you soon. Dinner, perhaps.

Florence: Thank you. I am sure we shall see you soon.

Lord Ashworth: Good night, Florence Nightingale. (*They shake hands.*)

Lady Agnes: Good night; good night, everyone. (*She waves her hand, kisses Florence on cheek and she and Lord Ashworth move to door.*)

Others: Good night. (*Sir Harry goes out with guests, while Florence and Parthenope move to divan and sit side by side.*)

Sir Harry (*Re-appearing in doorway*): Shall I have Albert take care of your bag, Florence?

Florence: Thank you, I wish you would. It's in the vestibule.

Parthenope (*Looking at her sister*): It's been a long time.

Florence: Yes, and yet everything here is just the same. Peaceful and restful.

Parthenope: You need rest badly. You must stay now and forget your nursing for a while.

Florence: Forget nursing! I could no longer live without nursing than you without air.

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 drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.



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Text-Dependent Analysis Scoring Rubric

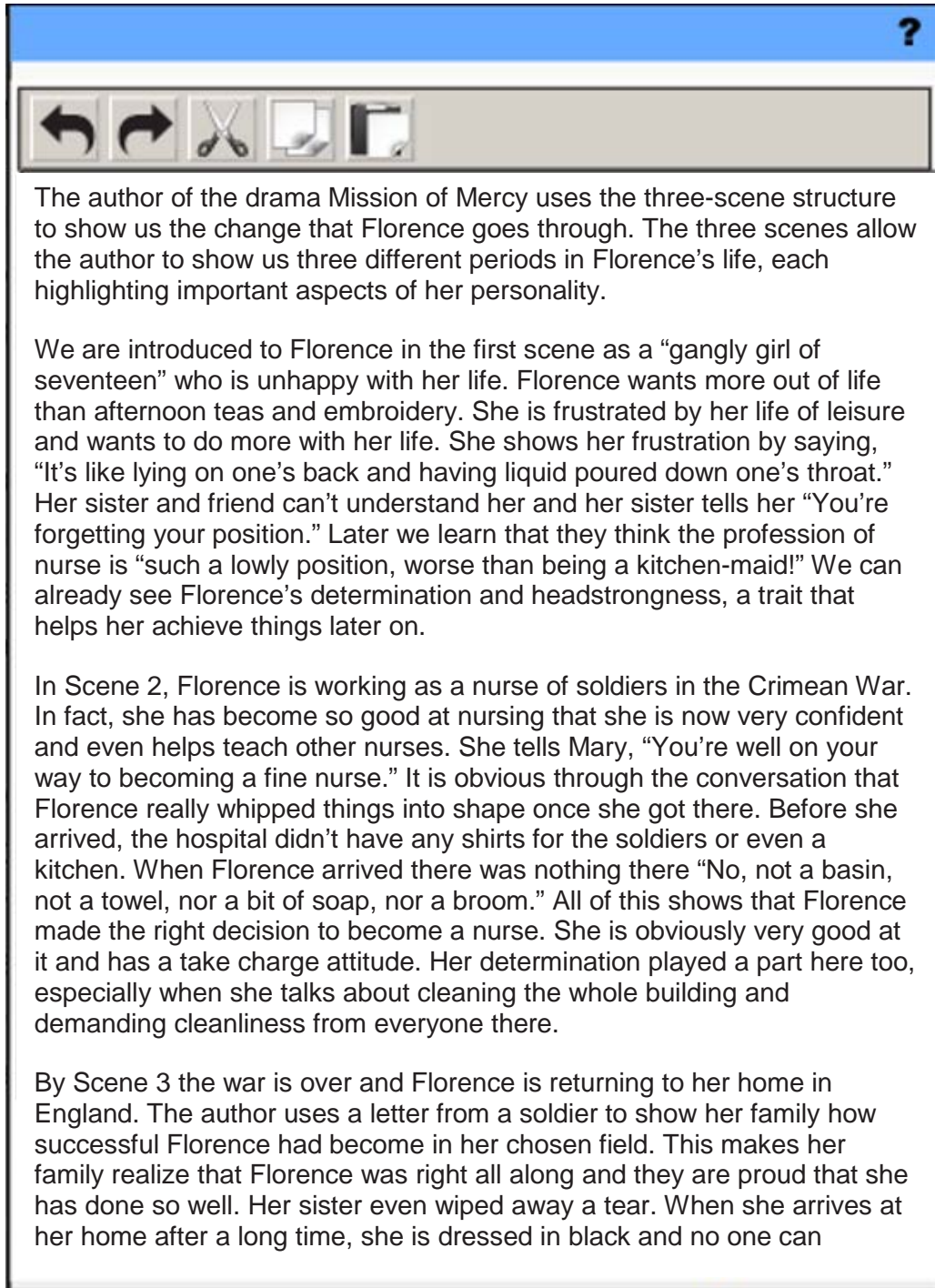
Points	Criteria
<p style="text-align: center;">4</p> <p>Demonstrates effective analysis of text and skillful writing</p>	<ul style="list-style-type: none"> • Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s). • Thorough analysis based on explicit and 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 drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

Response Score 4



The author of the drama *Mission of Mercy* uses the three-scene structure to show us the change that Florence goes through. The three scenes allow the author to show us three different periods in Florence's life, each highlighting important aspects of her personality.

We are introduced to Florence in the first scene as a "gangly girl of seventeen" who is unhappy with her life. Florence wants more out of life than afternoon teas and embroidery. She is frustrated by her life of leisure and wants to do more with her life. She shows her frustration by saying, "It's like lying on one's back and having liquid poured down one's throat." Her sister and friend can't understand her and her sister tells her "You're forgetting your position." Later we learn that they think the profession of nurse is "such a lowly position, worse than being a kitchen-maid!" We can already see Florence's determination and headstrongness, a trait that helps her achieve things later on.

In Scene 2, Florence is working as a nurse of soldiers in the Crimean War. In fact, she has become so good at nursing that she is now very confident and even helps teach other nurses. She tells Mary, "You're well on your way to becoming a fine nurse." It is obvious through the conversation that Florence really whipped things into shape once she got there. Before she arrived, the hospital didn't have any shirts for the soldiers or even a kitchen. When Florence arrived there was nothing there "No, not a basin, not a towel, nor a bit of soap, nor a broom." All of this shows that Florence made the right decision to become a nurse. She is obviously very good at it and has a take charge attitude. Her determination played a part here too, especially when she talks about cleaning the whole building and demanding cleanliness from everyone there.

By Scene 3 the war is over and Florence is returning to her home in England. The author uses a letter from a soldier to show her family how successful Florence had become in her chosen field. This makes her family realize that Florence was right all along and they are proud that she has done so well. Her sister even wiped away a tear. When she arrives at her home after a long time, she is dressed in black and no one can

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recognize her. I think this is to show that she has changed into a different person. She tells them “I could no longer live without nursing than you without air.”

The three-scene structure of the drama gives the reader a chance to see the changes that Florence goes through on the way to becoming the famous nurse that we know today.

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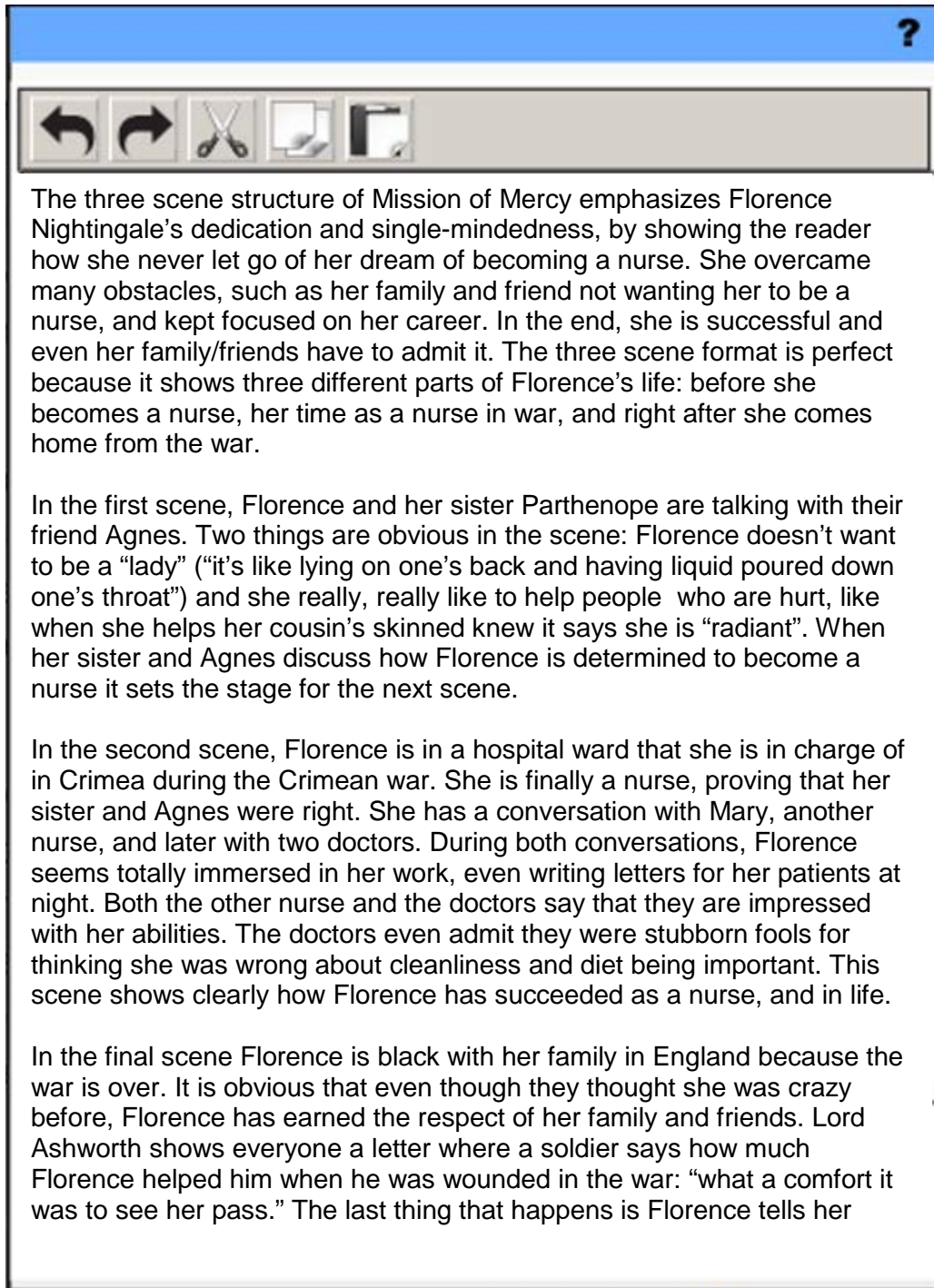
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Annotation:

- The response effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text.
- The student analyzes explicit and implicit meanings from the text all of which leads to the student's main point/conclusion:
 - “The three scenes allow the author to show us three different periods in Florence’s life, each highlighting important aspects of her personality”,
 - “She is frustrated by her life of leisure and wants to do more with her life”,
 - “We can already see Florence’s determination and headstrongness, a trait that helps her achieve things later on”,
 - “She is obviously very good at it and has a take charge attitude. Her determination played a part here too”.
- There are substantial, accurate, and direct references to the text:
 - “Florence in the first scene as a ‘gangly girl of seventeen””,
 - “It’s like lying on one’s back and having liquid poured down one’s throat”,
 - “such a lowly position, worse than being a kitchen-maid”,
 - “Before she arrived, the hospital didn’t have any shirts for the soldiers or even a kitchen”,
 - “She tells them ‘I could no longer live without nursing than you without air”.
- A strong organizational structure is employed with an effective introduction, transitions, a logical order of ideas, and conclusion related to the main idea and purpose.
- Precise use of language and effective vocabulary from the passage are employed throughout (“Florence wants more out of life than afternoon teas and embroidery”).
- The response is mostly free of convention errors.

The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

Response Score 4



The three scene structure of Mission of Mercy emphasizes Florence Nightingale's dedication and single-mindedness, by showing the reader how she never let go of her dream of becoming a nurse. She overcame many obstacles, such as her family and friend not wanting her to be a nurse, and kept focused on her career. In the end, she is successful and even her family/friends have to admit it. The three scene format is perfect because it shows three different parts of Florence's life: before she becomes a nurse, her time as a nurse in war, and right after she comes home from the war.

In the first scene, Florence and her sister Parthenope are talking with their friend Agnes. Two things are obvious in the scene: Florence doesn't want to be a "lady" ("it's like lying on one's back and having liquid poured down one's throat") and she really, really like to help people who are hurt, like when she helps her cousin's skinned knew it says she is "radiant". When her sister and Agnes discuss how Florence is determined to become a nurse it sets the stage for the next scene.

In the second scene, Florence is in a hospital ward that she is in charge of in Crimea during the Crimean war. She is finally a nurse, proving that her sister and Agnes were right. She has a conversation with Mary, another nurse, and later with two doctors. During both conversations, Florence seems totally immersed in her work, even writing letters for her patients at night. Both the other nurse and the doctors say that they are impressed with her abilities. The doctors even admit they were stubborn fools for thinking she was wrong about cleanliness and diet being important. This scene shows clearly how Florence has succeeded as a nurse, and in life.

In the final scene Florence is back with her family in England because the war is over. It is obvious that even though they thought she was crazy before, Florence has earned the respect of her family and friends. Lord Ashworth shows everyone a letter where a soldier says how much Florence helped him when he was wounded in the war: "what a comfort it was to see her pass." The last thing that happens is Florence tells her

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sister that even though the war is over she is going to continue being a nurse. This is a good conclusion of the play because it shows just how dedicated Florence Nightingale was. She could have just sat around knowing she helped people in the war but she wanted to keep helping everyone which proves she was a truly dedicated person.

2489/5000

OK


Annotation:

- The response effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text.
- There is an effective introduction, development, and conclusion that supports the main idea.
- The student utilizes both explicit and implicit analysis to support the main idea:
 - “she never let go of her dream of becoming a nurse”,
 - “She overcame many obstacles, such as her family and friends not wanting her to be a nurse, and kept focused...”,
 - “she really, really likes to help people who are hurt”,
 - “This scene shows clearly how Florence has succeeded as a nurse, and in life”,
 - “Florence has earned the respect of her family and friends”,
 - “it shows just how dedicated Florence Nightingale was”.
- There is effective use of precise language and vocabulary from the text:
 - “it’s like lying on one’s back and having liquid poured down one’s throat”,
 - “when she helps her cousin’s skinned knee it says she is ‘radiant’, ”
 - “Florence seems totally immersed in her work”,
 - “Lord Ashworth shows everyone a letter where a soldier says how much Florence helped him...”.
- Skillful use of transitions:
 - “Two things are obvious”,
 - “it sets the stage for the next scene”,
 - “In the final scene”.
- The response is free of convention errors.

The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

Response Score: 4

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The three scene structure of Mission of Mercy allows us to see three different parts of Florence Nightingale's life and how these parts change her over time.


When the drama opens, Florence is a wealthy country girl whose life is full of things she finds boring like needlework and afternoon teas. She is not happy in her life of leisure; she wants more. She tells her sisters "it's just that I'm not made for this sort of life." The opening scene also gives a glimpse of things to come when her cousin falls from a tree and she cares for him. Because of this, she knows she wants to be a nurse and is happy she may have found a way out of her boring life.

By the second scene, there is a war is going on. Florence is working at a hospital for wounded soldiers and is not bored at all. Not only is Florence a great nurse, she has begun teaching others as well. The fact, that she turned a hospital that had "not a towel, nor bit of soap" and didn't even have a kitchen into a well-run place says something about her determination and shows that she was meant for nursing. You can tell by the way she runs things that she is doing what she loves.

After the war, the drama closes and Florence is again not feeling very comfortable at her home. No one recognizes her at first because she's covered her face with a veil and is wearing black cloths. She is showing that she is no longer the bored country girl she was before. Her family gets a letter that tells them how great she was during the war and the family finally understands that Florence was right about her choice.

Over the three parts of the drama we get to see Florence realize her dreams and become what she felt she was meant to be.

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



Annotation:

- The response effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text.
- There is an effective introduction, development, and conclusion, each which supports the main idea (that the three scene structure shows the different parts of Florence's life and how each part changed her).
- The response includes analysis of both explicit and implicit meanings from the text to support the main idea.
- There is effective use of precise language and vocabulary from the text:
 - "needlework and afternoon teas",
 - "hospital for wounded soldiers",
 - "not a towel, nor bit of soap",
 - "bored country girl".
- Transition use is sometimes mostly skillful and sometimes adequate.
- The response has few convention errors, none of which interfere with meaning.

The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

Response Score: 3

The three-scene structure of the drama emphasizes certain characteristics of Florence by showing them in different situations.


In the first scene at home Florence does not feel like she's doing what she wants with her life. She doesn't want to be "presented at court". She wants to do something important, because she "feels like a fool" sitting around doing embroidery. When her cousin falls out of a tree, Florence's characteristic of caring is emphasized when she runs to take care of him.

The second scene emphasizes Florence's characteristic of leadership. She is happy as a war nurse at her hospital and is praised by the doctors. One doctor even tells another to let England know what great work she did and how she made a great hospital out of nothing and set up the laundry and fed soldiers good food.

By the end of the play Florence is back at home but is different than she is in the first scene. Her family doesn't even recognize her at first because she looks so different dressed in black. Her characteristic of doing what she wants is emphasized. Her sister says to forget about nursing but Florence says she can't or she would die.

That is how the structure of the drama emphasizes the different characteristics of Florence.

1238/5000



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 and conclusion identifying the topic as well as an appropriate organizational structure that supports the focus.
- The student analyzes explicit and implicit meanings from the text and in doing so, shows how the three-scene structure emphasizes certain characteristics of Florence.
- Sufficient references to the text are employed along with some precise language and vocabulary drawn from the text (“presented at court,” “feels like a fool” and “set up the laundry”).
- Some errors are present in conventions, but they do not interfere with meaning (e.g., missing commas).

The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

Response Score: 3

?




The three scene structure of Mission of Mercy highlights three different stages of Florence Nightingale's life/career and shows how determined she was to do something meaningful like becoming a nurse.

In the first scene, Florence is talking with her older sister Parthenope and a friend called Agnes. She is complaining about all the stuff she is supposed to be doing like being presented at court. Working on her embroidery sampler. And learning things like music and grammar and other languages. Her sister and friend are shocked at her, but she doesn't seem to care what they think. All of a sudden one of Florence's cousins falls out of a tree. She immediately perks up and starts running around getting water and bandages to treat his hurt knee. It's the exact opposite of the way she acted about all the "normal" stuff like working on her sampler. That's when Parthenope and Agnes realize that Florence is actually going to become a nurse instead of a lady.

The next scene is during the Crimean War. Florence has become a nurse and is talking with another nurse named Mary. We learn that she is in charge of a hospital ward. She even writes letters for her patients who can't write. All these details show her dedication to her job.

Finally, after the war is over, Florence comes back home to her family. Her family now respects her career choice, unlike before, and they seem happy to see her. But her sister says that now that the war is over, Florence can forget about nursing. Florence says, "I could no longer live without nursing that you without air." The whole play ends with her saying that which shows how important nursing is to Florence.

1654/5000




Annotation:

- The response adequately addresses all parts of the task demonstrating sufficient analytic understanding of the task of analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence.
- There is a clear introduction and conclusion and an appropriate organizational structure that supports the focus through logical development.
- Appropriate transitions link ideas.
- The main idea is supported through analyses of both explicit and implicit meanings from the text.
- There is appropriate use of precise language and vocabulary from the text:
 - “She immediately perks up and starts running around getting water and bandages to treat his hurt knee”,
 - “She even writes letters for her patients who can’t write”,
 - “I could no longer live without nursing than you without air”.
- The response is mostly free of convention errors.

The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

Response Score: 3

?



The three-scene structure of the drama allows us to watch Florence Nightingale change from a rich person to a hard working carer for other people.

In the first scene, Florence is frustrated because she doesn't like her upper class life. She says, "oh, it's just that I'm not made for this sort of life." I think she feels that her life should have more meaning because she says "like a fool I sit here sewing verses I don't mean"

In the second scene she is in the role of nurse and she is happy. Her work is fulfilling to her and she is being praised by the doctors at the hospital. Dr. Goodall tells Dr. Hall to inform the people in England of the good work she's done in the war when he says "tell them of the diet kitchen she set up"

When Florence returns to England in Scene 3 she is very different and almost no one recognizes her. She is wearing a veil and black clothes which is symbolic. I think the war changed her, and if the drama continued I think she would eventually become very unhappy and leave so that she can care for others instead of just sitting around sewing.

That is how the three-scene structure of the drama allows us to see Florence Nightingale's characteristics, each scene shows us something different about her personality.

1253/5000

OK


Annotation:

- The response demonstrates sufficient analytic understanding of the text by adequately addressing the task of analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence.
- There is a clear introduction and conclusion identifying the topic with an appropriate organizational structure that supports the focus.
- The student analyzes explicit and implicit meanings from the text and in doing so, shows how the three-scene structure emphasizes certain characteristics of Florence.
- Sufficient references to the text are employed along with some precise language and vocabulary drawn from the text.
- Some errors are present in conventions, but they do not interfere with meaning:
 - “carer” should be caregiver,
 - there are two missing periods,
 - a missing comma before “which is symbolic”,
 - and a sentence formation issue in the final sentence.

The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

Response Score: 2

?



In this play each scene is showing the different steps of how Florence Nightingale becomes a successful nurse instead of just being a rich lady.

In scene 1 she is talking with her sister Parthelope and her fiend Agnes. They want her to do embroidery but Florence thinks it's boring. Pretty soon a cousin named Jerry falls out of a tree and Florence becomes very excited She runs out quickly to help him which shows the reader that she is going to probably become a nurse.

In scene 2 she actually is a nurse in a war. She is giving another nurse advice and even the doctors look up to her. This scene shows that she followed her dream of becoming a nurse.

The last scene shows her coming home after the war is over. Her family is glad to see her but when Parthelope says that she can finally foreget about nursing, Florence says that she can not live without nursing that she could live without air. This shows that she didn't just do it because there was a war she actually really likes the job.

994/5000

Annotation:

- The response inconsistently addresses the task of analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence.
- There is some weak analysis consisting of basic inferences and evaluations drawn from the text.
- The development and organizational structure lacks consistency and omits relevant ideas from the passage to support the purpose—the student’s assessment of scene 2 is especially sparse.
- Introduction and conclusion are both weak.
- The response contains simple transitions.
- Conventions errors include spelling missing commas, and a usage error:
 - “fiend” for friend,
 - “can not” for cannot,
 - “foreget” for forget,
 - “without nursing than she could live without air”.

The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

Response Score: 2

?

← → ✂ 📄 📄

In the drama there are three scenes. Each scene takes place in a different part of Florence's life. In Scene 1 she is frustrated because she doesn't like the easy life of an English lady. She seems much more confident and happy in scene 2 during the war. I think this is because she is finally doing what she wanted to do. In the final scene, we see that she is loved by her family because they are all excited to see her come home. I think she must have grown up a little bit during the war because she cares about others now and is not selfish.

547/5000

OK


Annotation:

- The response inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text.
- There is a weak introduction and a conclusion.
- The response lacks specific relevant details from the text to support the writer's purpose and contains only weak references to the text.
- There are a few examples of weak analysis in which the student draws inferences from, or evaluates information in, the text.
- Simple transitions are utilized throughout the response (“In Scene 1”, “In the final scene”).
- The response is free of convention errors.

The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

Response Score: 1

?



In scene 1 she is a young girl. It says “a gangly girl of seventeen” In scene two she is older because it says 1855 and that is almost twenty years later. She is only a bit older in scene 3 because it is only a year later. (1856). Florence is one of the main characters in the drama. She is in all three scenes.

The author uses setting and dialogue to help us like the characters. The drama begins at Florence’s house where she lives with her family. In scene two she is in a war and in scene 3 she is home again only it is a different house.

543/5000

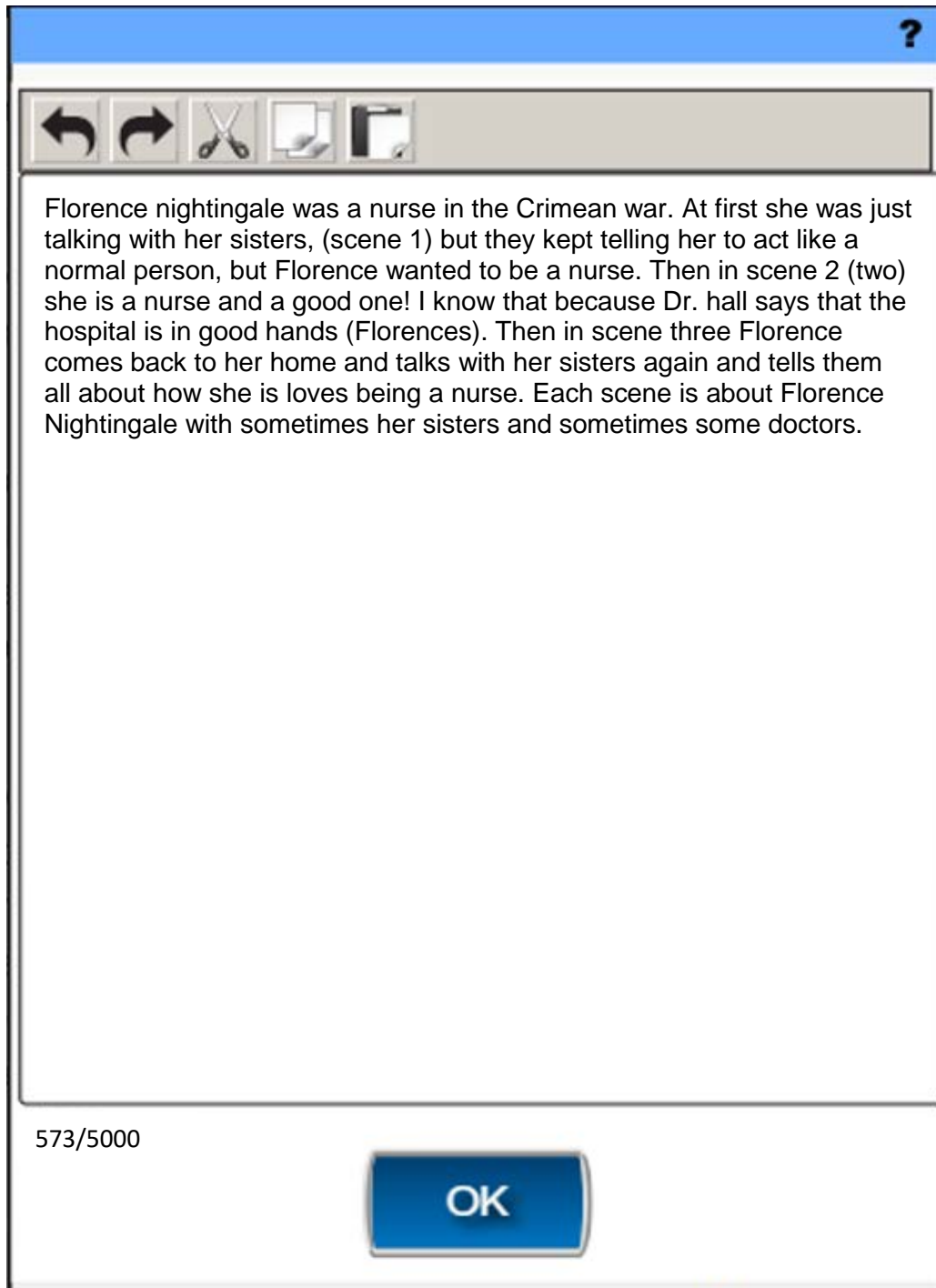
OK

Annotation:

- The response demonstrates inadequate analytic understanding of the text by minimally addressing the task of analyzing how the three-scene structure emphasizes certain characteristics of Florence.
- Minimal reference to one of the main ideas is evident but the response lacks analysis.
- The introduction and conclusion are minimal, as is the organizational structure.
- The one or two sentences summarizing each scene indicate a literal or simplistic understanding of the text.
- There is evidence of some confusion concerning the task; the response addresses setting and dialogue towards the end rather than remaining focused on the three-scene structure.
- There are some simple transitions to link ideas (“In scene 1”, “In scene 2”, “only”).
- The response contains some minor convention errors including a missing period after “a gangly girl of seventeen” and a superfluous period before the date, 1856.

The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

Response Score: 1



Florence nightingale was a nurse in the Crimean war. At first she was just talking with her sisters, (scene 1) but they kept telling her to act like a normal person, but Florence wanted to be a nurse. Then in scene 2 (two) she is a nurse and a good one! I know that because Dr. hall says that the hospital is in good hands (Florences). Then in scene three Florence comes back to her home and talks with her sisters again and tells them all about how she is loves being a nurse. Each scene is about Florence Nightingale with sometimes her sisters and sometimes some doctors.

573/5000

OK

Annotation:

- The response minimally addresses part of the task demonstrating inadequate analytic understanding of the text.
- There is minimal reference to the main idea and relevant details of the text. Analysis of the text, consisting of one very weak inference is insufficient.
- The response lacks specific, relevant details from the text and is insufficiently developed.
- Organization is minimal and includes a simplistic introduction.
- There is little use of precise language, and sentences are generally either simple (“Then in scene 2 (two) she is a nurse and a good one!”) or awkward (e.g., the concluding sentence).
- The response contains errors in capitalization (nightingale, she, hall, war), spelling (“beng”), punctuation (“Dr” and “Florences”), and usage (“she is loves”).
- Errors sometimes interfere with meaning.

Passage 4

Read the following letter written by First Lady Abigail Adams.

Letter to Her Daughter from the New White House

By Abigail Adams

John and Abigail Adams were the first presidential couple to live in the White House. In the letter, First Lady Adams describes the White House as unfinished and the city of Washington, D.C., as still in development.

Washington, 21 November 1800

My Dear Child:

I arrived here on Sunday last, and without meeting with any accident worth noticing, except losing ourselves when we left Baltimore and going eight or nine miles on the Frederick road, by which means we were obliged to go the other eight through woods, where we wandered two hours without finding a guide or the path. Fortunately, a straggling man came up with us, and we engaged him as a guide to extricate us out of our difficulty; but woods are all you can see from Baltimore until you reach the city, which is only so in name. Here and there is a small cot, without a glass window, interspersed amongst the forests, through which you travel miles without seeing any human being. In the city there are buildings enough, if they were compact and finished, to accommodate Congress and those attached to it; but as they are, and scattered as they are, I see no great comfort for them. The river, which runs up to Alexandria¹, is in full view of my window, and I see the vessels as they pass and repass. The house is upon a grand and superb scale, requiring about thirty servants to attend and keep the apartments in proper order, and perform the ordinary business of the house and stables; an establishment very well proportioned to the President's salary. The lighting of the apartments, from the kitchen to parlors and chambers, is a tax indeed; and the fires we are obliged to keep to secure us from daily agues² is another very cheering comfort. To assist us in this great castle, and render less attendance necessary, bells are wholly wanting, not one single one being hung through the whole house, and promises are all you can obtain. This is so great an inconvenience that I know not what to do, or how to do. The ladies from Georgetown and in the city have many of them visited me. Yesterday I returned fifteen visits—but such a place as Georgetown appears—why, our Milton is beautiful. But no comparisons—if they will put me up some bells and let me have wood enough to keep fires, I design to be pleased. I could content myself almost anywhere three months; but surrounded with forests, can you believe that wood is not to be had because people cannot be found to cut and cart it? Briesler entered into a contract with a man to supply him with wood. A small part, a few cords only, has he been able to get. Most of that was expended to dry the walls of the house before we came in, and yesterday the man told him it was impossible for him to procure it to be cut and carted. He has had recourse to coals; but we cannot get grates made and set. We have, indeed, come into a new country.

You must keep all this to yourself, and, when asked how I like it, say that I write you the situation is beautiful, which is true. The house is made habitable, but there is not a single

¹Alexandria—a city in northern Virginia

²agues—chills or shivering

apartment finished, and all within side, except the plastering, has been done since Briesler came. We have not the least fence, yard, or other convenience, without, and the great unfinished audience room I made a drying room of, to hang up the clothes in. The principal stairs are not up, and will not be this winter. Six chambers are made comfortable; two are occupied by the President and Mr. Shaw; two lower rooms, one for a common parlor, and one for a levee room. Upstairs there is the oval room, which is designed for the drawing room, and has the crimson furniture in it. It is a very handsome room now; but, when completed, it will be beautiful. If the twelve years, in which this place has been considered as the future seat of government, had been improved, as they would have been if in New England, very many of the present inconveniences would have been removed. It is a beautiful spot, capable of every improvement, and the more I view it, the more I am delighted with it.

Since I sat down to write, I have been called down to a servant from Mount Vernon³, with a billet⁴ from Major Custis, and a haunch of venison, and a kind, congratulatory letter from Mrs. Lewis, upon my arrival in the city, with Mrs. Washington's love, inviting me to Mount Vernon, where, health permitting, I will go before I leave this place.

Affectionately, your mother

¹Mount Vernon—George Washington's Home

²billet—note

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

In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

A text entry box with a toolbar at the top containing icons for undo, redo, cut, copy, and paste. The box is empty and has a character count '0/5000' at the bottom left. A blue 'OK' button is at the bottom center.

Text-Dependent Analysis Question Scoring Rubric

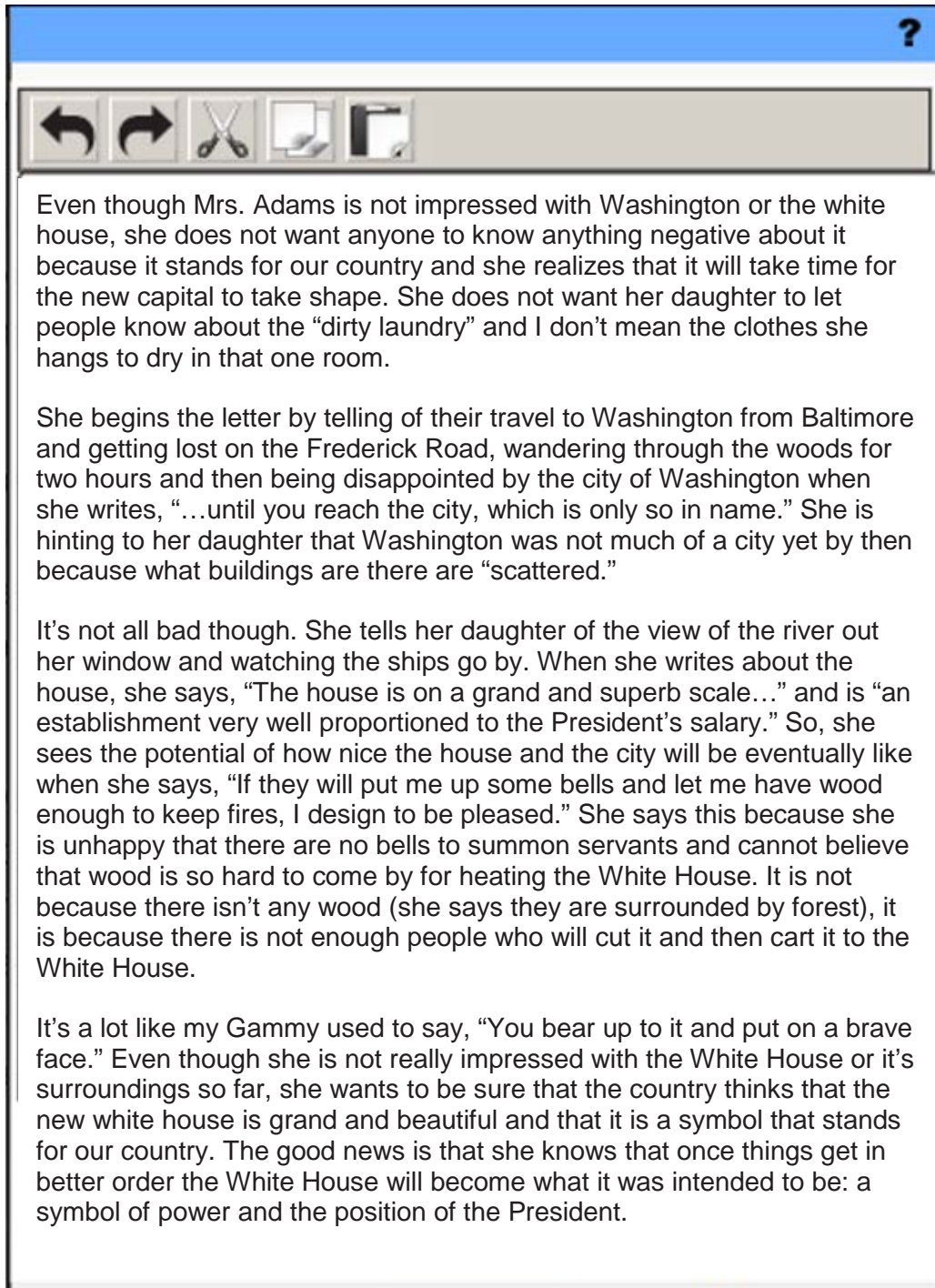
Points	Criteria
<p style="text-align: center;">4</p> <p>Demonstrates effective analysis of text and skillful writing</p>	<ul style="list-style-type: none"> • Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s). • Thorough analysis based on explicit and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

Response Score: 4



The image shows a screenshot of a text editor window. At the top right, there is a blue header bar with a question mark icon. 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 text area contains four paragraphs of student writing.

Even though Mrs. Adams is not impressed with Washington or the white house, she does not want anyone to know anything negative about it because it stands for our country and she realizes that it will take time for the new capital to take shape. She does not want her daughter to let people know about the “dirty laundry” and I don’t mean the clothes she hangs to dry in that one room.

She begins the letter by telling of their travel to Washington from Baltimore and getting lost on the Frederick Road, wandering through the woods for two hours and then being disappointed by the city of Washington when she writes, “...until you reach the city, which is only so in name.” She is hinting to her daughter that Washington was not much of a city yet by then because what buildings are there are “scattered.”

It’s not all bad though. She tells her daughter of the view of the river out her window and watching the ships go by. When she writes about the house, she says, “The house is on a grand and superb scale...” and is “an establishment very well proportioned to the President’s salary.” So, she sees the potential of how nice the house and the city will be eventually like when she says, “If they will put me up some bells and let me have wood enough to keep fires, I design to be pleased.” She says this because she is unhappy that there are no bells to summon servants and cannot believe that wood is so hard to come by for heating the White House. It is not because there isn’t any wood (she says they are surrounded by forest), it is because there is not enough people who will cut it and then cart it to the White House.

It’s a lot like my Gammy used to say, “You bear up to it and put on a brave face.” Even though she is not really impressed with the White House or it’s surroundings so far, she wants to be sure that the country thinks that the new white house is grand and beautiful and that it is a symbol that stands for our country. The good news is that she knows that once things get in better order the White House will become what it was intended to be: a symbol of power and the position of the President.

?

← → ✂ 📄 📄

Even though she may not be happiest about moving from Milton to Washington, I think she wants to make the best of it and sees the potential in the White House and the city of Washington.

2307/5000

OK


Annotation:

- In this response, the student demonstrates an in-depth analytic understanding of the text by effectively analyzing how Adams responds to her new surroundings.
- The student analyzes explicit and implicit meanings from the text, effectively supporting the student's main.
- Substantial, accurate, and direct reference to the text supports the writer's purpose.
- The student employs a strong organizational structure that effectively supports the focus and ideas.
- This structure includes an effective introduction, skillful transitions, and an effective conclusion identifying a controlling idea.
- The response contains a few convention errors in usage (verb tense and the wrong form of "its"), and there are some issues with sentence formation. Errors/issues do not interfere with meaning.

In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

Response Score: 4

?




It appears to me that Abigail Adam had mixed feelings about her new home in Washington. On one hand, she saw that her home, the white house, and the City of Washington, were both unfinished. She tells to her daughter that Washington is basically not a real city yet. Also, the house was unfinished. The principal stairs were not up and the great audience room was being used as a drying room. Plus, she felt that the woods surrounding the white house were wild and lacked order. All of these issues contributed to the fact that she was unhappy with many things about her new home.

Along with the negative feeling she had about her new home she also was able to see that the white house and its surroundings had great potential. "it is a beautiful spot, capable of every improvement and the more I view it, the more I am delighted with it." She also thought that the finished room in the white house would be beautiful when completed. So, even though she shared many problems with her daughter, she was still able to see the silver lining in the unfinished white house and city of Washington D.C.

The fact that she was both impressed and disappointed with her new surroundings seems to me to very normal. Nothing is perfect and people who are able to acknowledge that are much better off than people who see only extreme good or bad in things.

Abigail Adams was the first lady to live in the white house and so it was very important for her to be positive to the world about the future seat of the U.S. Government. She warned her daughter not to share the complaints she voiced in the letter to others, and told her to report, if asked, that the white house was "beautiful" so, Abigail Adams had mixed feelings about her new home in Washington, but she understood that the white house was not her home alone. It belonged to the United States of America and she needed to have a good attitude about it for her country.

1913/5000




Annotation:

- In this response, the student 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 student's main point.
- Substantial, accurate, and direct reference to the text supports the writer's purpose.
- The student employs a strong organizational structure that effectively supports the focus and ideas, including an engaging introduction, skillful transitions, and a conclusion.
- The response contains few, if any, convention errors.

In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

Response Score: 4

?



Mrs. Adams understands what the White House and the city of Washington can and will mean to America. While she is not as happy with her surroundings as she was in her comfortable home in Milton, she knows that this will be the capital and she should try and make the best of it so the new capital is viewed positively.

She tells her daughter of her rough travel to the new capital: they got lost along the way and were desperate until “a straggling man came up with us and we engaged him as a guide.” Once in the city, she sees what can become of the unfinished place. She says there are “buildings enough for congress and all they do but that they are scattered.”

Her response to the White House is that she is impressed with its “grand and superb scale”, but that the house is cold and she worries people might get sick for lack of fires. The lack of fires is due to the lack of firewood in the area and that it is expensive to have it brought to the city.

The biggest concern Mrs. Adams has is that she wants to be sure that her daughter does not convey her negative impressions about the place and only tout the good about it. She does this because she believes the young country and new capital should be perceived as legitimate and strong. She tells her daughter to keep her mother’s feelings to herself and tells her, “say that I write you the situation is beautiful.” This supports her feelings of making the best of it and protecting the reputation of the young capital.

All in all, Mrs. Adams knows it is important that the world perceive Washington in a good and positive light.

1590/5000

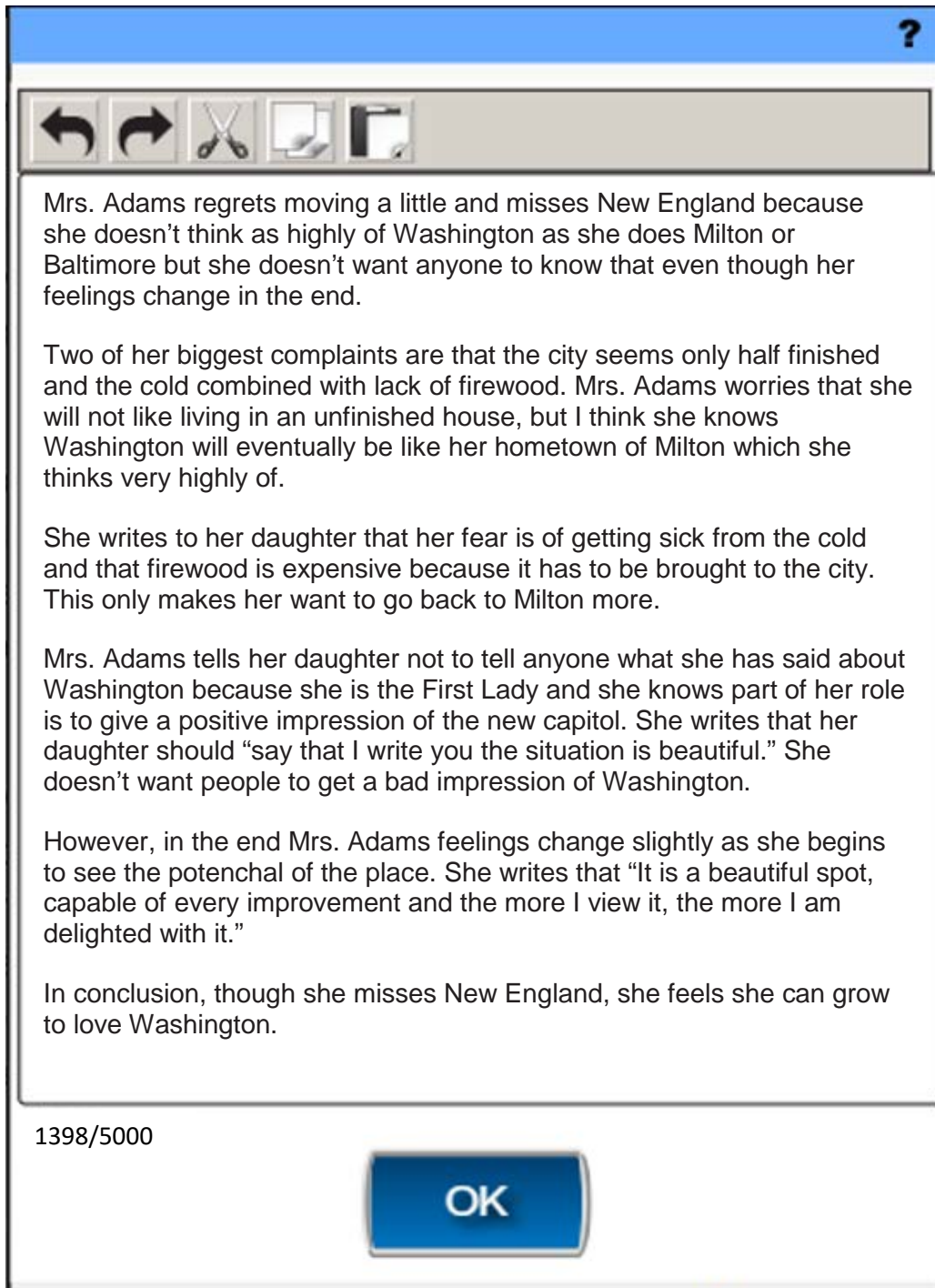
OK

Annotation:

- This response effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text.
- Thorough analysis of explicit and implicit meanings from the text support the writer's central idea.
- There is substantial and direct reference to the text using relevant details and examples to support the writer's purpose.
- The organizational structure of the response is strong and transitions link ideas.
- The response is relatively free of conventions errors; however, errors do not interfere with meaning.

In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

Response Score: 3



The image shows a screenshot of a text editor window. 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 analysis:

Mrs. Adams regrets moving a little and misses New England because she doesn't think as highly of Washington as she does Milton or Baltimore but she doesn't want anyone to know that even though her feelings change in the end.

Two of her biggest complaints are that the city seems only half finished and the cold combined with lack of firewood. Mrs. Adams worries that she will not like living in an unfinished house, but I think she knows Washington will eventually be like her hometown of Milton which she thinks very highly of.

She writes to her daughter that her fear is of getting sick from the cold and that firewood is expensive because it has to be brought to the city. This only makes her want to go back to Milton more.

Mrs. Adams tells her daughter not to tell anyone what she has said about Washington because she is the First Lady and she knows part of her role is to give a positive impression of the new capitol. She writes that her daughter should "say that I write you the situation is beautiful." She doesn't want people to get a bad impression of Washington.

However, in the end Mrs. Adams feelings change slightly as she begins to see the potenchal of the place. She writes that "It is a beautiful spot, capable of every improvement and the more I view it, the more I am delighted with it."

In conclusion, though she misses New England, she feels she can grow to love Washington.

1398/5000

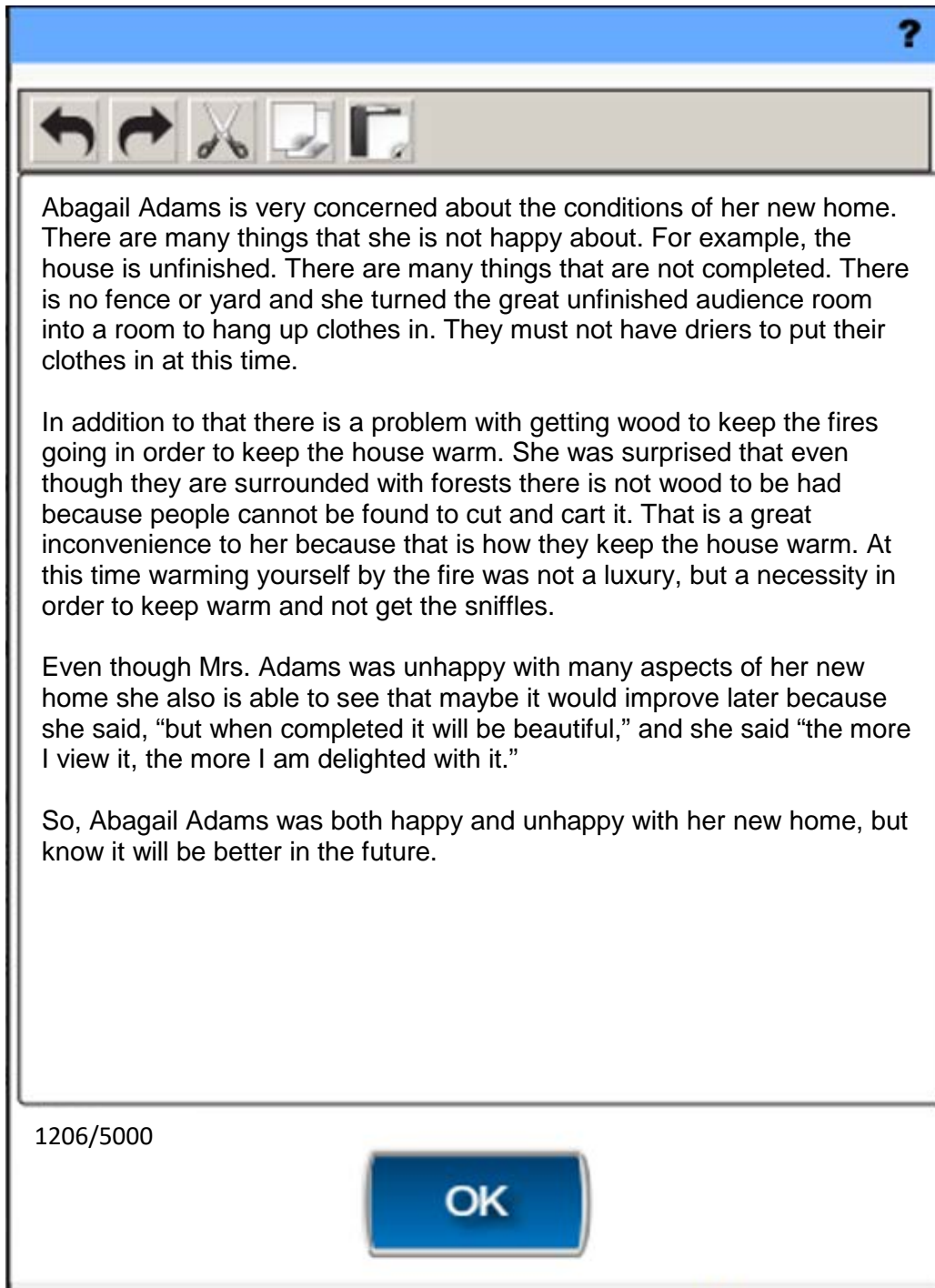
OK

Annotation:

- In this response, the student adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text.
- There is clear analysis of the text.
- Sufficient reference to the relevant details of the text supports the writer's focus.
- There are a few errors present in punctuation and spelling ("potenchal" for potential); however, they seldom interfere with meaning.

In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

Response Score: 3



Abigail Adams is very concerned about the conditions of her new home. There are many things that she is not happy about. For example, the house is unfinished. There are many things that are not completed. There is no fence or yard and she turned the great unfinished audience room into a room to hang up clothes in. They must not have driers to put their clothes in at this time.

In addition to that there is a problem with getting wood to keep the fires going in order to keep the house warm. She was surprised that even though they are surrounded with forests there is not wood to be had because people cannot be found to cut and cart it. That is a great inconvenience to her because that is how they keep the house warm. At this time warming yourself by the fire was not a luxury, but a necessity in order to keep warm and not get the sniffles.

Even though Mrs. Adams was unhappy with many aspects of her new home she also is able to see that maybe it would improve later because she said, "but when completed it will be beautiful," and she said "the more I view it, the more I am delighted with it."

So, Abigail Adams was both happy and unhappy with her new home, but know it will be better in the future.

1206/5000

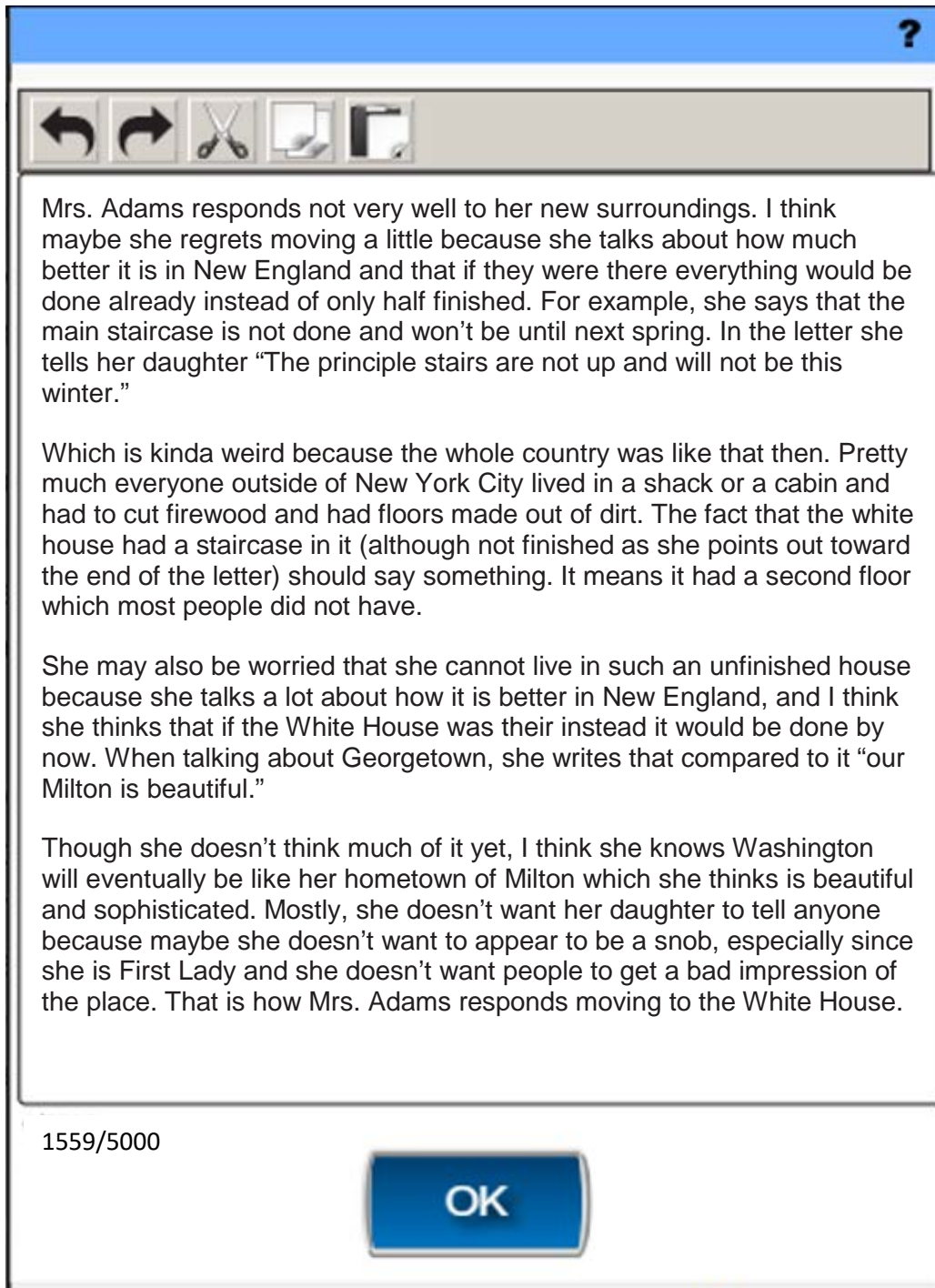
OK

Annotation:

- In this response, the student adequately addresses the task of analyzing how Adams responds to her new surroundings, demonstrating sufficient analytic understanding of the text.
- The student analyzes explicit and implicit meanings from the text to support ideas and claims.
- Direct reference to the text is provided including relevant details and examples.
- The student employs an appropriate organizational structure, and transitions are used appropriately to link ideas.
- The response is mostly free of convention errors; however, the student consistently misspells Mrs. Adams's first name.

In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter 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 analysis:

Mrs. Adams responds not very well to her new surroundings. I think maybe she regrets moving a little because she talks about how much better it is in New England and that if they were there everything would be done already instead of only half finished. For example, she says that the main staircase is not done and won't be until next spring. In the letter she tells her daughter "The principle stairs are not up and will not be this winter."

Which is kinda weird because the whole country was like that then. Pretty much everyone outside of New York City lived in a shack or a cabin and had to cut firewood and had floors made out of dirt. The fact that the white house had a staircase in it (although not finished as she points out toward the end of the letter) should say something. It means it had a second floor which most people did not have.

She may also be worried that she cannot live in such an unfinished house because she talks a lot about how it is better in New England, and I think she thinks that if the White House was their instead it would be done by now. When talking about Georgetown, she writes that compared to it "our Milton is beautiful."

Though she doesn't think much of it yet, I think she knows Washington will eventually be like her hometown of Milton which she thinks is beautiful and sophisticated. Mostly, she doesn't want her daughter to tell anyone because maybe she doesn't want to appear to be a snob, especially since she is First Lady and she doesn't want people to get a bad impression of the place. That is how Mrs. Adams responds moving to the White House.

1559/5000

OK

Annotation:

- The response demonstrates sufficient analytic understanding of the text and adequately analyzes how Adams responds to her new surroundings.
- The student analyzes explicit and implicit meanings from the text to support the main idea.
- Direct reference to the text is provided in support of the main idea.
- The response features an appropriate organizational structure with a clear, if somewhat basic, introduction and conclusion and appropriate transitions.
- None of the errors present interfere with meaning.

In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

Response Score: 2

?



In Letter to Her Daughter from the New White House, by Abigail Adams, Mrs. Adams writes a letter to her daughter and tells her how she is worried about her new home. She tells her about getting lost in the woods and about how there are no bells in the whole house and about being secure from the daily agues (shivering), and about how nothing is finished. No apartment has been finished. She tells her daughter to keep all that to herself and to say that it is beautiful if anyone asks her about it because she doesn't want people to know what it is like (not that great.)

She also tells her that Mrs. Washington invited her to visit Mount Vernon. Mount Vernon is George Washington's home. That is what Abigail Adams tells her daughter about her new home.

754/5000

OK


Annotation:

- In this response, the student inconsistently addresses the task of analyzing how Adams responds to her new surroundings, demonstrating partial analytic understanding of the text.
- There is some weak analysis of explicit and implicit meanings from the text consisting mostly of inferences concerning Adams's feelings surrounding the White House.
- The response has only vague reference to the text, mostly in the form of paraphrased descriptions of the White House.
- The response has a weak organizational structure that relies on logical progression of ideas.
- There is a simplistic introduction, few transitions to link ideas, and no discernible conclusion.
- There is little use of precise language and few examples of vocabulary drawn from the text ("agues" and "Mount Vernon").
- The response contains few conventions errors; however, the second sentence of the response is over-coordinated.
- This is an example of a lower 2.

In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

Response Score: 2

?



Mrs. Adams writes to tell her daughter about all the bad things that happened on the way and how bad the white house is but then tells her daughter not to tell anyone. I think she doesn't want the country to know how bad the white house is. She does not like it there and she is unhappy but she will get used to it because this is the new capital.

She does think it will get better when it is done. "The house is on a grand and superb scale" but thinks it would be better if it was in new england instead of washington because there are too many woods around and not enough other houses or even a place for congress. I think she is disappointed that the new house for the president is not as nice as she hoped.

She wanted it to be done and really nice like the home they used to live in, but the house is not done and they are cold because there is no wood for a fire.

869/5000

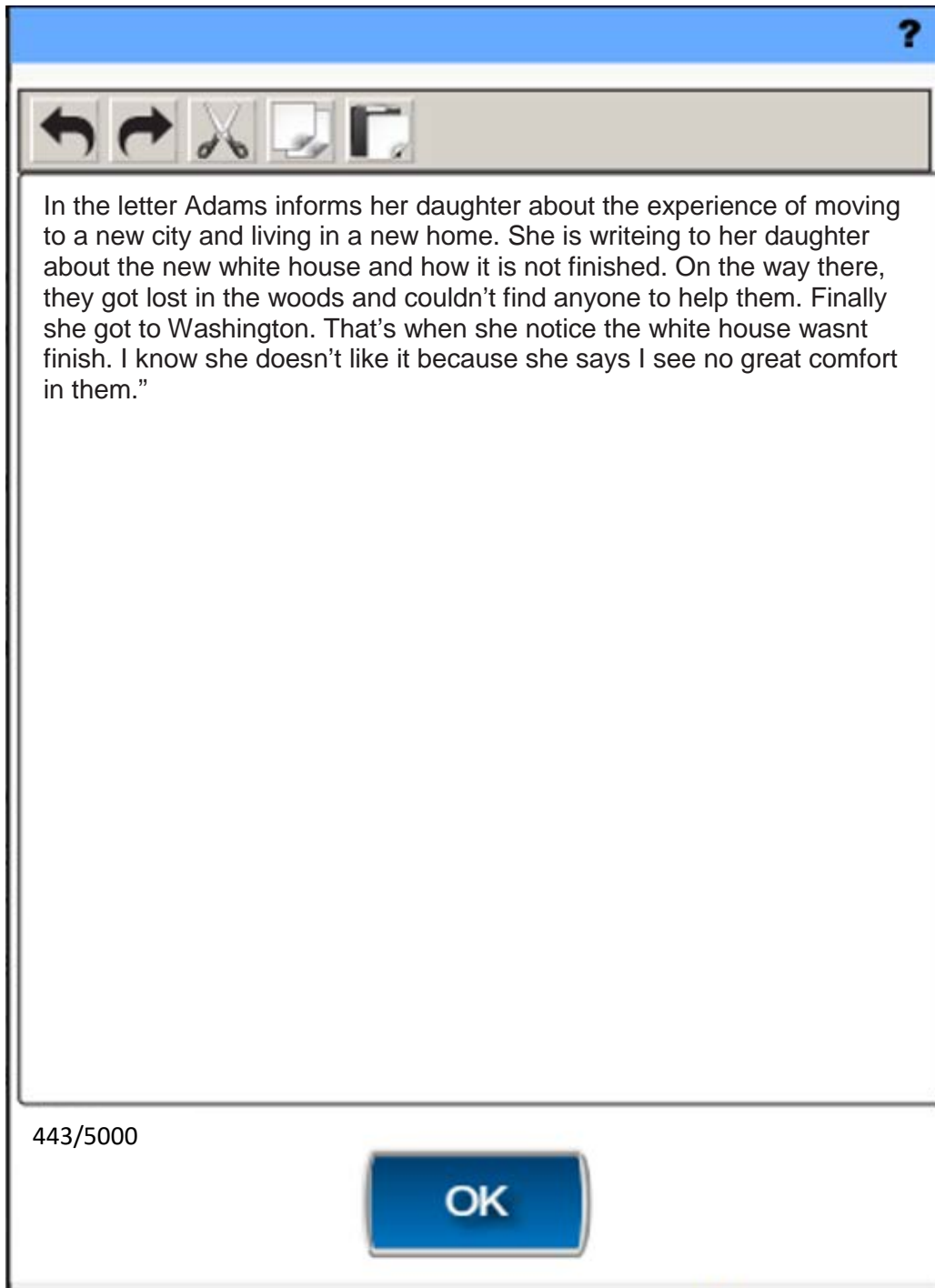
OK

Annotation:

- The response inconsistently addresses the task of analyzing how Adams responds to her new surroundings demonstrating partial analytic understanding of the text.
- There are a few examples of weak analysis in which the student draws inferences from the text.
- There is only weak reference to the main idea and the response lacks specific, relevant details from the text with the exception of a direct quote and a reference to the scarcity of firewood.
- The response has a weak organizational structure with a rudimentary introduction, simplistic transitions, and no discernible conclusion.
- There is little use of precise language and/or vocabulary drawn from the text to explain the topic.
- Few convention errors are present.

In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

Response Score: 1



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

In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. She is writeing to her daughter about the new white house and how it is not finished. On the way there, they got lost in the woods and couldn't find anyone to help them. Finally she got to Washington. That's when she notice the white house wasnt finish. I know she doesn't like it because she says I see no great comfort in them."

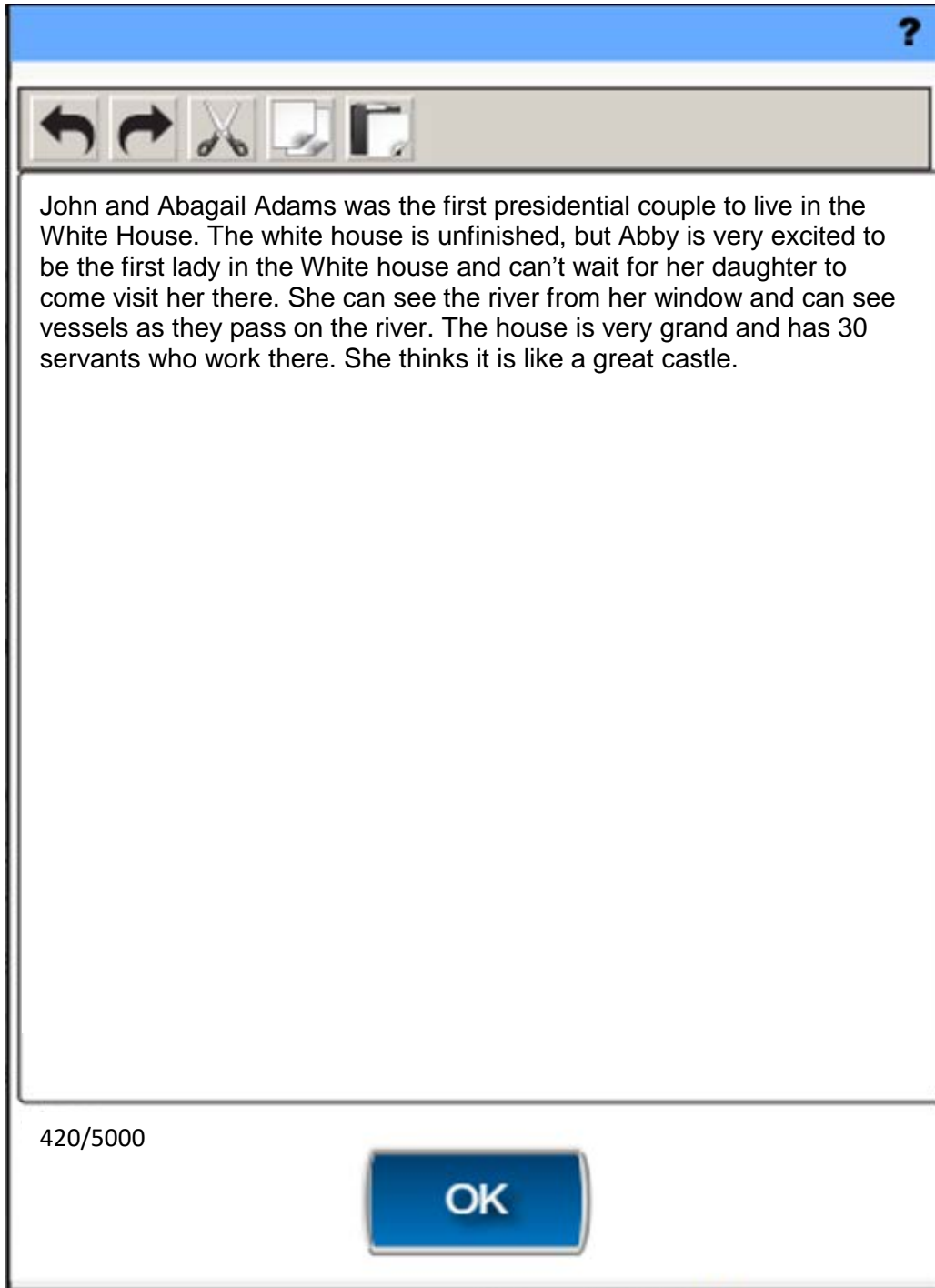
At the bottom left of the window, the text "443/5000" is displayed. At the bottom center, there is a blue button with the text "OK".

Annotation:

- The response minimally addresses parts of the task of analyzing how Adams responds to her new surroundings demonstrating inadequate analytic understanding of the text.
- Minimal reference to a main idea is evident, and the response demonstrates insufficient analysis of the text.
- References to the text are insufficient.
- Minimal evidence of an organizational structure is present with only two transitions to link ideas.
- The response contains a spelling error (“writeing” for writing), usage errors (“notice” and “finish”), and a missing apostrophe (“wasnt”).
- In addition, the quote in the last sentence is not punctuated correctly.

In the letter Adams informs her daughter about the experience of moving to a new city and living in a new home. Write an essay analyzing how Adams responds to her new surroundings. Use evidence from the letter to support your response.

Response Score: 1



John and Abigail Adams was the first presidential couple to live in the White House. The white house is unfinished, but Abby is very excited to be the first lady in the White house and can't wait for her daughter to come visit her there. She can see the river from her window and can see vessels as they pass on the river. The house is very grand and has 30 servants who work there. She thinks it is like a great castle.

420/5000

OK

Annotation:

- In this response, the student minimally addresses some parts of the task of analyzing how Adams responds to her new surroundings demonstrating inadequate analytic understanding of the text.
- Minimal evidence of an organizational structure is present, and the response demonstrates insufficient analysis of the text.
- References to the text are insufficient and often consist of oversimplifications in which only the positive aspects of Adams's conflicted feelings about the White House are cited.
- The response has convention errors; however, these do not interfere with meaning.

