



Grade 8

Text-Dependent Analysis Sampler



Wisconsin Department of Public Instruction
Carolyn Stanford Taylor, State Superintendent

Wisconsin Forward Exam Text-Dependent Analysis Sampler Grade 8

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 8th Grade



Wisconsin Department of Public Instruction
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Response Score: 2	110
Response Score: 1	112
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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.

Cool Roofs

by David Feeley

Who gets to plan the cities of the future? You do! It may all start with the roof over your head. Roofs of future cities will look and feel cooler. “Green,” plant covered, and “Cool,” white or pastel, roofs have long been popular in Europe, the Middle East, and Canada. Now roofs that look more like meadows than asphalted streets, plus those that paint a pretty pastel picture, are becoming part of the “greening” of America.

Jackman School

Students, teachers, and parents at Jackman Avenue Public School in Toronto, Canada, had a problem: heat. They knew air conditioners weren’t an eco-friendly solution because they waste energy and just heat up the neighborhood. So, looking to the future, they used ultraviolet (UV) film and solar blinds for their windows and added ceiling fans and shade trees. They also put a green roof on the school.

The Heat Island Effect

Cities full of buildings with Jackman School’s problem are in big trouble! The United States Environmental Protection Agency (EPA) says that due to the “Heat Island Effect,” cities and suburbs are 2 to 10 degrees Fahrenheit (F) hotter than nearby country areas. Tall buildings with flat roofs and narrow streets trap heat from cars, factories, and air conditioners. In cold, northern locations, cities may stay a little warmer in winter, but most of the year they need more energy to get cool.

Cities have other problems too. They have increasing levels of pollution, which make people sick, and rainwater from roofs washes through city streets without becoming part of our needed watershed.

How can the 3.3 billion people now living in our cities survive in the future as temperatures climb higher? Bob Fittro, of DesignandBuildwithMetal.com, says green roofs—those with a plant covering—can certainly help. “Where roofs are flat, plant-covered systems have been shown to keep buildings cooler inside, and as an added benefit they turn roofs into enjoyable park-like spaces,” he says.

Green Roof Pros and Cons

On a summer day, the temperature of a roof can reach 140 to 190 degrees (F). Think about it: an egg fries on a 158-degree (F) pan! Covered with grass to absorb sunlight, that same roof wouldn’t rise above 77 degrees (F). After a couple of years, plant roots get so dense that they act like a warm coat, lowering heating costs in winter, even when that coat is more brown than green.

Balmori Associates, an urban landscape design firm based in New York City, built a 35,000-square-foot green roof atop Silvercup Studios in Queens, New York. The firm found a 30–50 percent reduction of energy use for climate control for the building in the summer and nearly a 50–100 percent reduction in spring and fall.

You can breathe deeply with a green roof, too, because it cleans the air by catching particles of pollution and uses carbon dioxide to make more oxygen. It also absorbs traffic, machine, and airplane noises. So future cities with green roofs will be cooler, cleaner, and quieter.

Storm water is stored by a green roof, and its plants return water to the air. Extra water is cleaned and cooled by plants before it leaves the roof. Jackman student research showed their green roof had about 75 percent less runoff water than before adding a green roof.

Balmori Associates planned a green roof for an environmentally progressive residential tower in New York City called The Solaire, which stores rainwater not absorbed by its plants, along with the building's gray water (household wastewater), in a basement cistern (a receptacle for catching and storing rainwater) where it is filtered and reused to irrigate nearby parks as needed.

Owners of the Fairmont Waterfront Hotel in Vancouver, Canada, save about \$30,000 a year by using the herbs and vegetables growing on the building's roof. Green roofs also are healthy, safe places to relax and play in a crowded city. Some local plants and animals even find homes there.

Making It Green (and Yellow, Red, and Brown)

A rooftop is a tough place to live. There are high winds, extreme hot and cold temperatures, and usually very little water. For its green roof, the Jackman team chose local plants with brightly colored flowers and shallow roots. Bergamot, yarrow, asters, geraniums, daisies, coneflowers, and four kinds of sedum (plants with thick, fleshy leaves) are included. Their "green" roof is actually shades of yellow, red, purple, and brown. The Silvercup Studios' green roof has 20 different sedum varieties growing in a pattern of green strips and blocks that bloom in yellows, reds, and pinks from spring to fall.

Another Cool Choice

Joy Lawrence, of the Pennsylvania Horticultural Society, says Philadelphia, like many cities, is actively improving many of its roofs. Since 2001, more than 550 roofs in the city have been white coated by the Energy Coordinating Agency. Why? On a hot summer day do you wear dark clothing? No, you pick light-colored clothes to reflect sunlight and let heat escape your body! A white-coated, "cool" roof uses the same tricks.

Cool roofs cost less than planted ones and are easier to use on houses with slanted roofs. Many asphalt (shingled) roofs are being replaced with cool white ones that reflect both sunlight and heat. They reduce the Heat Island Effect but don't have the other benefits of a green roof. Since the same UV rays from the Sun that give us a tan cause roofs to get old and fall apart, both kinds are long lasting. This means they're less likely to be dumped into a landfill.

Some cool roofs have been around for a long time. Joe Jenkins, founder of the Slate Roofing Contractors Association of North America, says, "The best roof wouldn't need fossil fuels to be made. It would be found in nature, reusable, long-lasting, and nontoxic. Slate (stone) roofs take care of all those needs."

Some cool roofs are made of familiar materials. Bob Fittro says, "Metal roofing is the leading choice in green roofing for buildings with slanted roofs. Most are made of more than 25 percent recycled materials, are long lasting, and can be melted down and reused when old. Cool pigments reflect rather than absorb the Sun's rays."

Still other cool roofs are brand-new. Rob Keen, in ArmorLite's news release, says, "This advanced material uses little of the Earth's resources and is 100 percent recyclable. It reflects heat back into the air and insulates. ArmorLite is strong, yet about one tenth the weight of other roofs. It won't break, rot, or mildew and can stand up against high winds, earthquakes, and fires."

Tomorrow

Many groups have grand plans for future cities. One is a project by Balmori Associates called Shanghai Bund in China, where they propose to create a 20-meter green zone connecting the city to the river. With engineered islands to clean and filter water and generate energy, Shanghai Bund will be a zero-waste landscape. You'll see plenty of green roofs there.

Like Joe Jenkins says, "The best choices will improve our lives and the cities we live in by respecting each other and the planet we so depend upon."

Writer’s Checklist for the Text-Dependent Analysis Question

PLAN before you write

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

FOCUS while you write

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

PROOFREAD after you write

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

Text-Dependent Analysis Question 1

The author concludes the passage with a quotation from Joe Jenkins: "The best choices will improve our lives and the cities we live in by respecting each other and the planet we so depend upon." Write an essay analyzing how the information throughout the passage supports Jenkins's ideas. Use evidence from the passage to support your response.



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

Text-Dependent Analysis Scoring Rubric

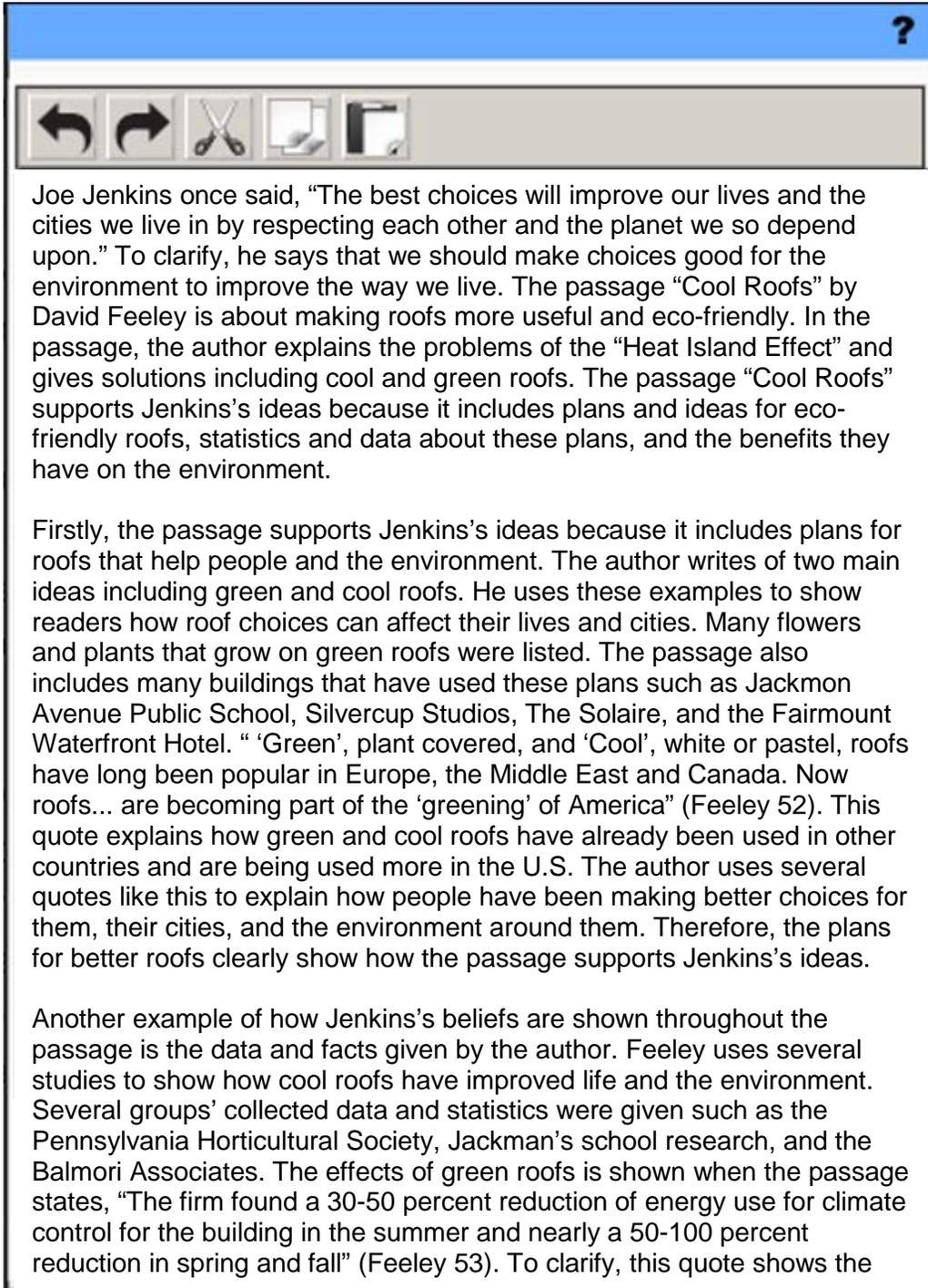
Points	Criteria
<p style="text-align: center;">4</p> <p>Demonstrates effective analysis of text and skillful writing</p>	<ul style="list-style-type: none"> • Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s). • Thorough analysis based on explicit and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

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

Text-Dependent Analysis Sample Student Responses

The author concludes the passage with a quotation from Joe Jenkins: “The best choices will improve our lives and the cities we live in by respecting each other and the planet we so depend upon.” Write an essay analyzing how the information throughout the passage supports Jenkins’s ideas. Use evidence from the passage to support your response.

Response Score 4



Joe Jenkins once said, “The best choices will improve our lives and the cities we live in by respecting each other and the planet we so depend upon.” To clarify, he says that we should make choices good for the environment to improve the way we live. The passage “Cool Roofs” by David Feeley is about making roofs more useful and eco-friendly. In the passage, the author explains the problems of the “Heat Island Effect” and gives solutions including cool and green roofs. The passage “Cool Roofs” supports Jenkins’s ideas because it includes plans and ideas for eco-friendly roofs, statistics and data about these plans, and the benefits they have on the environment.

Firstly, the passage supports Jenkins’s ideas because it includes plans for roofs that help people and the environment. The author writes of two main ideas including green and cool roofs. He uses these examples to show readers how roof choices can affect their lives and cities. Many flowers and plants that grow on green roofs were listed. The passage also includes many buildings that have used these plans such as Jackmon Avenue Public School, Silvercup Studios, The Solaire, and the Fairmount Waterfront Hotel. “ ‘Green’, plant covered, and ‘Cool’, white or pastel, roofs have long been popular in Europe, the Middle East and Canada. Now roofs... are becoming part of the ‘greening’ of America” (Feeley 52). This quote explains how green and cool roofs have already been used in other countries and are being used more in the U.S. The author uses several quotes like this to explain how people have been making better choices for them, their cities, and the environment around them. Therefore, the plans for better roofs clearly show how the passage supports Jenkins’s ideas.

Another example of how Jenkins’s beliefs are shown throughout the passage is the data and facts given by the author. Feeley uses several studies to show how cool roofs have improved life and the environment. Several groups’ collected data and statistics were given such as the Pennsylvania Horticultural Society, Jackman’s school research, and the Balmori Associates. The effects of green roofs is shown when the passage states, “The firm found a 30-50 percent reduction of energy use for climate control for the building in the summer and nearly a 50-100 percent reduction in spring and fall” (Feeley 53). To clarify, this quote shows the



percentages showing the positive effect of the choice to have a green roof. Cool painted roofs are also supported when he says, "Since 2001, more than 550 roofs in the city have been white coated by the Energy Coordinating Agency" (Feeley 53). In the end, it is obvious to readers that Jenkins's thoughts on environmental choices are supported by the data and statistics included throughout the passage.

Finally, David Feeley's passage "Cool Roofs" clearly supports Joe Jenkins's ideas because it explains the benefits of the choice of cool and green roofs. The author tells of many things that the green roofs do including catch pollution, control heat, and reduce runoff. Jenkins's beliefs that better choices help the city and people are certainly supported by the effects green roofs have on the air. These plants capture a lot of the pollution caused by cars and buildings. They also reduce CO2 and make more oxygen. "Joe Jenkins... says, 'The best roof wouldn't need fossil fuels to be made. It would be found in nature, reusable, long-lasting, and nontoxic'" (Feeley 54). This quote of Jenkins giving benefits of cool roofs clearly is supportive because it is his direct thoughts. The author also says, "So future cities with green roofs will be cooler, cleaner, and quieter" (Feeley 53). To explain, the author says this to show readers the wonderful effect on cities that green roofs will have. Furthermore, it is denifinite that the passage supports Jenkins's ideas because of the benefits of cool roofs explained.

Overall, it has been made very clear to readers that the passage backs up Jenkins's beliefs because of its use of plans for eco-friendly roofs, facts and percentages about them, and the benefits to cities and people. It is also obvious the author supports Jenkins because he quotes him in the passage. To conclude, both Jenkins and Feeley have shown readers that they believe that by Thinking about the environment and future, the best choices are made in improve cities and lives.

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Annotation:

- This response effectively addresses all parts of the task, demonstrating an in-depth analytic understanding of the text.
- There is a strong organizational structure that effectively supports the focus on precisely how information throughout the passage supports Jenkins's ideas.
- An effective introduction addresses the task by first explaining the meaning of Joe Jenkins's quote and then identifying specific, pertinent areas within the passage that connect to the quote.
- The body paragraphs opens with an inferential idea followed by an effective synthesis of thorough analysis and substantial text details.
- Although this final body paragraph includes some weaker analysis (giving benefits of cool roofs clearly is supportive because it is his direct thoughts), the response overall still effectively addresses all parts of the task and provides in-depth analysis of how the information throughout the passage supports Jenkins's ideas.
- Additionally, the response makes good use of substantial, well-chosen text references as support throughout.
- An effective conclusion reiterates key ideas from the response, demonstrating a thorough understanding of both the task and the ideas in the passage.
- There is an effective use of transitions (In the passage, This quote explains, Therefore, Another example, To clarify, In the end, It is also obvious) to link ideas within and between paragraphs, and the few errors present in the response do not interfere with meaning.

The author concludes the passage with a quotation from Joe Jenkins: "The best choices will improve our lives and the cities we live in by respecting each other and the planet we so depend upon." Write an essay analyzing how the information throughout the passage supports Jenkins's ideas. Use evidence from the passage to support your response.

Response Score 3

?



In "Cool Roof" the author talks about the different alternatives to keeping you house cool but in an environmentally friendly way. At the end of the passage the author quoted Joe Jenkins by saying, "The best choices will improve our lives and the cities we live in by respecting each other and the planet we so depend on." This quote shows that in order for humans to survive way in the future we need to start taking care of and being more aware of what we're doing to our planet.

The author is also trying to emphasize that there is a give and take relationship with our planet, and if we want good then we have to be good to the environment.

One of the environmentally friendly ways to cool your house was a plant/green roof. The green roof system is an example of the give and take relationship with the environment. By getting a green roof instead of using a AC, you will be allowing the plants to make the air cleaner and reduce pollution which will in return better your health and the health of others. Green roofd also make the area quieter which will make your rooftop/area more peaceful.

Another one of the roof systems were cool roofs. Cool roofs reflect sunlight and heat, and they are less expensive than plan/green roofs cool roof are also more environmentally friendly than air conditioners because they don't use energy, they don't pollute the aire, they don't make the are/cities hotter, and they are recyclable. These things can help you because it can keep the air cleaner and it is made of reusable materials, which can contribute to the environment in a positive way.

The quote from Joe Jenkins relates to both of these roof/heating alternative because they demonstrate the give and take relationship with the environment. For example if you choose a green roof over an AC the air will be less polluted and you will have better air to breathe. So that is how the roof alternative support the quote from Joe Jenkins.

Sine the quote talks about respecting the environment, some of the

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← → ✂ 📄 📄

techniques/alternative in the passage support that same idea. Also, in the beginning of this essay I wrote “if we want good then we have to be good to the environment” and this means we have to take care of it and be more conscious of what were doing. That also relates to Joe Jenkins quote. So basically, if we choose better alternatives to use instead of bad ones, then we will be helping the earth and we will also benefit from it, just as Jenkins’s idea.

2468/5000

OK

Annotation:

- This response effectively addresses all parts of the task, demonstrating an in-depth analytic understanding of the text.
- There is a strong organizational structure that effectively reinforces the focus that the information throughout the passage supports Jenkins's ideas in multiple ways.
- Within the introduction, the response includes insightful analysis that effectively addresses how the passage information supports Jenkins's ideas.
- The second body paragraph asserts the importance of being environmentally friendly by having a plant/green roof to cool your house.
- Analysis integrated with key text details effectively supports the multiple benefits of having a green roof.
- The next body paragraph focuses on cool roofs. The student integrates thorough analysis with well-chosen text details to highlight positive qualities of cool roofs.
- The final body paragraph reinforces the ideas presented in the previous paragraphs combining thorough analysis with key text ideas.
- The conclusion reiterates ideas stated in the introduction and effectively addresses how the information throughout the passage supports Jenkins's ideas.
- An effective use of precise language and vocabulary (different alternative, in order for humans to survive, emphasize, give and take relationship, be more conscious) is employed throughout to explain the topic and convey experiences.
- The few errors scattered throughout do not interfere with meaning.

The author concludes the passage with a quotation from Joe Jenkins: "The best choices will improve our lives and the cities we live in by respecting each other and the planet we so depend upon." Write an essay analyzing how the information throughout the passage supports Jenkins's ideas. Use evidence from the passage to support your response.

Response Score 3

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The quote, "The best choices will improve our lives and the cities we live in by respecting each other and the planet we so depend on." Is used to support the author's claims about cool roofs. Improving our lives by making summers more bearable, cities and planet through the environment, and respecting each other through queitness.

First, he make the claim that having cool roofs will make cities cooler. He supports this by saying in paragraph sic, that roof temperature would not rise over 77 degrees F with cool roof. He also shows why this is a problem in paragraph three when he says that temperature in cities can be two to ten more degrees (F) hotter than country areas. This is supported in "improve our lives" because when it becomes too hot, it can become uncomfortable for most people.

Secondly, the author claims that having cool roofs will improve the environmental impact on cities and our planet. He mentions this in paragraph seven, where he says that there is a 30%-50% reduction in energy usuage with cool roofs. In paragraph eight, he also says that roof would act to filter out pollution from the air. This helps out cities and the planet because there is less damage to the environment and makes the world cleaner.

Finally, the author claims that cook roofs would be quieter. In paragraph eight, he states that cool roof absorb some of the usual city noises. This supports "respecting each other" because it gives others the ability to be left to themselves without the honking of a car in the background.,

The quote the author used to support his idea was a fitting one. It supported his idea by summarizing how a cool roof could be helpful for the planet, city, ourselves, and others.

1705/5000



Annotation:

- This response adequately addresses all parts of the task, demonstrating a sufficient analytic understanding of the text.
- The introduction identifies three ideas (Improving our lives by making summers more bearable, cities and planet through the environment, respecting each other through quietness) that clearly connect to different aspects of the quote.
- The first body paragraph implicitly addresses the idea of improving our lives by making summers more bearable with key text all in support of clear analysis.
- The subsequent paragraphs follow a similar pattern (idea, text, analysis) to address the next two ideas identified in the introduction.
- The student connects each idea to well-chosen text details all in support of clear analysis.
- Appropriate transitions link ideas throughout the response and an appropriate use of precise language and vocabulary is employed to explain how the information throughout the passage supports Jenkins's ideas.

The author concludes the passage with a quotation from Joe Jenkins: "The best choices will improve our lives and the cities we live in by respecting each other and the planet we so depend upon." Write an essay analyzing how the information throughout the passage supports Jenkins's ideas. Use evidence from the passage to support your response.

Response Score 3

?



There are many things in the passage that support Joe Jenkin's quote. Joe supports the idea of the new roof ideas because it helps the enviroment that we live in and ourselves. The idea of cool roofs is that it keeps your home cooler. Also, by planting a lot of vegetation on the roof, it blocks out some noises. The passage supports Jenkin's ideas by stating that it lowers energy use, they clean the air, and its renewable.

First, the information throughout the passage supports Jenkin's ideas by lowering the energy use. "The firm found a 30-50 percent reducation of energy use for climate control for the building in the summer and nearly 50-100 percent reduction in spring and fall." (Feeley 53). Joe supports the idea of cool roofs because it is great for us and our enviroment/planet. So when our energy use rate is going down, it is saving energy that the earth produces. For us, it lowers the temperature causing us from not getting sunburn and a heatstroke. Also, people would be more active due to it not being so hot out.

Secondly, the information throughout the passage supports Jenkin's idea's by explaining how it cleans the air. "You can breathe deeply with a green roof, too, because it cleans the air by catching particles of air pollution and uses carbon dioxide to make more oxygen." (Feeley 53). Pollution causes sickness, which is totally unsafe for us to breathe in. Plants inhale carbon dioxide and exhale oxygen. So , the more plants there are, the more oxygen being produced. The plants on the roofs will absorb the pollution in the air.

Lastly, the information throughout the passage supports Jenkin's idea's by saying that the materials used are renewable. "The best roof wouldn't need fossil fuels to be made. It would be found in nature, reusable, long lasting and non toxic." (Feeley 54). Fossil fuels are non-renewable, which means that one they run out, they're gone. We are trying to conserve the resources that we have by using eco-friendly materials to make the environment and Earth a safer place. These roofs will last a long time and will not add any chemicals into the air.



To conclude, the passage supports Jenkin's ideas' in many ways. One, it saves energy that Earth produced and needs to survive. Secondly, it's safer for our bodies. Also, it produces more oxygen. Last, by not least, they are renewable and non-toxic. The passage supports Jenkin's idea's by stating that it lowers temperature, they clean the air and its 100 percent long lasting and safe for the environment.

2523/5000



Annotation:

- This response adequately addresses all parts of the task, demonstrating a sufficient analytic understanding of the text.
- An appropriate organizational structure supports the focus.
- The introduction includes clear ideas, based on the passage, of how new/cool roofs are helpful in addition to providing three ways that information in the passage supports Jenkins's ideas.
- The first body paragraph provides a clear idea based on a relevant quote and is extended with clear analysis.
- This same pattern (idea, quote, analysis) is repeated in subsequent paragraphs with clear ideas followed by well-chosen, supporting text quotes and extended with clear analysis.
- The conclusion provides pertinent benefits of new/cool roofs that all clearly address how the information throughout the passage supports Jenkins's ideas.
- Appropriate, though basic, transitions (First, Secondly, So, To conclude, Last, but not least), within and between paragraphs, link and cluster ideas.
- Errors present in usage (its for it's, idea's for ideas) and spelling (environment) do not interfere with meaning.

The author concludes the passage with a quotation from Joe Jenkins: "The best choices will improve our lives and the cities we live in by respecting each other and the planet we so depend upon." Write an essay analyzing how the information throughout the passage supports Jenkins's ideas. Use evidence from the passage to support your response.

Response Score 2

?



According to Joe Jenkins, "The best choices will improve our lives and the cities we live in by respecting each other and the planet we depend upon." The passage, Cool Roofs reflects these ideas through making the cities cooler, changing the roofs to a better place, and to make the world more environmentally friendly.

First, the passage explains how to make the cities cooler. In the section, the heat island effect, David Feeley explains how cities are quite a bit warmer than rural areas. If some buildings add cool or green roofs, the roofs will reflect heat, not absorb heat. With a green roof, the plants get rid of pollution which makes people sick.

Second, Cool Roofs are better places. In The section Green Roof Pros and Cons, the passage states that plants on roofs absorb noise. This would make a roof a nicer place to be. Also, in paragraph 11, it states that Green roofs are nice places to relax in crowded cities.

Third, Cool Roofs makes the world more environmentally friendly. In paragraph 15, the author states that "It (roofs) would be found in native, reusable, long lasting and nontoxic. Also, the passage states that the green and cool roofs last longer than a black roof.

In Conclusion, Joe Jenkins believes that clean roofs will change the world. The passage states that Cool Roofs make cities cooler, changing roofs to a better place, and making roofs more environmentally friendly.

1412/5000

OK

Annotation:

- This response inconsistently addresses part of the task, demonstrating a partial analytic understanding of the text.
- The introduction provides three ideas (making the cities cooler, changing the roofs to a better place, and to make the world more environmentally friendly) that reflect the meaning of the quote/author's ideas.
- The first body paragraph focuses on a weak idea based on text details.
- The next paragraph provides a similarly weak idea that Cool Roofs are better places, which is supported by text details and extended with weak inferences.
- The last paragraph includes the idea that Cool Roofs make the world more environmentally friendly, which is based on a weak text detail.
- Appropriate, if somewhat basic, transitions link ideas (According to Joe Jenkins, First, Second, In the section),
- The few errors in spelling (these, environmentally) do not interfere with meaning.
- Although the student provides some appropriate text, of varying quality, to support each idea relating to the quote, the associated analysis is weak and does not clearly address how the information supports Jenkins's ideas.

The author concludes the passage with a quotation from Joe Jenkins: "The best choices will improve our lives and the cities we live in by respecting each other and the planet we so depend upon." Write an essay analyzing how the information throughout the passage supports Jenkins's ideas. Use evidence from the passage to support your response.

Response Score 2

?



In the passage "Cool Roofs", the author talks about green roofs. "Green" roofs are plant covered roofs. The purpose of Green roofs is for the environment staying cool. Green roofs can be beneficial towards our environment.

When Joe Jackson said "The best choices will improve our lives and the cities we live in by respecting each other and the planet we so depend on". What he means is by planting green roofs (the best choices) it is going to improve our lives. This is true because green roofs help the environment a lot. Green roofs can catch particles of pollution.

What Joe Jackson meant about respecting each other and the planet we depend on. He means by getting green roofs, not only you're helping other but you're helping the earth. Green roofs clean the air by catching particles of pollution. When they catch the particles, it uses carbon dioxide to make more oxygen.

In conclusion, what Joe Jackson said relates a lot to the passage. With green Roofs being a big contributor to this. This passage tell a lot of meaningful information.

1051/5000

OK

Annotation:

- This response inconsistently addresses part of the task, demonstrating a partial analytic understanding of the text.
- A weak organizational structure inconsistently supports the focus that the information in the passage supports Joe Jenkins's ideas.
- In the introduction, the student posits the idea that green roofs are beneficial towards our environment.
- The first body paragraph presents the quote by Joe Jenkins and links it to green roofs by means of weak inferences based on a vague text detail.
- The next paragraph repeats part of the quote and includes a weak inference loosely connected to additional weak text details all in an attempt to explain the meaning of the quotes, albeit in a general way.
- There is an inconsistent use of transitions to link ideas.
- Errors in spelling (environment, beneficial, alot) do not interfere with meaning.

The author concludes the passage with a quotation from Joe Jenkins: “The best choices will improve our lives and the cities we live in by respecting each other and the planet we so depend upon.” Write an essay analyzing how the information throughout the passage supports Jenkins’s ideas. Use evidence from the passage to support your response.

Response Score 1




The Heat Island effect is one of the main problems with roofs. The article states that “suburbs are 2 to 10 degrees Fahrenheit hotter than nearby country areas”. This tells you what happens when cities have tall buildings and narrow streets trapping heat from cars, factories, and air conditioners.

There are other choices for the Cool Roofs. Jenkin explains “many asphalt roofs are being replaced with cool white ones that reflect both sunlight and heat”. This shows you how you wear a light-colored shirt, it reflects heat. Same with the Cool Roofs having a light color and not trapping heat.

Jenkins explains the Cool Roofs in the future will be like. He says, “With engineered islands to clean and filter water and generate energy, Shanghai Bund will be a zero-waste landscape”. He tells you it’s a project by Balmori Associates called Shanghai Bund in China, where they will create a 20-meter green zone connecting the city to the river.

942/5000

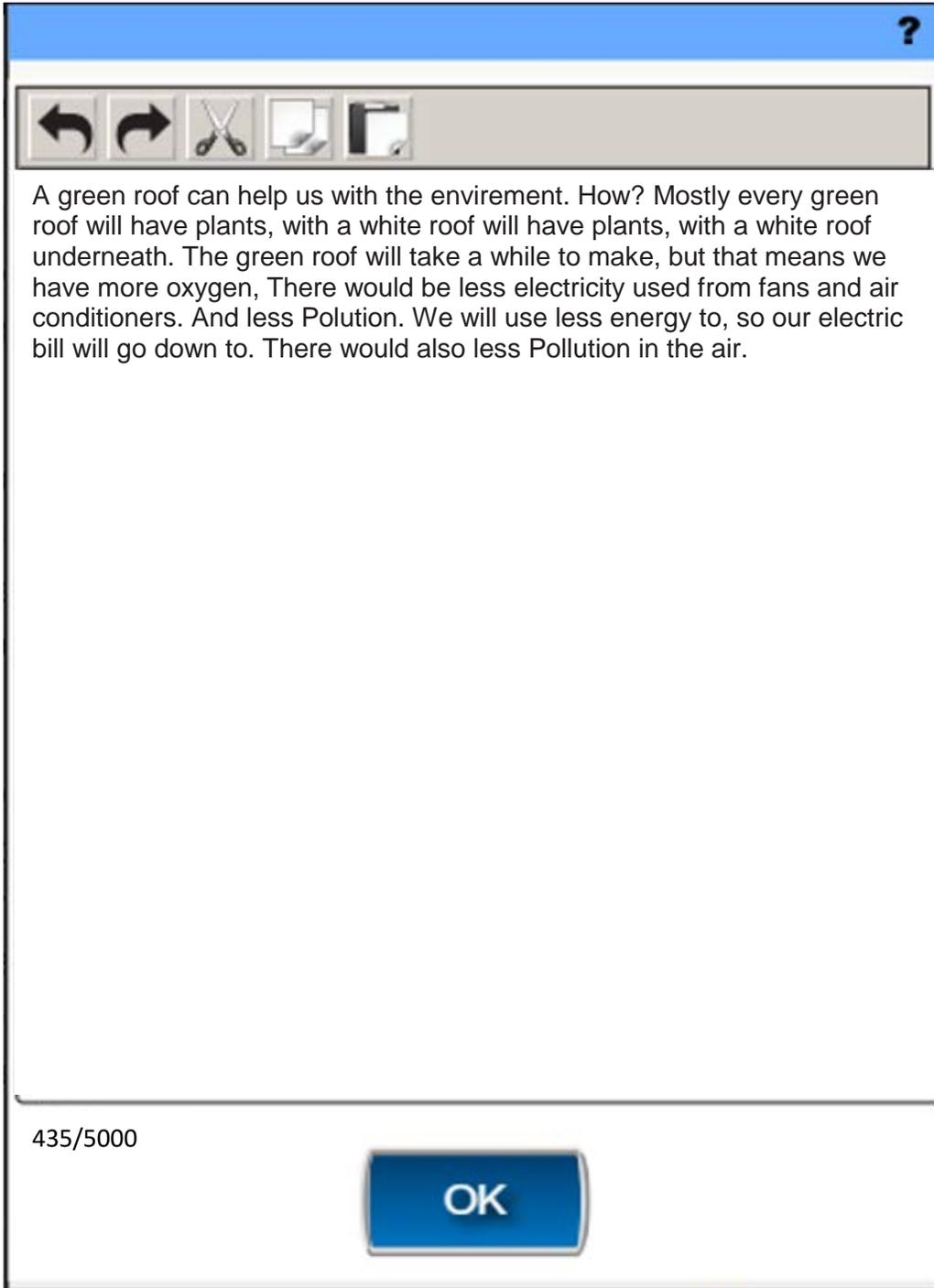


Annotation:

- This response minimally addresses part of the task, demonstrating an inadequate analytic understanding of the text.
- The organizational structure is minimal and lacks focus; there is no introduction or conclusion.
- Attempts to analyze how the passage information supports Jenkins's ideas are simplistic and consist of paraphrased ideas from the text, as opposed to true analysis.
- The student attempts to address the task by including quotes from Jenkins but does not connect any of the information from the passage to Jenkins's ideas.
- Few transitions are used to link ideas.
- The few errors present in sentence structure (missing words, fragments) seldom interfere with meaning.

The author concludes the passage with a quotation from Joe Jenkins: "The best choices will improve our lives and the cities we live in by respecting each other and the planet we so depend upon." Write an essay analyzing how the information throughout the passage supports Jenkins's ideas. 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 five icons: a left arrow, a right arrow, a pair of scissors, a document with a pencil, and a document with a checkmark. The main text area contains the following paragraph:

A green roof can help us with the envirement. How? Mostly every green roof will have plants, with a white roof will have plants, with a white roof underneath. The green roof will take a while to make, but that means we have more oxygen, There would be less electricity used from fans and air conditioners. And less Polution. We will use less energy to, so our electric bill will go down to. There would also less Pollution in the air.

At the bottom left of the interface, the text "435/5000" 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 an inadequate analytic understanding of the text.
- The introductory sentence provides the focus that a green roof can help us with the environment.
- This idea is minimally developed and includes few supporting text details. Two minimal inferences drawn by the student are loosely connected to the text.
- However, the connection to the text is confusing because the idea that The green roof will take a while to make does not clearly support the idea of more oxygen and less electricity used.
- An inference (our electric bill will go down to) moves slightly beyond a literal interpretation of the text, but it is a minimal inference that lacks the specifics needed to imply more than an inadequate analytic understanding of the text.
- Very little in this response shows or implies how the information in the passage supports Jenkins's ideas.
- No conclusion is provided.
- Few transitions are used to link ideas.
- The errors present in sentence structure, usage (to for too) and spelling (environment, pollution) sometimes interfere with meaning.

Passage 2

Read the following two passages.

There's Still Gold in Those Hills

There's Still Gold in Those Hills America experienced a "gold rush" in the middle of the nineteenth century. Gold was discovered in the California mountains in 1848, and thousands of people hurried there. These gold seekers were called forty-niners, named after the year that followed, 1849. Gold rushes also took place in the present-day states of Colorado, Nevada, Montana, Arizona, New Mexico, Idaho, Oregon, and Alaska.

Now, over one hundred years later, the gold-mining operations have long since been abandoned, but that doesn't mean that all the precious metal is gone. In fact, there's still gold in those hills, and with a little luck and a bit of work, people can find it. They can pan for gold, just as the forty-niners did so many years ago.

Where to Look

Although gold has been found in all 50 states, the most promising areas in which to search are the states in the western third of the country. Because the metal gets washed out of the mountains by water, a gold seeker looks for a stream. A smaller creek is usually the best place to find gold, since a stream that fills with rainwater from time to time will have seen a good deal of erosion, allowing gold to travel most easily.

With much luck, gold can be found in nugget form, but most often, it appears as small flakes. Gold is very heavy and sinks. A miner might look for a little waterfall in the stream, as gold may be below it. Also, gold gets trapped deep down along the banks where the creek bends or might also be found immediately downstream of a boulder or rock formation in the stream.

Getting to the Gold

Those searching for gold will likely need a shovel to dig up the rocks in the stream where there might be gold, as well as a pan that looks like a pie plate. Gold-panning pans are still sold at sports stores and hobby shops. Knowing how to care for the pan, however, is especially important.

Any grease or oil in the pan needs to be removed. If there's anything slick on the pan's surface—even just oil from a person's fingers—the flakes of gold will be washed out. Heating the pan on a fire or the stove is the suggested way to get rid of the oil and make the pan ready for use!

A gold seeker digs up a shovelful of gravel from the stream and puts it in the pan; then, he or she dips the pan into the stream and allows the water to soak the material. The seeker shakes the pan a few times to let the heavier bits settle to the bottom. After the pan is tipped slightly so that the grass, leaves, pine needles, and any other material float out, the gold will begin sinking to the bottom of the pan.

The seeker will want to get rid of the remaining rocks and gravel but should avoid using his or her hands, since the oil left behind by fingers will wash the gold out. It is best to use a stick to scrape out the top inch or so of gravel.

More Water

Unless a gold seeker spies a nugget in the pan (what luck!), he or she needs to add more water to the mix. The seeker swishes the material in the pan in a slow, circular movement. The pan is tilted slightly so that the lightweight sand slips over the edge. Water is added as needed, and the process is repeated.

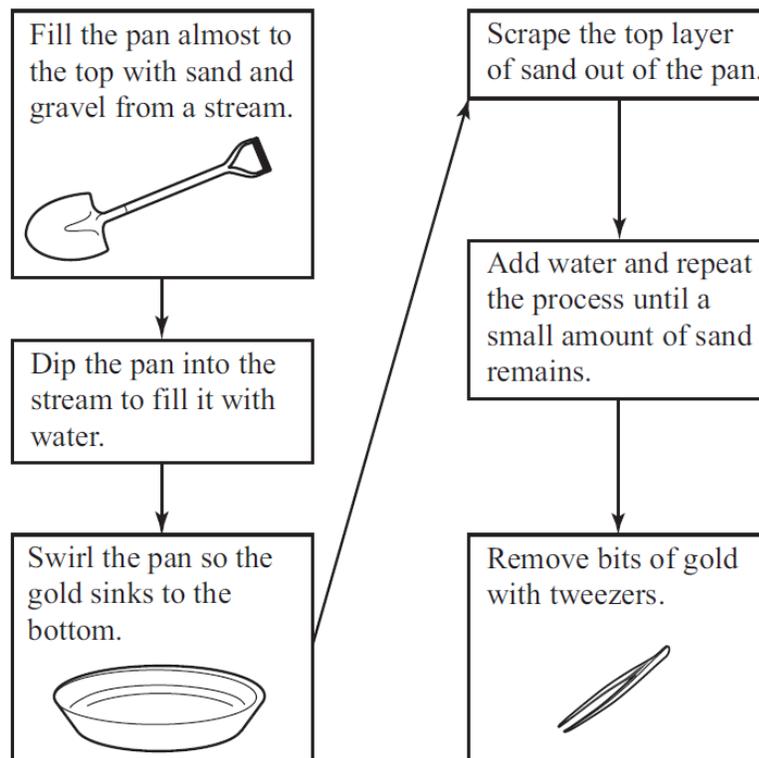
Soon only a small part of the pan will be covered with concentrated material of what appears to be black sand. The swishing motion will spread the sand out in a feather pattern. The bits of material at the tail end of the feather are called tailings, and it is in these tailings where the gold bits can be found.

Is It Gold?

The black sand is called magnetite because of its magnetic properties. By using a magnet, the sand can actually be picked up and moved out of the pan. What gold panners hope to see left behind are flakes of gold, which can be tiny specks or larger flakes the size and shape of breakfast cereal. But people can be tricked by the matter that twinkles like a crystal. This material is probably “fool’s gold”—a nearly worthless material that resembles gold—while actual gold is yellow with a sheen to it. Tweezers are used to pick out the authentic gold flakes and place them in a container. Now the gold miner is ready to dig up another shovelful of gravel and begin the process all over again.

What if the miner didn’t find any gold? He or she shouldn’t give up. Even the best miners didn’t find precious metal in every pan. But like the gold seekers of today who enjoy panning, the forty-niners were well aware that there was still gold in those hills.

How to Pan for Gold



Now read the second passage.

Letter from a Gold Miner

The following letter was written in 1850 by Sheldon Shufelt, a gold seeker who wrote to his cousin from the gold fields in California.

Cousin,

We hired an ox team to carry our baggage and started for this place....Ten miles from the river we passed Sutters fort, an old looking heap of buildings surrounded by a high wall of unburnt brick, and situated in the midst of a pleasant fertile plain, covered with grass and a few scattering oaks with numerous tame cattle and mules. We walked by the wagon and at night cooked our suppers, rolled our blankets around us and lay down to rest on the ground After leaving the plains we passed over some hills that looked dry and barren being burnt up by the sun and the long droughts that we have there. We reached this place at night on the fourth day, and in the morning found ourselves in the midst of the diggings, being surrounded by holes dug.

We pitched our tents, shouldered our picks and shovels and with pan in hand sallied forth to try our fortunes at gold digging. We did not have very good success being green at mining, but by practice and observation we soon improved some, and found a little of the shining metal.

It is found along the banks of the streams and in the beds of the same, and in almost every little ravine putting into the streams. And often from 10 to 50 feet from the beds up the bank. We sometimes have to dig several feet deep before we find any, in other places, all the dirt and clay will pay to wash, but generally the clay pays best. If there is no clay, then it is found down on the rock. All the lumps are found on the rocks—and most of the fine gold. We tell when it will pay by trying the dirt with a pan. This is called prospecting here. If it will pay from six to 12 ½ per pan full, then we go to work. Some wash with cradles some with what is called a tom and various other fixings. But I like the tom best of anything that I have seen.

It is a box or trough, about 8 or 9 feet long, some 18 inches wide and from 5 to 6 inches high, with an iron sieve in one end punched with ½ inch holes. Underneath this is placed a ripple or box with two ripples across it. The tom is then placed in an oblique position, the water is brought on by means of a hose. The dirt, stone, clay and all is then thrown in and stirred with a shovel until the water runs clear, the gold and finer gravel goes through the sieve and falls in the under box and lodges above the ripples. Three men can wash all day without taking this out as the water washes the loose gravel over and all the gold settles at the bottom.

Writer’s Checklist for the Text-Dependent Analysis Question

PLAN before you write

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

FOCUS while you write

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

PROOFREAD after you write

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

Text-Dependent Analysis Question 2

The passages “There’s Still Gold in Those Hills” and “Letter from a Gold Miner” are both about the history of gold mining. Write an essay analyzing how the passages help the reader understand the history and process of gold mining in the United States. Use evidence from **both** passages to support your response.



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

Text-Dependent Analysis Scoring Rubric

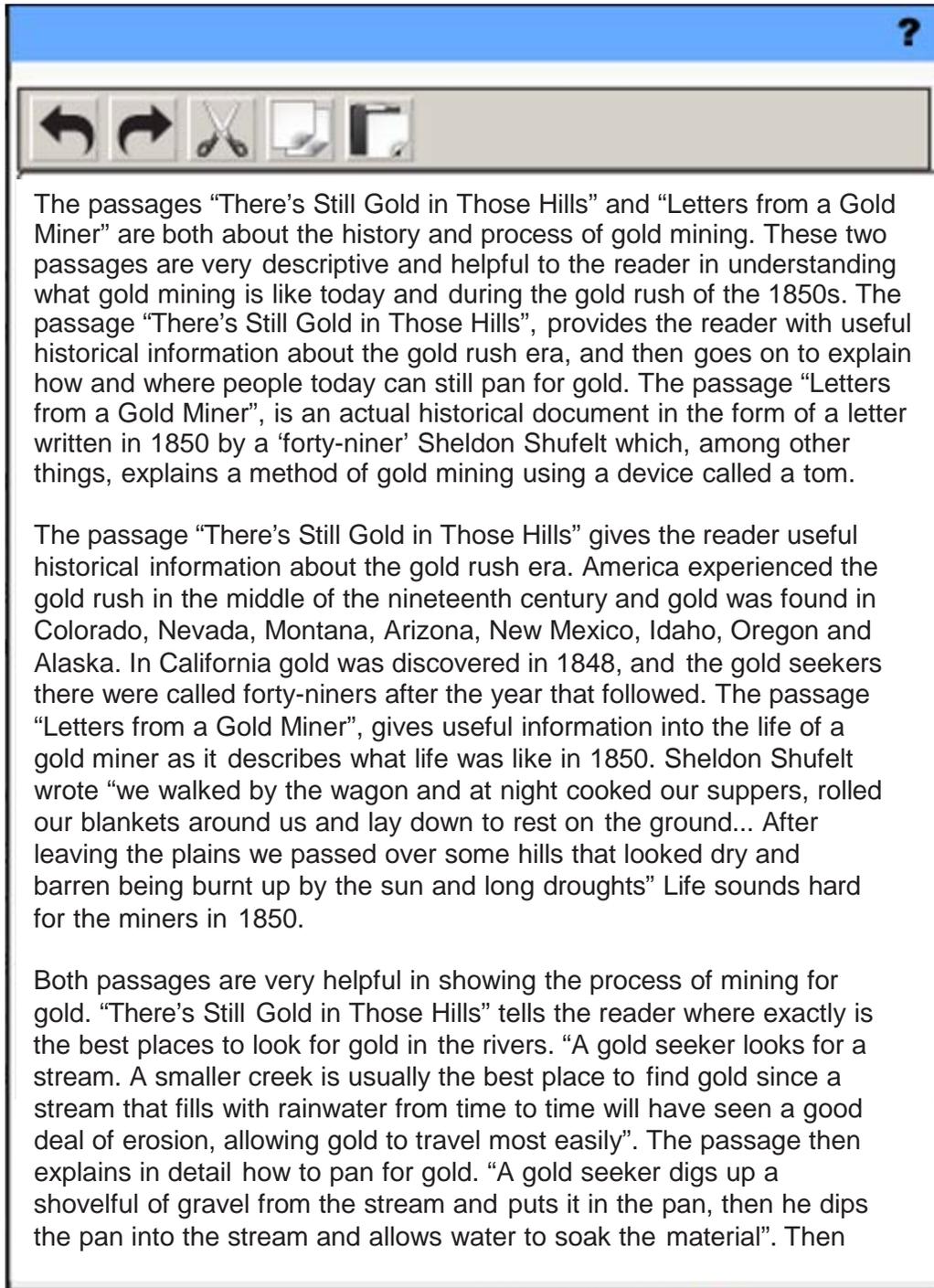
Points	Criteria
<p style="text-align: center;">4</p> <p>Demonstrates effective analysis of text and skillful writing</p>	<ul style="list-style-type: none"> • Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s). • Thorough analysis based on explicit and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

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

Text-Dependent Analysis Sample Student Responses

The passages “There’s Still Gold in Those Hills” and “Letter from a Gold Miner” are both about the history of gold mining. Write an essay analyzing how the passages help the reader understand the history and process of gold mining in the United States. Use evidence from **both** passages to support your response.

Response Score 4



The passages “There’s Still Gold in Those Hills” and “Letters from a Gold Miner” are both about the history and process of gold mining. These two passages are very descriptive and helpful to the reader in understanding what gold mining is like today and during the gold rush of the 1850s. The passage “There’s Still Gold in Those Hills”, provides the reader with useful historical information about the gold rush era, and then goes on to explain how and where people today can still pan for gold. The passage “Letters from a Gold Miner”, is an actual historical document in the form of a letter written in 1850 by a ‘forty-niner’ Sheldon Shufelt which, among other things, explains a method of gold mining using a device called a tom.

The passage “There’s Still Gold in Those Hills” gives the reader useful historical information about the gold rush era. America experienced the gold rush in the middle of the nineteenth century and gold was found in Colorado, Nevada, Montana, Arizona, New Mexico, Idaho, Oregon and Alaska. In California gold was discovered in 1848, and the gold seekers there were called forty-niners after the year that followed. The passage “Letters from a Gold Miner”, gives useful information into the life of a gold miner as it describes what life was like in 1850. Sheldon Shufelt wrote “we walked by the wagon and at night cooked our suppers, rolled our blankets around us and lay down to rest on the ground... After leaving the plains we passed over some hills that looked dry and barren being burnt up by the sun and long droughts” Life sounds hard for the miners in 1850.

Both passages are very helpful in showing the process of mining for gold. “There’s Still Gold in Those Hills” tells the reader where exactly is the best places to look for gold in the rivers. “A gold seeker looks for a stream. A smaller creek is usually the best place to find gold since a stream that fills with rainwater from time to time will have seen a good deal of erosion, allowing gold to travel most easily”. The passage then explains in detail how to pan for gold. “A gold seeker digs up a shovelful of gravel from the stream and puts it in the pan, then he dips the pan into the stream and allows water to soak the material”. Then



“The seeker shakes the pan a few times. The seeker swishes the material in the pan in a slow circular movement”. When a small amount of sand remains you can use tweezers to remove bits of gold. This is how the passage helps us understand the process of panning for gold today and a useful flow chart is also included to help as well. In the 1850s the process for mining gold was different and they used a cradle or tom to find the gold. The letter from Shufelt also tells us where the best places to find gold are. “It is found along the banks of the streams and in the beds of the same, and in almost every little ravine putting into the streams” This information is very similar to that in the first passage. Panning for gold like we do today was called prospecting and was done to find where the most gold could be found. When they found enough gold they used the tom. In the passage “Letters from a Gold Miner”, the process of using a tom is described in detail. “It is a box or trough, about 8 or 9 feet long, some 18 inches wide and from 5 to 6 inches high with an iron sieve in one end punched with $\frac{1}{2}$ inch holes. Underneath this is placed a ripple or box with two ripples across it. The tom is placed in an oblique position, the water is brought on by a hose. The dirt stone clay is then thrown in and stirred with a shovel, the gold and finer gravel goes through the sieve and falls under the box and lodges under the ripples”. The process of mining for gold in 1850 was very hard work with lots of digging and shoveling and long days of labor. The tom was a good way to find lots of gold during the gold rush era when there was still plenty of gold in the hills. Today much of the gold has gone, but by panning for gold in the same way they prospected for gold in the 1850s, you may get lucky and find small amounts of it in the hills. Finding gold today is a hobby, where it was a way of life for Sheldon Shufelt in 1850.

Both passages help the reader understand the history and process of gold mining in the US. They both provide detailed information on where to look for gold and how to get the gold out from the hills. The processes used today and in the past have not changed too much over

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← → ✂ 📄 📄

time and both seem like they would take a long time and a lot of hard work, without always being successful. But after reading both passages I now know where to look for gold, and how to get rich.

4689/5000

OK

Annotation:

- This response demonstrates exemplary analysis of text, use of evidence, and writing skills.
- The response addresses all parts of the task, thoroughly explaining how the passages help the reader understand the history and process of gold mining in the United States, and it provides purposeful, relevant analysis and specific text support from both passages about the processes of gold mining in the 1850s and panning for gold today.
- The writer makes consistent use of appropriately cited quotations from the text.
- The response is well focused and demonstrates an appropriate organizational pattern.
- Precise word choice and content-specific vocabulary from the text are evident and used skillfully.
- A thorough understanding of conventions of standard English has been demonstrated, with few errors present.

The passages “There’s Still Gold in Those Hills” and “Letter from a Gold Miner” are both about the history of gold mining. Write an essay analyzing how the passages help the reader understand the history and process of gold mining in the United States. Use evidence from **both** passages to support your response.

Response Score 3

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There’s Still Gold in Those Hills and *Letter from a Gold Miner* helps the reader understand the history and process of gold mining in several ways. It gives basic information on gold mining as well as an explanation on how to mine for gold. It also give a first-hand account of being a gold miner in the California Gold Rush.

There has been many gold rushes in the history of the U.S. in states Colorado, Nevada, Montana, Arizona, New Mexico, Idaho, Oregon, and Alaska, according to *There’s Still Gold in Those Hills*. which also stated that over a hundred years later, the gold mining operations have been abandoned although there is still gold in those hills today. People can still mine for gold today just like they did in the 1800s.

In 1850, Sheldon Shufelt, a man who went to California in search of gold, wrote a letter to his cousin explaining the fields of gold there as described in *Letter From a Gold Miner*. First, these miners set up camp. The pitched tents, and bought their picks, shovels, and pans to try their luck at gold panning. Shufelt describes a scenery where gold seems to be in abundance. “It is found along the banks of the streams and and in the beds of the same, and in almost every little ravine putting into the streams,” he says. Shufelt also talks about prospecting and the different methods people use to obtain their gold, such as a tool called a tom. A tom is, as Shufelt states, “a box or trough, about 8 or 9 feet long, with some 18 inches wide and from 5 to 6 inches high with an iron sieve in one end punched with ½ in holes. Underneath this is placed a ripple or box with two ripples across it.” He then describes how the tom works. It is placed in an oblique position and a hose brings water. All the dirt, stone, clay, etc. is stirred into the water with a shovel until the water is clear of everything and the gold falls into the box underneath.

People today can use a similar process to pan for gold. If you wish to do so, you will need a shovel to dig up rocks and a gold-panning pan. These pans can be sold at sports stores and hobby shops. Next, you must find a location to pan for gold. Gold can be found in all 50 states, but it is most



abundant in the western third of the country. The first step is to fill your pan with sand and gravel from a stream. Then, you dip the pan into water. Once that is completed, you swirl the pan around, slowly ridding it of dirt and debris. This will also get rid of the water, so you will need to refill the pan with water periodically as you repeat this process. Finally, all that will remain are some flecks of gold and probably some black sand known as magnetite. Magnetite is given its name because of its magnetic properties, so you can easily use just a magnet to get rid of the magnetite. The only remaining substance in the pan should be tiny, sparkling flecks. "Is this real gold?" you ask yourself. Hopefully so, but these shimmering flecks could also be fool's gold which is a nearly useless material the looks similar to real gold. This information was obtained and paraphrased from There's Still Gold in Those Hills.

As you can see, these two passages are extremely informative on the history and process of gold mining. There's Still Gold in Those Hills gives a brief history on previous gold rushes as well as descriptive instructions on how to pan for gold. Letter from a Gold Miner gave a primary source for what things were like for gold miners in the 1849 California Gold Rush. Clearly, these sources helped the reader understand the history and process of gold mining in the United States very well.

3601/5000



Annotation:

- This response demonstrates effective analysis of text, use of evidence, and writing skills.
- The response addresses the task of explaining how the passages help the reader understand the history and process of gold mining in the United States.
- Relevant evidence from both texts has been chosen to support the explanation.
- Specific details relating to the history and process of gold mining have been effectively integrated into the response and provide sufficient support for the explanation.
- The response is focused and occasionally uses precise word choice and vocabulary from the text.
- An organizational pattern and mode suited to the purpose are evident, and appropriately cited quotations from the text are integrated into the response.
- Demonstration of conventions of standard English is evident, with a few errors that do not interfere with meaning.

The passages “There’s Still Gold in Those Hills” and “Letter from a Gold Miner” are both about the history of gold mining. Write an essay analyzing how the passages help the reader understand the history and process of gold mining in the United States. Use evidence from **both** passages to support your response.

Response Score: 2

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Gold is everywhere, but it is difficult to find. In America, gold was first discovered in the mountains of California in 1848. At this time, thousands of people went to California because of this discovery. Gold rushes did not only take place in California, but in other states like Colorado, Nevada, Montana, Arizona, New Mexico, Idaho, Oregon, and Alaska. Since then, gold has been found in all of the 50 states. To the people who were seeking to find it, they were called forty-niners. Their names were that because of the year that followed, 1849. Today, there is still gold in the mountains that people are discovering.

People who try to find gold usually look for a stream. Thee they will use a shovel and dig up the rocks where there might be gold. You will need a shovel, a pan, and tweezers. You will fill the pan full of sand and gravel from the stream. The pan needs water to swirl around so the gold can sink to the bottom. After the gold will hopefully sink to the bottom, you will need to scrape the top layer of sand off and add some more water. You keep repeating until there isn't a lot of sand left. That is when you use the tweezers to take the bits of gold away from the rest of the sand. You do that process over and over again until you are finished.

In the letter, it explained how the gold miners ate and slept. There was a wagon that had suppers for them. They had to build tents and brought blankets so it would be easier to sleep and not be cold at night. After they woke up, they had to go over hills that looked burnt by the sun and dry. There were long droughts while they were trying to find gold. It took them four days to reach where they wanted to be. They got there at night on the fourth night. There was dirt, clay, and rocks. The gold was normally found on the clay. If it wasn't then it was on the rocks which was the most fine of the gold. They used a box eight or nine feet long and had running water down it. The gold was caught on the bottom and the other sand and materials were left to was down the box. Both of the passages could help learn the history in many ways. The first passage explained where gold first was found in American and where all gold was found. It stated how today, gold was still found in the hills. The process of gold mining was told in text and in a picture. The second passage said how long it was unit you

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← → ✂ 📄 📄

got to where you'd want to be to find gold. It also said how the box to find gold looked like and where the gold could be at like in clay or rocks. All in all, those two passages could help a reader understand the history of gold mining.

2610/5000

OK

Annotation:

- This response demonstrates partially effective analysis of text, use of evidence, and writing skills.
- While the final paragraph appears to be an attempt to address the task of explaining how the passages help the reader understand the history of gold mining, the response is simply summarizing or paraphrasing portions of the text without focusing on the task.
- A partial understanding of the text is evident.
- The response includes a weak introduction, body, and conclusion.
- Appropriately cited paraphrases or quotations are lacking.
- Some errors in conventions of Standard English occasionally interfere with meaning.

The passages “There’s Still Gold in Those Hills” and “Letter from a Gold Miner” are both about the history of gold mining. Write an essay analyzing how the passages help the reader understand the history and process of gold mining in the United States. Use evidence from **both** passages to support your response.

Response Score: 1

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American experience a “gold rush” in the middle of the nineteenth century. Gold was discovered in the California mountains in 1848, and thousands of people hurried there. The gold seekers were called forty-niners named after the year that followed 1849. There was gold in Colorado, Nevada, Montana, Arizona, New Mexico, Idaho, Oregon and Alaska.

A gold seeker digs up a shovelful of gravel from the stream and puts it in the pan; Then he or she digs up the pan into the stream and allows the water to soak the material those searching will likely need a shovel to dig up rocks in the stream where gold might be as well as a pan that looks like a pie plate. Gold-panning pans are still sold at sports stores and hobby shops.

The black sand is called magnetic because of its magnetic properties. You can pan a gold by fill the pan most to the top with sand and gravel from the stream, scrape the top layers of the sands out of the pan and swirl the pan so the gold sinks to the bottom.

984/5000

OK

Annotation:

- This response demonstrates limited analysis of text, use of evidence, and writing skills.
- The response minimally addresses the task, inadequately analyzes the texts, provides little relevant evidence from the passages to support a claim, and demonstrates limited understanding of the texts.
- The response appears to be a somewhat random selection of minimal text information about the history or process of gold mining, which lacks evidence of an organizational pattern or central idea.
- An ineffective demonstration of conventions of Standard English is evident.

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Passage 3

Read the following poem.

The Atoms of Sound

When I arrive home from school,
my two dogs bark wildly,
happy to see me,
their long claws clicking on the floor,
their thick coats exhaling a steamy, summer storm.

The house is full of sounds:
the television turned up;
chitchat on the telephone;
my baby brother wailing,
red fists clenched furiously.
All these sounds mix together
in a jumbled cacophony
like an overturned bucket of bells.

As the sun sets,
a blanket of darkness settles;
the sounds of the house change.
The dogs are sleeping,
their pink tongues dangling out
of the sides of their mouths like thick ribbons.
The television hushed hours ago,
and the once-noisy devices charge,
inaudible now.
My brother's quiet, even breaths
mark off the movements
of the moon outside my window.

I can hear my watch counting off
the seconds, eating away at time
like a quiet wave nibbling at the sand.
I eavesdrop as the house shifts and settles,
a creak from the wall,
the squeaking of a nail
as the wood expands and contracts.

I overhear the footsteps of my mother
in the hallway, bare feet
on padded carpet.

I can hear her heel pressing down
and then her toes,
the creasing of the knees
of her denim jeans.

All those little sounds
are always there, doing their jobs.
They are the thin wooden ease
I in the artist's workshop,
the extras on a movie set,
the quiet click of a drum
in the background of your favorite song.
It's only when everything is peeled away,
when the curtain falls
on the loud sounds of industry and progress,
that you realize
these little noises
are fundamental,
that they are the minuscule
atoms of sound.

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

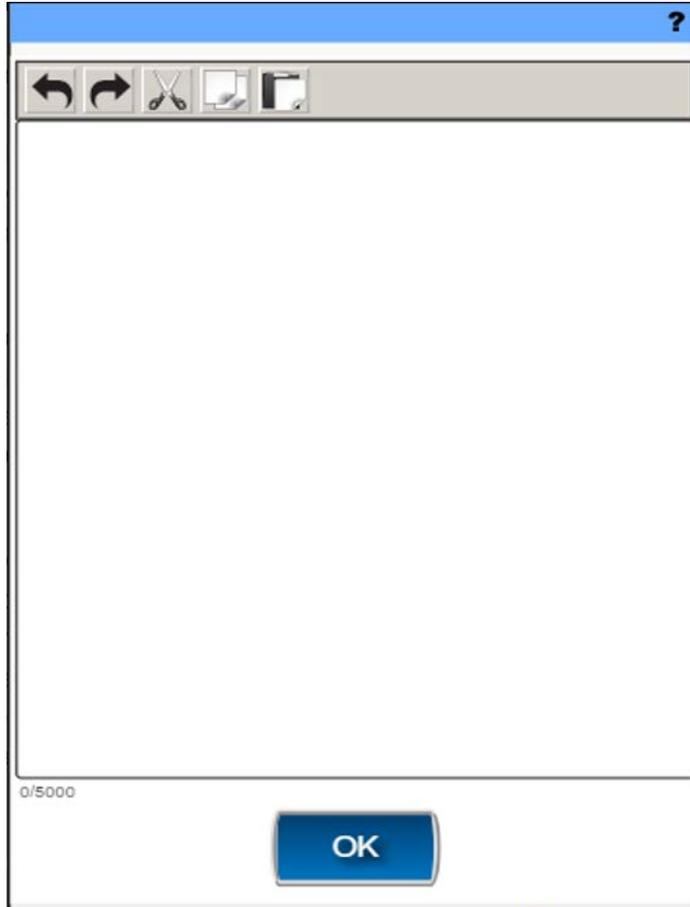
- Analyze and explain what you think about the information from the passage(s) in your essay.
- Support and develop the ideas in your essay by using text evidence from the passage(s).
- Use correct language, a variety of sentence types, and transitions between paragraphs in your essay.
- Organize your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

Theme is the central idea of a literary text. Write an essay analyzing the development of a common theme in "The Atoms of Sound." Use evidence from the poem 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 of the text box, the character count "0/5000" is displayed. At the bottom center is a blue button labeled "OK".

Text-Dependent Analysis Question Scoring Rubric

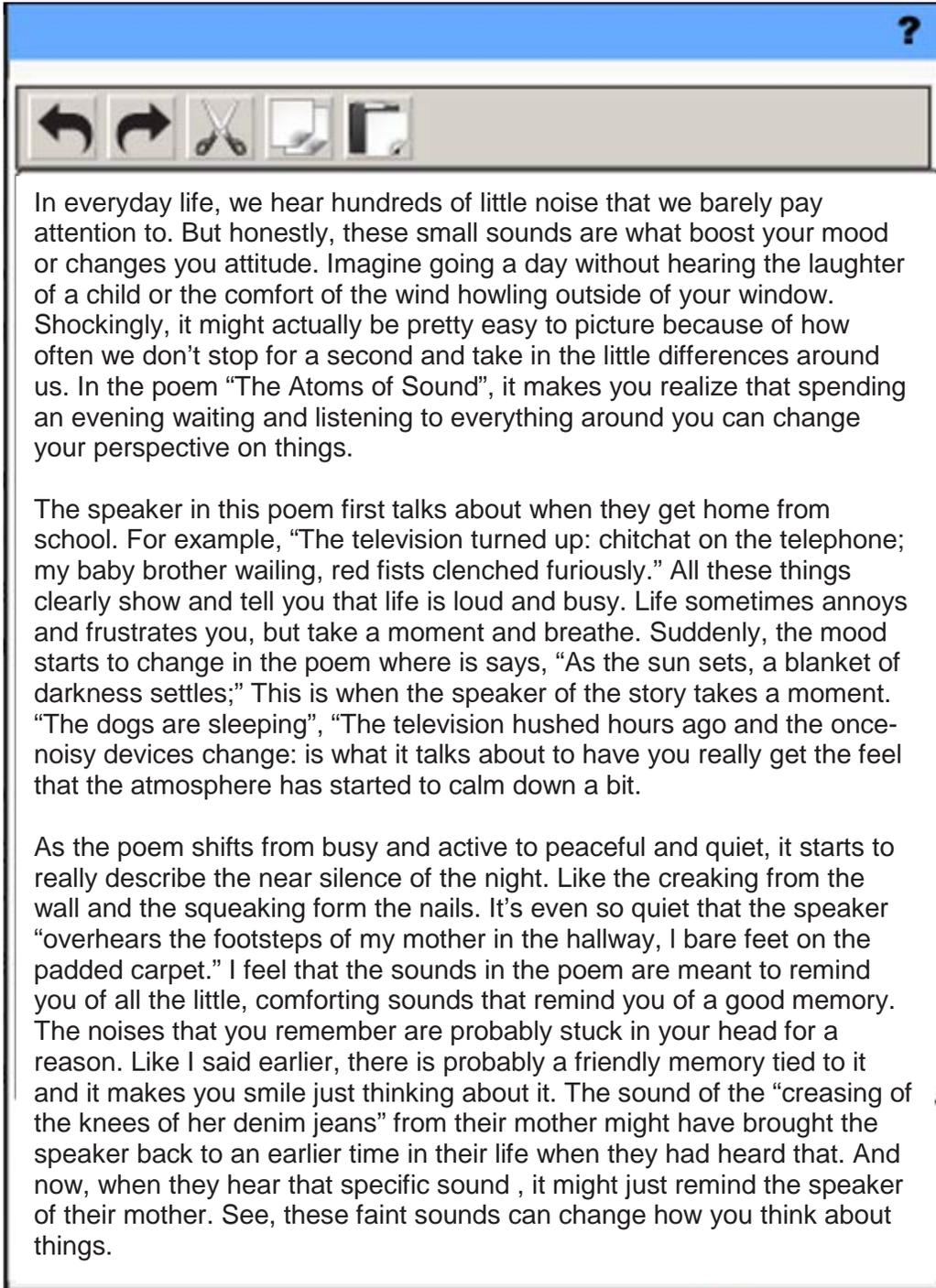
Points	Criteria
<p style="text-align: center;">4</p> <p>Demonstrates effective analysis of text and skillful writing</p>	<ul style="list-style-type: none"> • Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s). • Thorough analysis based on explicit and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

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

Text-Dependent Analysis Sample Student Responses

Theme is the central idea of a literary text. Write an essay analyzing the development of a common theme in “The Atoms of Sound.” Use evidence from the poem to support your response.

Response Score: 4



In everyday life, we hear hundreds of little noise that we barely pay attention to. But honestly, these small sounds are what boost your mood or changes you attitude. Imagine going a day without hearing the laughter of a child or the comfort of the wind howling outside of your window. Shockingly, it might actually be pretty easy to picture because of how often we don't stop for a second and take in the little differences around us. In the poem “The Atoms of Sound”, it makes you realize that spending an evening waiting and listening to everything around you can change your perspective on things.

The speaker in this poem first talks about when they get home from school. For example, “The television turned up: chitchat on the telephone; my baby brother wailing, red fists clenched furiously.” All these things clearly show and tell you that life is loud and busy. Life sometimes annoys and frustrates you, but take a moment and breathe. Suddenly, the mood starts to change in the poem where is says, “As the sun sets, a blanket of darkness settles;” This is when the speaker of the story takes a moment. “The dogs are sleeping”, “The television hushed hours ago and the once-noisy devices change: is what it talks about to have you really get the feel that the atmosphere has started to calm down a bit.

As the poem shifts from busy and active to peaceful and quiet, it starts to really describe the near silence of the night. Like the creaking from the wall and the squeaking form the nails. It's even so quiet that the speaker “overhears the footsteps of my mother in the hallway, I bare feet on the padded carpet.” I feel that the sounds in the poem are meant to remind you of all the little, comforting sounds that remind you of a good memory. The noises that you remember are probably stuck in your head for a reason. Like I said earlier, there is probably a friendly memory tied to it and it makes you smile just thinking about it. The sound of the “creasing of the knees of her denim jeans” from their mother might have brought the speaker back to an earlier time in their life when they had heard that. And now, when they hear that specific sound , it might just remind the speaker of their mother. See, these faint sounds can change how you think about things.

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← → ✂ 📄 📄

As the poem comes to an end, it finishes with telling you how important these things are. "All those little sounds are always there, doing their jobs." That sentence I feel is what really sums up the whole passage. Because it's true. The faint noises that we hear during our day are and will always be there, waiting around the corner. There's no way to stop them and I'm not even sure if I would want to. Like I've been saying this whole time, these sounds can really change you. "You realize these little noises are fundamental, that they are the minuscule atoms of sound." The little sounds I also believe help you appreciate many things. Laughter, whispers, footsteps. All of these sounds have the potential to change your view point. And if you take a moment, just like the speaker of this poem has done, and take in all the wonderful noises around you, I'm almost positive that you'll appreciate one more small thing. And trust me, it'll make all the difference.

3249/5000

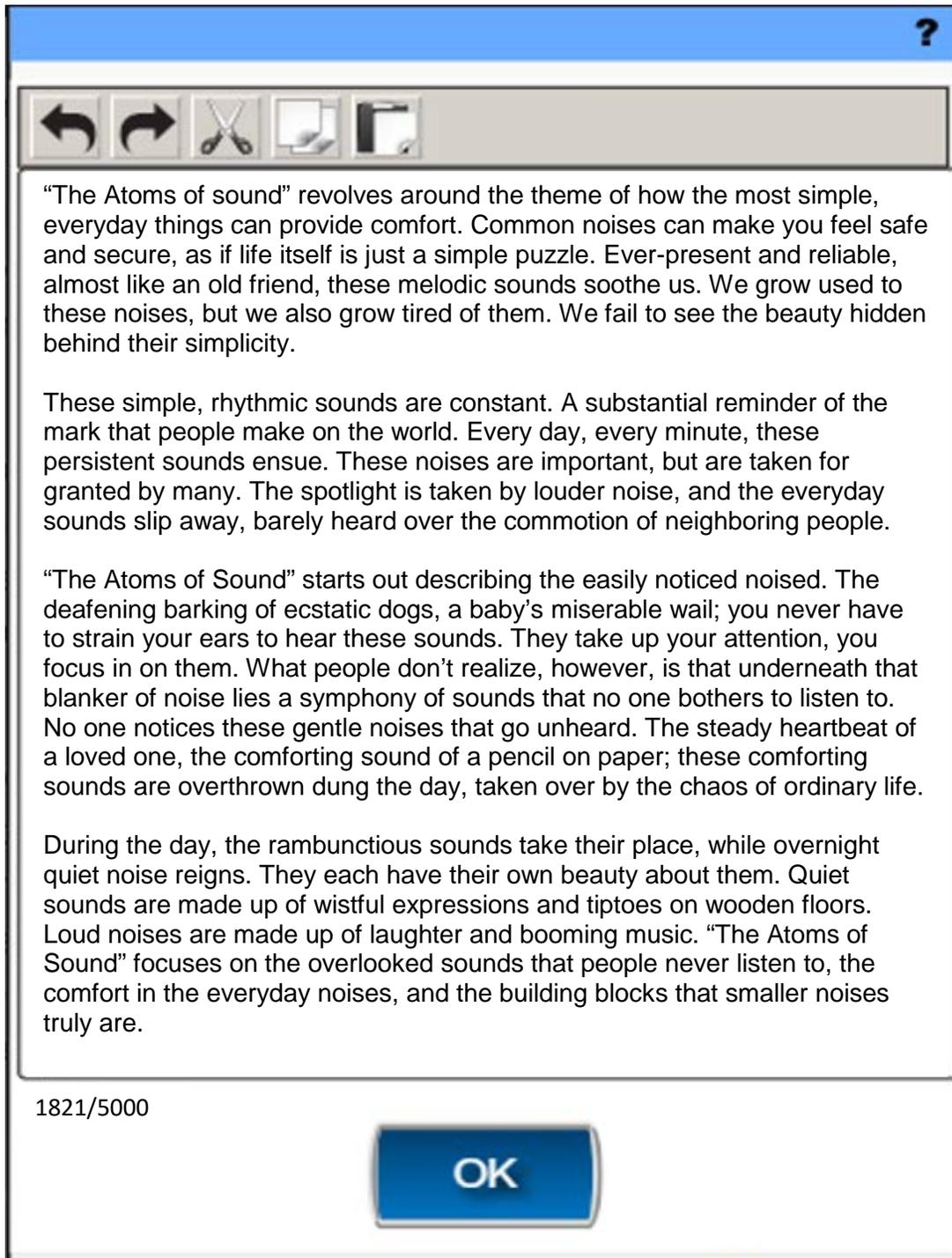
OK

Annotation:

- This response demonstrates exemplary analysis of text, use of evidence, and writing skills.
- The response addresses all parts of the task by stating a theme (listening to everything around you can change your perspective on things).
- A thorough analysis of the text ideas supports the thesis that listening to the little sounds can “have the potential to change your view point”:
 - This analysis demonstrates a thorough understanding of the explicit and implicit ideas in the text,
 - noises that you remember are probably stuck in your head for a reason,
 - probably a friendly memory tied to it,
 - All these things clearly show and tell you that life is loud and busy,
 - life sometimes annoys and frustrates you, but take a moment and breathe,
 - you’ll appreciate one more small thing,
 - it’ll make all the difference.
- Specific evidence from the text is used and well-selected quotes are skillfully integrated into the analysis.
- Relevant and accurate evidence from the text thoroughly supports the ideas presented.
- Paraphrases and quotes are skillfully incorporated to attribute information from the text.
- The response is well-focused on the idea that listening to small sounds can create a change of perspective.
- A purposeful introduction and body include the use of purposeful transitions to indicate movement through the ideas (The speaker...first talks about...Suddenly, the mood starts to change...As the poem shifts from busy and active to peaceful and quiet).
- Overall, the response skillfully demonstrates an appropriate organizational pattern and mode, even though the conclusion employs a somewhat persuasive tone.
- The skillful use of precise word choice enhances the ideas (Life sometimes annoys and frustrates you...the atmosphere has started to calm down...faint sounds).
- The response thoroughly demonstrates conventions of standard English.

Theme is the central idea of a literary text. Write an essay analyzing the development of a common theme in "The Atoms of Sound." Use evidence from the poem to support your response.

Response Score: 4



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 Atoms of sound" revolves around the theme of how the most simple, everyday things can provide comfort. Common noises can make you feel safe and secure, as if life itself is just a simple puzzle. Ever-present and reliable, almost like an old friend, these melodic sounds soothe us. We grow used to these noises, but we also grow tired of them. We fail to see the beauty hidden behind their simplicity.

These simple, rhythmic sounds are constant. A substantial reminder of the mark that people make on the world. Every day, every minute, these persistent sounds ensue. These noises are important, but are taken for granted by many. The spotlight is taken by louder noise, and the everyday sounds slip away, barely heard over the commotion of neighboring people.

"The Atoms of Sound" starts out describing the easily noticed noises. The deafening barking of ecstatic dogs, a baby's miserable wail; you never have to strain your ears to hear these sounds. They take up your attention, you focus in on them. What people don't realize, however, is that underneath that blunder of noise lies a symphony of sounds that no one bothers to listen to. No one notices these gentle noises that go unheard. The steady heartbeat of a loved one, the comforting sound of a pencil on paper; these comforting sounds are overthrown during the day, taken over by the chaos of ordinary life.

During the day, the rambunctious sounds take their place, while overnight quiet noise reigns. They each have their own beauty about them. Quiet sounds are made up of wistful expressions and tiptoes on wooden floors. Loud noises are made up of laughter and booming music. "The Atoms of Sound" focuses on the overlooked sounds that people never listen to, the comfort in the everyday noises, and the building blocks that smaller noises truly are.

1821/5000

OK

Annotation:

- This response demonstrates exemplary analysis of text, use of evidence, and writing skills.
- The response thoroughly addresses all parts of the task through analysis of a theme (the most simple, everyday things can provide comfort).
- Thorough understanding of the text is demonstrated through analysis of the implicit and explicit ideas from the text:
 - common noises can make you feel safe and secure,
 - ever-present and reliable, almost like an old friend these melodic sounds soothe us,
 - these simple, rhythmic sounds are constant,
 - quiet sounds are made up of wistful expressions and tiptoes on wooden floors,
 - the rambunctious sounds take their place, while overnight quite noise reigns,
 - these comforting sounds are overthrown during the day, taken over by the chaos of ordinary life.
- Evidence from the text is skillfully integrated through synthesis of details and examples from the text.
- Relevant and accurate evidence from the text supports analysis and paraphrases attribute information to the text.
- The response is well-focused and includes a purposeful introduction, body, and conclusion.
- Precise word choice is skillfully utilized to enhance meaning (these persistent sounds ensue ... deafening barking of ecstatic dogs...symphony of sounds).

Theme is the central idea of a literary text. Write an essay analyzing the development of a common theme in “The Atoms of Sound.” Use evidence from the poem to support your response.

Response Score: 3

?



The theme of the story “The Atoms of Sound” is constantly developed throughout the text. I believe what it is trying to show is that all the small things in life have an important role to larger cause.

In the beginning of the story, the author describes all the small noises that create a loud atmosphere. They explain how the “house is full of sounds” with a loud television, communication on the telephone, and a crying baby. The author also relates this to “an overturned bucket of bells” implying that many individuals bells will create a bigger noise, just as the individual activities contributed to the amount of noise in the house as well. Later in the story the mood shifts to the quietness of the house when the day rolls to an end. Here the entire quietness of the house comes from the shut-down devices such as the television, along with the dogs falling asleep. Within this peaceful state, the author continues to describe present noises that are found in the darkness. Some examples include the ticking of the watch, the house’s little movements, and the mother’s steps. From those sounds the author relates them to things that contribute to a bigger role. Like when they describe a wooden easel and an artist’s workshop, or the extras to a movie set, or even the subtle sound of a drum in the background of a song.

I believe the author developed the theme of the poem very effiecently and showcased it throughout. By relating sounds to other noises, they showed me that the small things in life contribute to something bigger.

1545/5000

OK

Annotation:

- This response demonstrates effective analysis of text, use of evidence, and writing skills.
- The response addresses all parts of the task and demonstrates an understanding of the text.
- The response identifies a theme and effectively analyzes how that theme is developed in the poem.
- Specific evidence from the poem is integrated, using details, examples, and quotes that attribute information to the text (They explain how the “house is full of sounds” with a loud television, communication on the telephone, and a crying baby).
- The evidence is accurate and relevant and supports the analysis.
- The focused response includes a clear introduction, body, and conclusion.
- Transitions are used (In the beginning of the story...Later in the story...Some examples include).
- Precise language and content specific vocabulary from the text are evident, and conventions of Standard English are demonstrated.

Theme is the central idea of a literary text. Write an essay analyzing the development of a common theme in "The Atoms of Sound." Use evidence from the poem to support your response.

Response Score: 3

?



I think that the development of the theme of "The Atoms of Sound" is observation, because of how observant the speaker is through the passage.

What helps me understand how the theme is observation is by how the speaker emphasizes the different situations going on in his/her house. For instance, in the first stanza the speaker talks about when he/she arrives at home from school the dogs start to bark. Although, yes, they are barking, the speaker emphasizes how they bark wildly instead of just plain bark. He/she also adds how the dogs long claws click on the floor and how their fur are like "thick coasts exhaling a steamy, summer storm." You can see how the speaker adds detail to how the dogs act when he gets home.

Another situation is in the second stanza at line eleven where the speaker talks about his/her baby brother crying, and just like the detail about the dogs barking, the speaker uses the word wailing instead of crying, and just like the detail about the dogs barking, the speaker uses the word wailing instead of crying to show how a better characteristic of how the baby is crying. He/she also includes how their baby brother's fist are clenched tightly together to show how uncomfortable the baby must be.

A third and final way that the speaker was very observant about what was going on in the house was the different similes that were used through the passage. One example is in the fourth stanza around line thirty where the speaker says, " I can hear my watch counting off the seconds, eating away at time like a quiet wave nibbling at sand." At this point you can see the speaker is indicating that the as the watch is counting the seconds passing by that it almost like a wave nibbling on the sand showing that he/she is giving the quiet wave a human characteristic of nibbling or eating sand.

As you can see the speaker emphasizes different situations, and uses similes and details to help show that the development of the theme of "The Atoms of Sound," is observation.

1921/5000

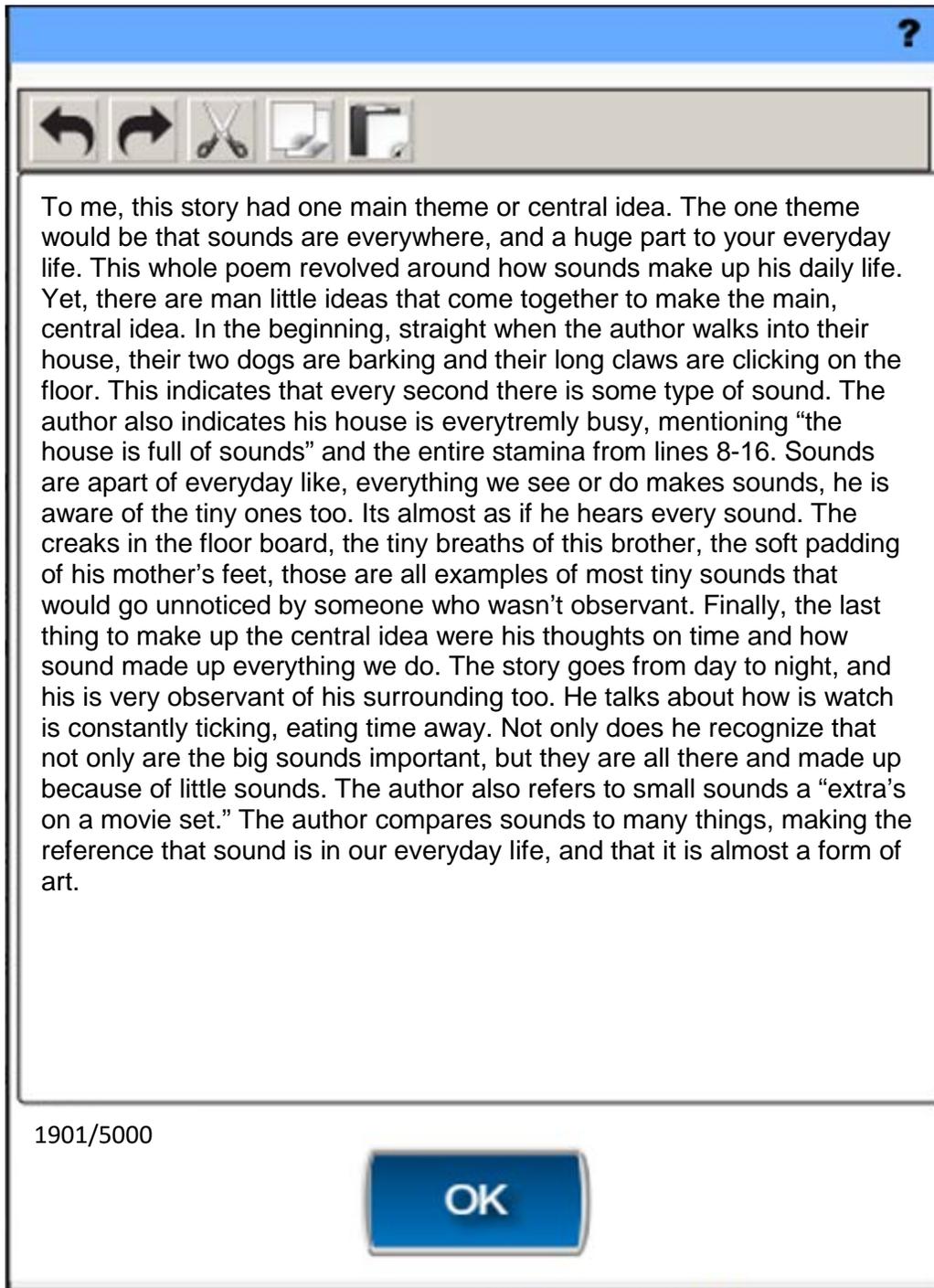
OK

Annotation:

- This response demonstrates effective analysis of text, use of evidence, and writing skills.
- The response addresses all parts of the task and demonstrates an understanding of the text.
- The response analyzes how the theme of observation is developed through the speaker's emphasis on different situations going on in the house.
- The response analyzes implicit and explicit ideas from the text (the speaker emphasizes how they bark wildly...you can see how the speaker adds detail to how the dogs act when he gets home...baby brother's fists are clenched tightly to show how uncomfortable the baby must be).
- Relevant and accurate evidence integrated into the response supports the analysis. Use of paraphrases and quotes attribute information to the text.
- The response is focused with a clear introduction, body, and conclusion. Errors in conventions seldom interfere with meaning.

Theme is the central idea of a literary text. Write an essay analyzing the development of a common theme in "The Atoms of Sound." Use evidence from the poem to support your response.

Response Score: 3



To me, this story had one main theme or central idea. The one theme would be that sounds are everywhere, and a huge part to your everyday life. This whole poem revolved around how sounds make up his daily life. Yet, there are man little ideas that come together to make the main, central idea. In the beginning, straight when the author walks into their house, their two dogs are barking and their long claws are clicking on the floor. This indicates that every second there is some type of sound. The author also indicates his house is everytremely busy, mentioning "the house is full of sounds" and the entire stamina from lines 8-16. Sounds are apart of everyday like, everything we see or do makes sounds, he is aware of the tiny ones too. Its almost as if he hears every sound. The creaks in the floor board, the tiny breaths of this brother, the soft padding of his mother's feet, those are all examples of most tiny sounds that would go unnoticed by someone who wasn't observant. Finally, the last thing to make up the central idea were his thoughts on time and how sound made up everything we do. The story goes from day to night, and his is very observant of his surrounding too. He talks about how is watch is constantly ticking, eating time away. Not only does he recognize that not only are the big sounds important, but they are all there and made up because of little sounds. The author also refers to small sounds a "extra's on a movie set." The author compares sounds to many things, making the reference that sound is in our everyday life, and that it is almost a form of art.

1901/5000

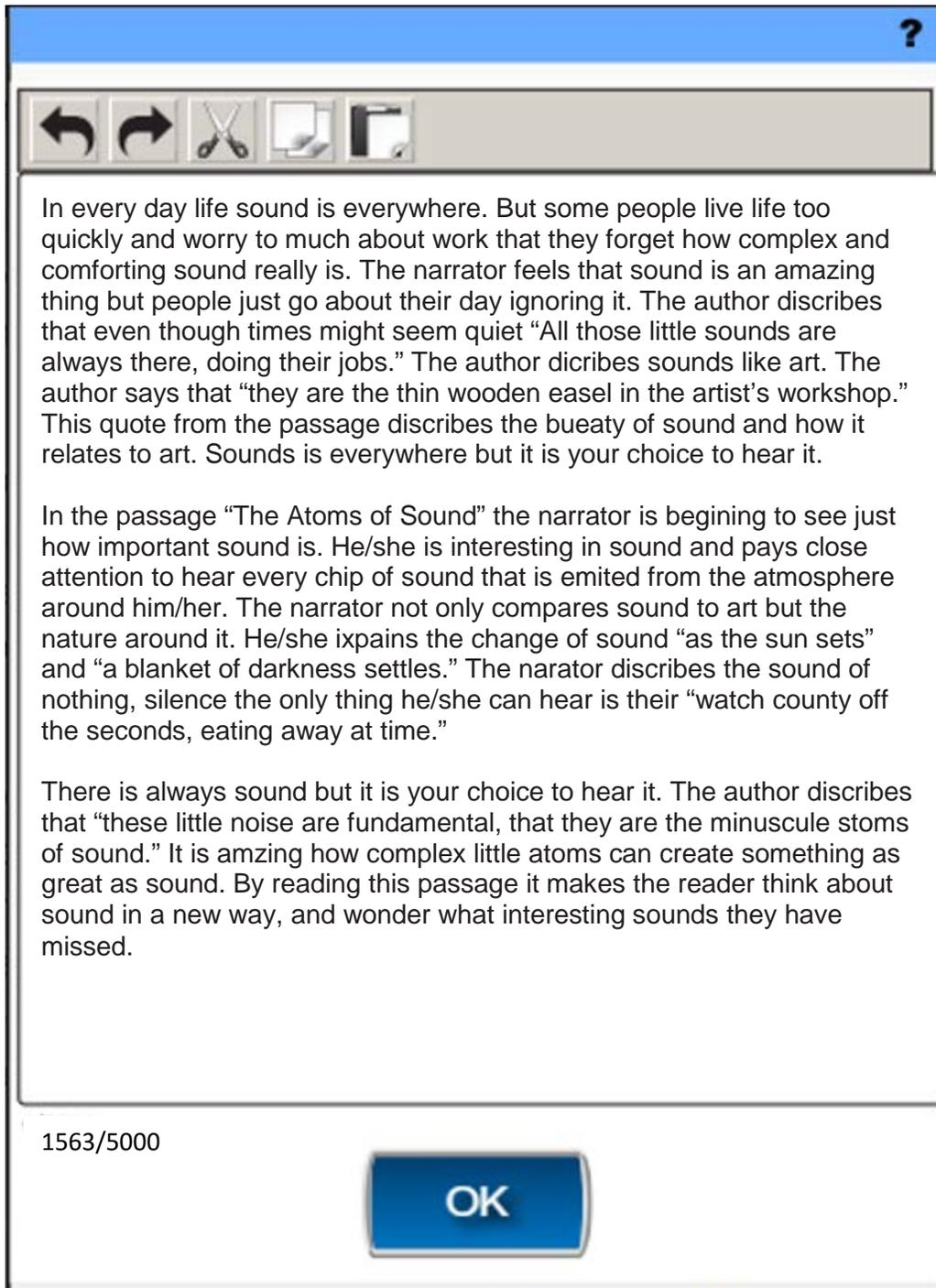
OK

Annotation:

- This response demonstrates effective analysis of text, use of evidence, and writing skills.
- This response addresses all parts of the task and demonstrates an understanding of the text.
- The response identifies a theme and analyzes how that theme is developed in the poem.
- Specific evidence from the poem is integrated to support the analysis.
- The response is focused includes a clear introduction, body, and conclusion.
- Transitions are used throughout (Yet...In the beginning...also...Not only...Finally).
- Precise word choice and content-specific vocabulary from the text are evident.
- Conventions of standard English are demonstrated.
- There are several errors in conventions present, especially in spelling, but they seldom interfere with meaning.

Theme is the central idea of a literary text. Write an essay analyzing the development of a common theme in "The Atoms of Sound." Use evidence from the poem to support your response.

Response Score: 3



In every day life sound is everywhere. But some people live life too quickly and worry to much about work that they forget how complex and comforting sound really is. The narrator feels that sound is an amazing thing but people just go about their day ignoring it. The author discribes that even though times might seem quiet "All those little sounds are always there, doing their jobs." The author dicribes sounds like art. The author says that "they are the thin wooden easel in the artist's workshop." This quote from the passage discribes the bueaty of sound and how it relates to art. Sounds is everywhere but it is your choice to hear it.

In the passage "The Atoms of Sound" the narrator is begining to see just how important sound is. He/she is interesting in sound and pays close attention to hear every chip of sound that is emitted from the atmosphere around him/her. The narrator not only compares sound to art but the nature around it. He/she xpains the change of sound "as the sun sets" and "a blanket of darkness settles." The narator discribes the sound of nothing, silence the only thing he/she can hear is their "watch county off the seconds, eating away at time."

There is always sound but it is your choice to hear it. The author discribes that "these little noise are fundamental, that they are the minuscule stoms of sound." It is amzing how complex little atoms can create something as great as sound. By reading this passage it makes the reader think about sound in a new way, and wonder what interesting sounds they have missed.

1563/5000

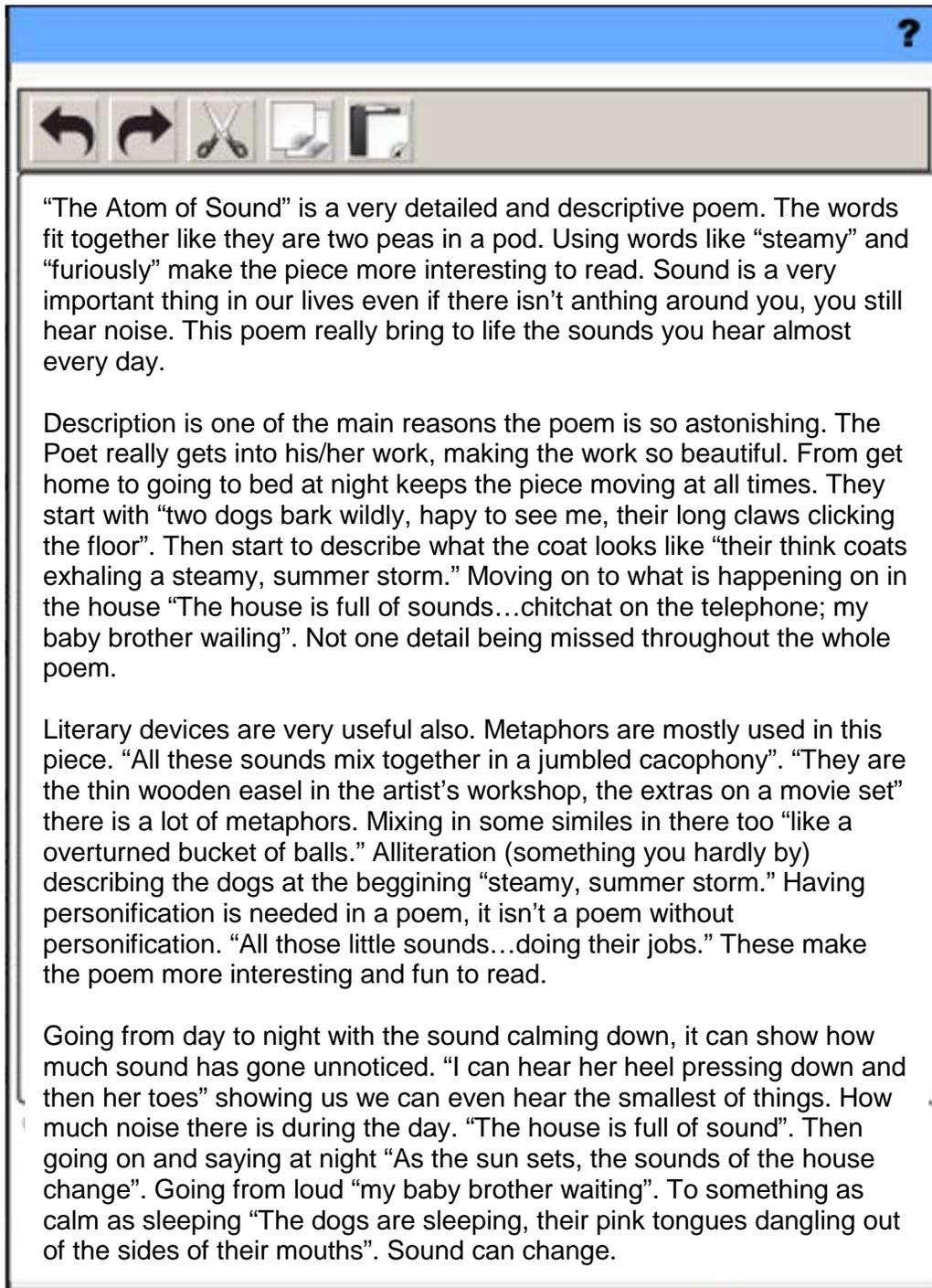
OK

Annotation:

- This response demonstrates effective analysis of text, use of evidence, and writing skills.
- The response addresses the task and demonstrates an understanding of the poem.
- The response traces the development of several central ideas within the poem but is not focused specifically on one theme.
- The response analyzes explicit and implicit ideas from the text.
- Specific evidence is integrated in the response through the use of examples and quotes.
- Relevant and accurate evidence supports the analysis of the central ideas presented. The response is partially focused and reordering of ideas would make the introduction, body, and conclusion more effective.
- Precise word choice is utilized. Errors in conventions seldom interfere with meaning.

Theme is the central idea of a literary text. Write an essay analyzing the development of a common theme in "The Atoms of Sound." Use evidence from the poem to support your response.

Response Score: 2



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 three paragraphs of analysis:

"The Atom of Sound" is a very detailed and descriptive poem. The words fit together like they are two peas in a pod. Using words like "steamy" and "furiously" make the piece more interesting to read. Sound is a very important thing in our lives even if there isn't anything around you, you still hear noise. This poem really bring to life the sounds you hear almost every day.

Description is one of the main reasons the poem is so astonishing. The Poet really gets into his/her work, making the work so beautiful. From get home to going to bed at night keeps the piece moving at all times. They start with "two dogs bark wildly, hapy to see me, their long claws clicking the floor". Then start to describe what the coat looks like "their think coats exhaling a steamy, summer storm." Moving on to what is happening on in the house "The house is full of sounds...chitchat on the telephone; my baby brother wailing". Not one detail being missed throughout the whole poem.

Literary devices are very useful also. Metaphors are mostly used in this piece. "All these sounds mix together in a jumbled cacophony". "They are the thin wooden easel in the artist's workshop, the extras on a movie set" there is a lot of metaphors. Mixing in some similes in there too "like a overturned bucket of balls." Alliteration (something you hardly by) describing the dogs at the beggining "steamy, summer storm." Having personification is needed in a poem, it isn't a poem without personification. "All those little sounds...doing their jobs." These make the poem more interesting and fun to read.

Going from day to night with the sound calming down, it can show how much sound has gone unnoticed. "I can hear her heel pressing down and then her toes" showing us we can even hear the smallest of things. How much noise there is during the day. "The house is full of sound". Then going on and saying at night "As the sun sets, the sounds of the house change". Going from loud "my baby brother waiting". To something as calm as sleeping "The dogs are sleeping, their pink tongues dangling out of the sides of their mouths". Sound can change.



Sound is everywhere. Even if you can't see it being made. It follows you at your heels and sometimes you don't even know it. Sound is brought out in this poem more than once.

2311/5000

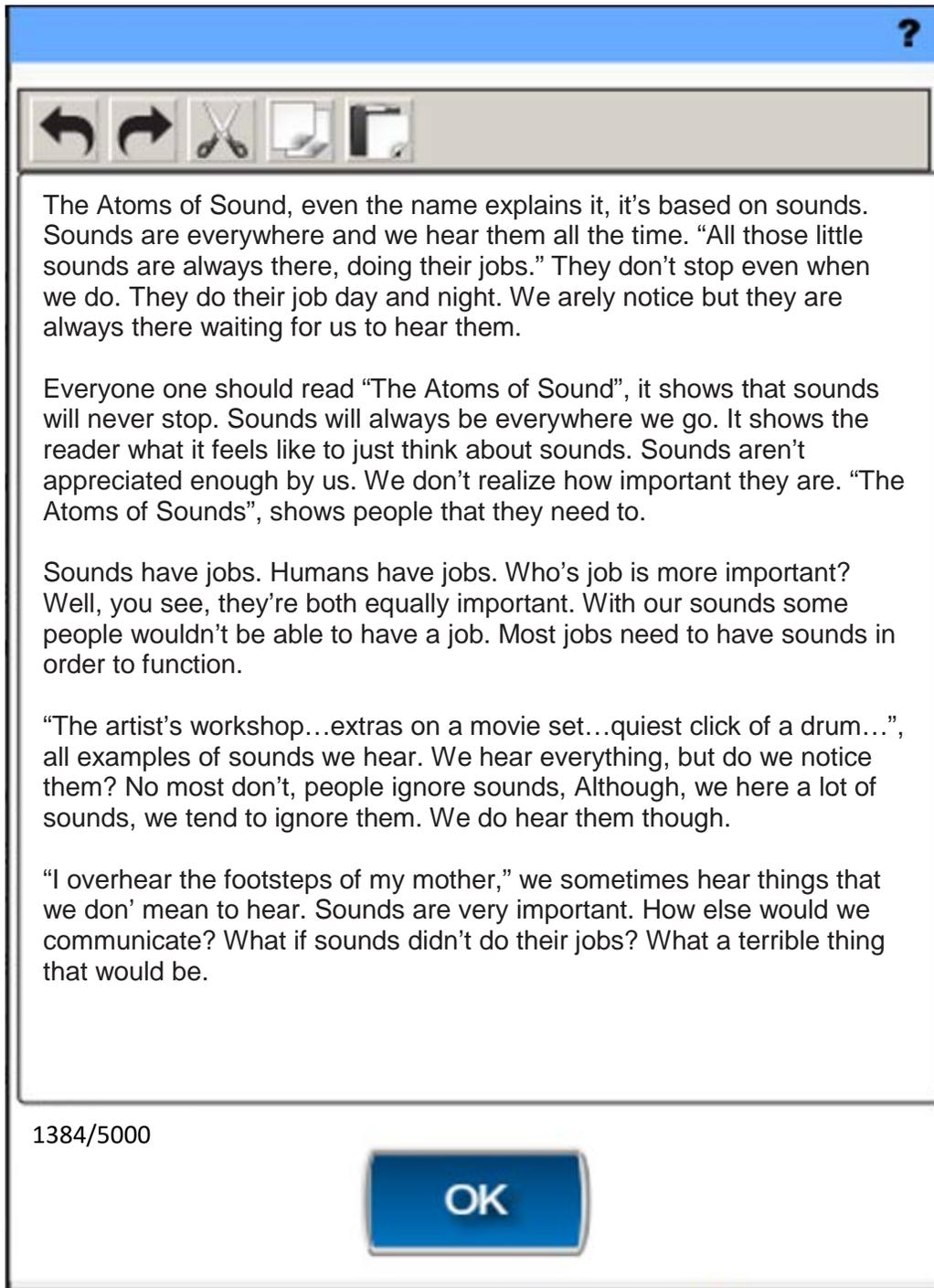


Annotation:

- This response demonstrates partially effective analysis of text, use of evidence, and writing skills.
- The response demonstrates some confusion about the task.
- It is only after a discussion of the description and literary devices used in the poem that ideas related to the theme are addressed.
- A theme is included in the conclusion, although it is not overtly identified as the theme of the poem (Sound is everywhere. Even if you can't see it being made. It follows at your heels and sometimes you don't even know it).
- There is some analysis in the fourth paragraph but the analysis related to the development of a theme in the poem is so brief that it is only partially effective. (it can show how much sound has gone unnoticed...Sound can change).
- Evidence from the poem is integrated in the fourth paragraph to show the transition from noisy day to quiet night, but much of the textual information provided in the response is not relevant to the task, making the overall use of evidence only partially effective.
- The response includes an introduction, conclusion, and topically defined body paragraphs.
- The response is only partially focused, drifting from a discussion of description to a discussion of literary devices and finally to a discussion of how sounds change from day to night.
- Precise word choice is used and conventions of standard English are demonstrated with few errors present.

Theme is the central idea of a literary text. Write an essay analyzing the development of a common theme in "The Atoms of Sound." Use evidence from the poem to support your response.

Response Score: 2



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:

The Atoms of Sound, even the name explains it, it's based on sounds. Sounds are everywhere and we hear them all the time. "All those little sounds are always there, doing their jobs." They don't stop even when we do. They do their job day and night. We rarely notice but they are always there waiting for us to hear them.

Everyone one should read "The Atoms of Sound", it shows that sounds will never stop. Sounds will always be everywhere we go. It shows the reader what it feels like to just think about sounds. Sounds aren't appreciated enough by us. We don't realize how important they are. "The Atoms of Sounds", shows people that they need to.

Sounds have jobs. Humans have jobs. Who's job is more important? Well, you see, they're both equally important. With our sounds some people wouldn't be able to have a job. Most jobs need to have sounds in order to function.

"The artist's workshop...extras on a movie set...quiet click of a drum...", all examples of sounds we hear. We hear everything, but do we notice them? No most don't, people ignore sounds, Although, we here a lot of sounds, we tend to ignore them. We do hear them though.

"I overhear the footsteps of my mother," we sometimes hear things that we don't mean to hear. Sounds are very important. How else would we communicate? What if sounds didn't do their jobs? What a terrible thing that would be.

1384/5000

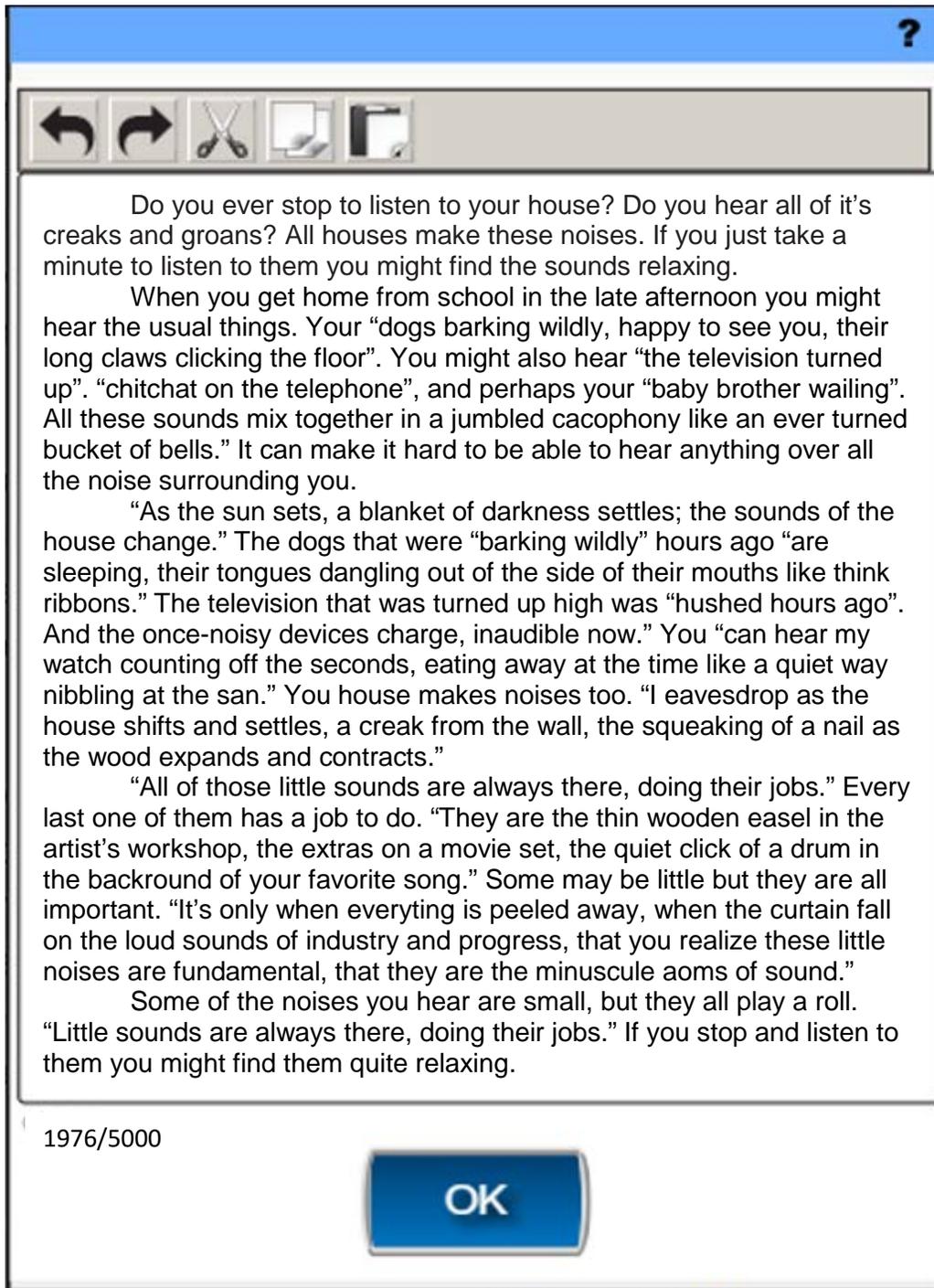
OK

Annotation:

- This response demonstrates partially effective analysis of text, use of evidence, and writing skills.
- The response partially addresses the task.
- Although a theme is never explicitly stated, an attempt is made to explain that the poem is about sound.
- The response demonstrates a partial understanding of the text through some analysis of the explicit and implicit ideas from the poem.
- Some relevant information from the poem is used in the final two paragraphs, but the integration of the information as evidence to support the analysis of the theme is only partially effective.
- Where direct quotations are used, the use of quotation marks attribute the information to the text.
- The response partially demonstrates an organizational pattern suited to the task as the response restates some of the key details from the poem.
- While the introduction does not present a thesis beyond “it’s based on sounds”, it does identify the ideas that will be discussed. Brief body paragraphs partially develop this idea.
- The final paragraph introduces new ideas, revisits one of the ideas discussed and ineffectively concludes the response.
- The response occasionally uses precise word choice and content-specific vocabulary from the text.
- Errors in conventions are present, though they seldom interfere with the meaning.

Theme is the central idea of a literary text. Write an essay analyzing the development of a common theme in "The Atoms of Sound." Use evidence from the poem to support your response.

Response Score: 2



Do you ever stop to listen to your house? Do you hear all of it's creaks and groans? All houses make these noises. If you just take a minute to listen to them you might find the sounds relaxing.

When you get home from school in the late afternoon you might hear the usual things. Your "dogs barking wildly, happy to see you, their long claws clicking the floor". You might also hear "the television turned up". "chitchat on the telephone", and perhaps your "baby brother wailing". All these sounds mix together in a jumbled cacophony like an ever turned bucket of bells." It can make it hard to be able to hear anything over all the noise surrounding you.

"As the sun sets, a blanket of darkness settles; the sounds of the house change." The dogs that were "barking wildly" hours ago "are sleeping, their tongues dangling out of the side of their mouths like think ribbons." The television that was turned up high was "hushed hours ago". And the once-noisy devices charge, inaudible now." You "can hear my watch counting off the seconds, eating away at the time like a quiet way nibbling at the san." You house makes noises too. "I eavesdrop as the house shifts and settles, a creak from the wall, the squeaking of a nail as the wood expands and contracts."

"All of those little sounds are always there, doing their jobs." Every last one of them has a job to do. "They are the thin wooden easel in the artist's workshop, the extras on a movie set, the quiet click of a drum in the background of your favorite song." Some may be little but they are all important. "It's only when everyting is peeled away, when the curtain fall on the loud sounds of industry and progress, that you realize these little noises are fundamental, that they are the minuscule aoms of sound."

Some of the noises you hear are small, but they all play a roll. "Little sounds are always there, doing their jobs." If you stop and listen to them you might find them quite relaxing.

1976/5000

OK

Annotation:

- This response demonstrates partially effective analysis of text, use of evidence, and writing skills.
- The response addresses the task and demonstrates a partial understanding of the text by providing a partial analysis of the development of the central idea of the poem.
- The analysis presented is an extension of explicit ideas in the text (When you get home from school in the late afternoon you might hear the usual things...Your house makes noises too).
- An attempt is made to integrate many examples and quotes from the poem, however, there is little analysis for these to support making the use of evidence partially effective.
- Much of the response is simply a restatement of the poem and thus the response ineffectively demonstrates an organizational pattern and mode suited to the task.
- The response is partially focused.
- The introduction and conclusion indicate that a thesis but the body does not develop this idea.
- Conventions of Standard English are demonstrated with few errors present.

Theme is the central idea of a literary text. Write an essay analyzing the development of a common theme in "The Atoms of Sound." Use evidence from the poem to support your response.

Response Score: 2




The main idea of the poem is that sounds are always there in life and can create many different things. They are the foundation of everything we hear and even the tiniest bit of sounds are just a part of life. Like when it says an Atom of sound this is what it means, It's saying how an atom is a little part of the human body but is necessary for us to be human. So even the littlest sounds are extremely needed for sounds to happen. The story also shows how sounds are everywhere. Even when we think it's silent you have to listen because there is always sound coming from somewhere. Sound creates that creativity that we love and is the base of it. So all in all this poem talks about how sound is everything and is the fundamental of everything, which it mentioned in the last couple lines. Sound is the atom in the world, small but vital to everything we do and hear.

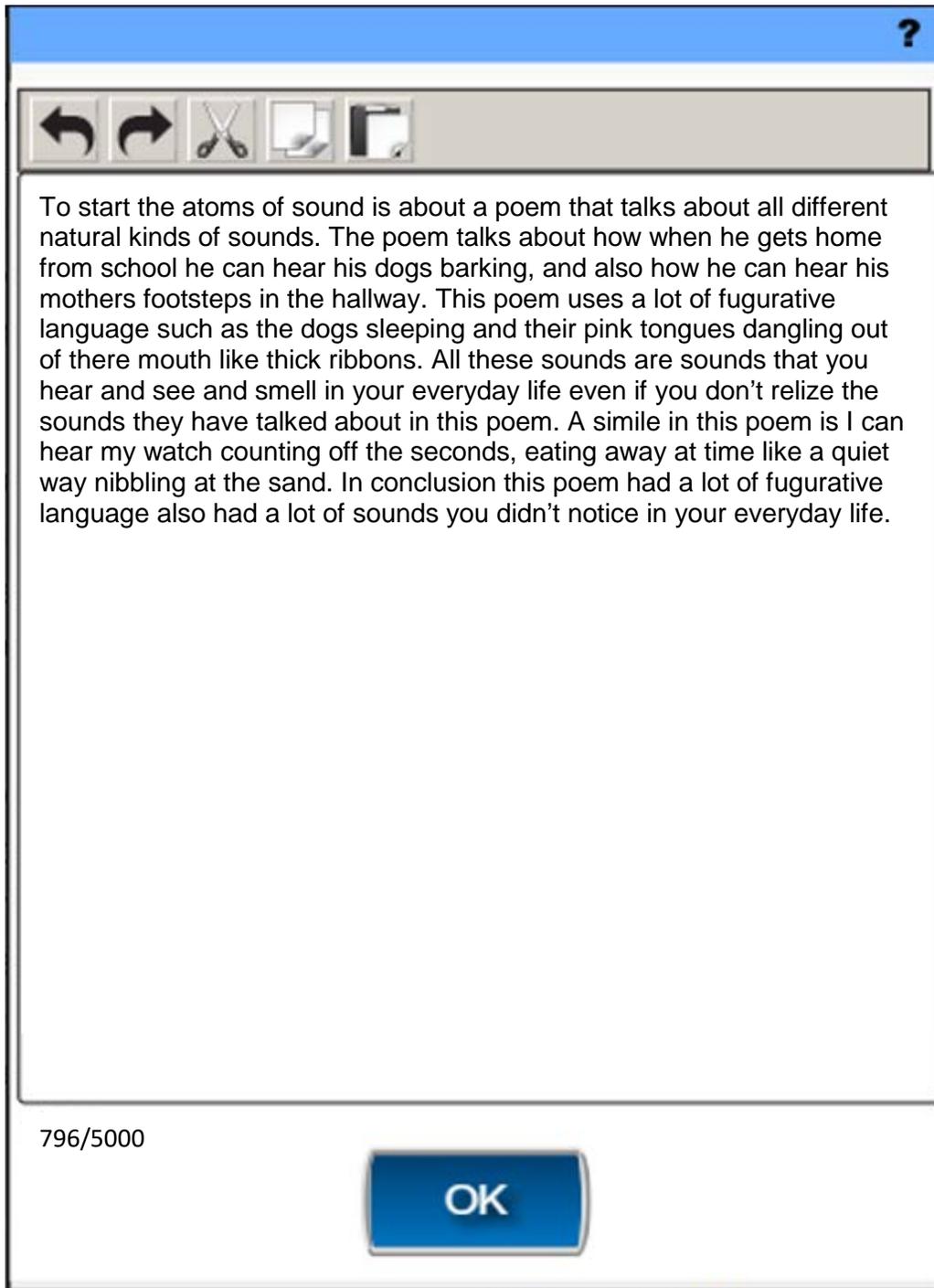
870/5000

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.
- As the response relates to the topic of the poem rather than the theme, the analysis of ideas from the text is ineffective.
- Information from the poem is presented but does not support the analysis of a theme.
- While specific evidence from the text is mentioned, it is minimally integrated into the response.
- The response is partially focused and includes a partially effective introduction, body, and conclusion.
- Several errors in conventions are present and may interfere with meaning.

Theme is the central idea of a literary text. Write an essay analyzing the development of a common theme in "The Atoms of Sound." Use evidence from the poem to support your response.

Response Score: 1



To start the atoms of sound is about a poem that talks about all different natural kinds of sounds. The poem talks about how when he gets home from school he can hear his dogs barking, and also how he can hear his mothers footsteps in the hallway. This poem uses a lot of fugurative language such as the dogs sleeping and their pink tongues dangling out of there mouth like thick ribbons. All these sounds are sounds that you hear and see and smell in your everyday life even if you don't relize the sounds they have talked about in this poem. A simile in this poem is I can hear my watch counting off the seconds, eating away at time like a quiet way nibbling at the sand. In conclusion this poem had a lot of fugurative language also had a lot of sounds you didn't notice in your everyday life.

796/5000

OK

Annotation:

- This response demonstrates minimal analysis of text, use of evidence, and writing skills.
- The response attempts to address the task, but fails to demonstrate an understanding of the development of theme in the poem.
- The response demonstrates minimal analysis of text as it consists solely of an initial attempt to describe what the poem is about and a discussion of literary devices.
- The response ineffectively analyzes the explicit and implicit ideas from the poem and the analysis is, at times, unclear (All these sounds are sounds that you hear and see and smell in your everyday life even if you don't realize the sounds they have talked about in this poem).
- The response attempts to integrate information from the text through the use of details and examples, but the information provided is not relevant and does not support the analysis.
- The response generated is minimally focused.
- Errors in conventions seldom interfere with meaning.

Theme is the central idea of a literary text. Write an essay analyzing the development of a common theme in "The Atoms of Sound." Use evidence from the poem to support your response.

Response Score: 1

?

← → ✂ 📄 📄

The common theme of "The Atoms of Sound" is sound. The author talks about sound and the things that make sound.

First, the author said the word "sound" six times in the poem. He said "hear" twice in the poem. He even talks about sounds a lot.

Then, there are a lot of sounds the author describes, TV, breathing, music, clicking, and footsteps are some sounds that he talks about.

The reason why sound is the common theme is the author talks about sound and the places the sound is at. He mostly talks about the small sounds.

In conclusion the common theme of "The Atoms of Sound" is sound. All the author talks about are the sounds and things that make sounds.

689/5000

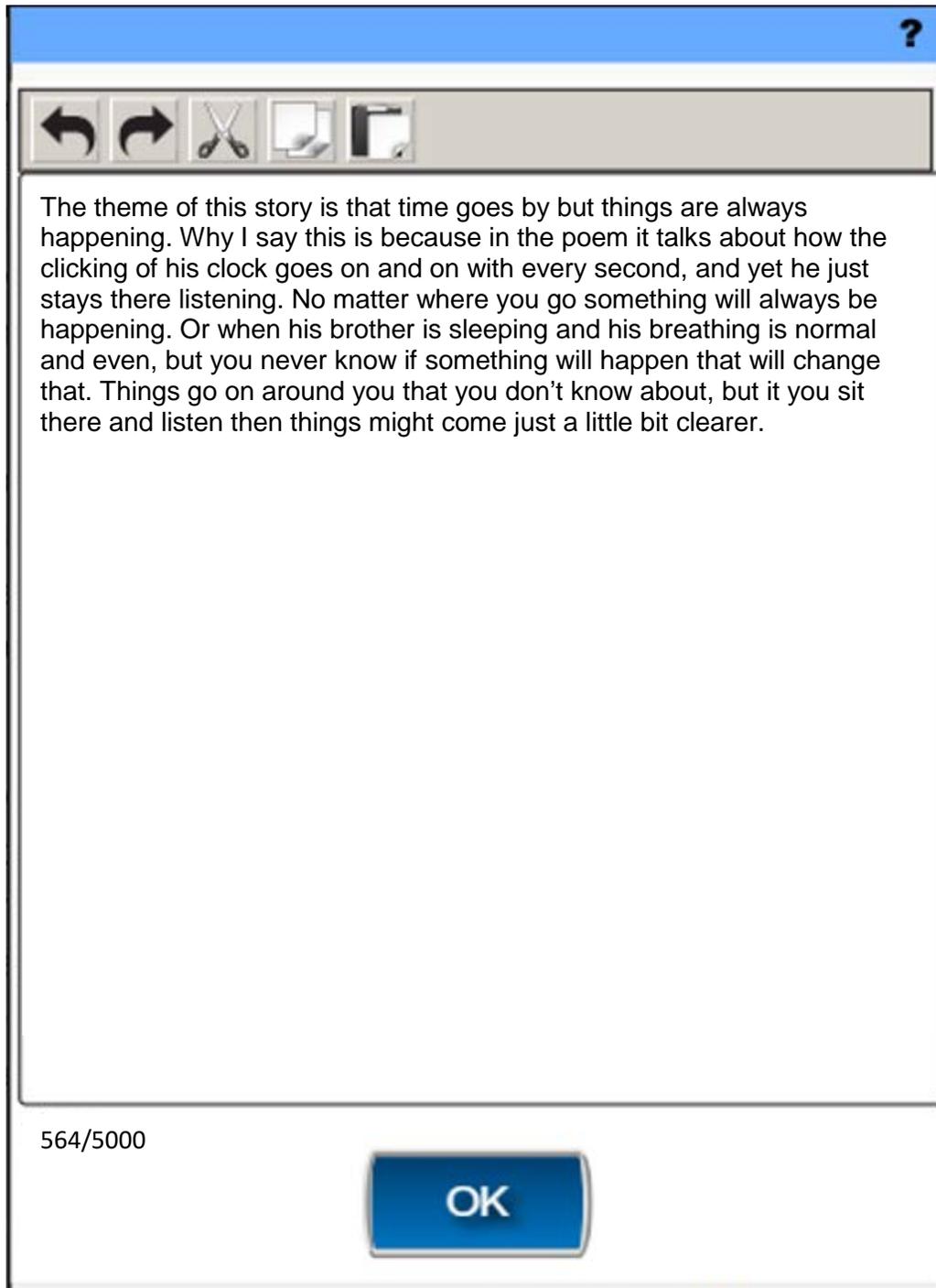
OK

Annotation:

- This response demonstrates partially effective analysis of text, use of evidence, and writing skills.
- The response addresses the task and demonstrates a partial understanding of the text.
- The response partially analyzes the development of a theme in the poem (sounds are always there in life and can create many different things).
- Explicit and implicit ideas from the poem are partially analyzed.
- The response lacks specific details, examples, or quotes from the text and provides little or no evidence to support the analysis of a theme.
- The response is focused and includes a partially effective introduction, body, and conclusion.
- Precise word choice and content-specific vocabulary from the text are evident.
- Some errors in conventions interfere with meaning.

Theme is the central idea of a literary text. Write an essay analyzing the development of a common theme in "The Atoms of Sound." Use evidence from the poem 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:

The theme of this story is that time goes by but things are always happening. Why I say this is because in the poem it talks about how the clicking of his clock goes on and on with every second, and yet he just stays there listening. No matter where you go something will always be happening. Or when his brother is sleeping and his breathing is normal and even, but you never know if something will happen that will change that. Things go on around you that you don't know about, but if you sit there and listen then things might come just a little bit clearer.

At the bottom left of the window, the text "564/5000" is displayed. At the bottom center, there is a blue button with the text "OK".

Annotation:

- This response demonstrates minimal analysis of text, use of evidence, and writing skills.
- The response attempts to address the task through the identification of a theme (time goes by but things are always happening).
- The response demonstrates minimal understanding of the text and the development of theme in the poem.
- The analysis of explicit and implicit ideas from the text is ineffective (when his brother is sleeping and his breathing is normal and even, but you never know if something will happen that will change that).
- There is minimal integration of evidence from the text and little relevant evidence is provided (the clicking of his clock goes on and on... his brother is sleeping).
- The response is minimally focused and includes a minimal introduction, body, and conclusion.
- There is minimal use of precise word choice.
- Errors in conventions seldom interfere with meaning.

Passage 4

Read the following passage about a young person with ambition.

Joe's Reward

by Horatio Alger Jr.

Joe certainly presented a neat appearance when he rowed over to the hotel dock. Before going he purchased a new collar and a dark blue tie, and these, with his new suit and new cap, set him off very well.

The boat had been cleaned in the morning, and when the ladies appeared they inspected the craft with satisfaction.

"What a nice clean boat," said Mabel Mallison, the niece of the proprietor of the hotel.

The ladies to go out were four in number, and two sat in the bow and two in the stern. It made quite a heavy load, but as they were not out for speed our hero did not mind it.

"We wish to go up to Fern Rock," said Mabel Mallison. "They tell me there are some beautiful ferns to be gathered there."

"There are," answered Joe. "I saw them last week."

"And I wish to get some nice birch bark if I can," said another of the ladies.

"I can get you plenty of it."

Joe rowed along in his best style, and while doing so the ladies of the party asked him numerous questions concerning the lake and vicinity. When Fern Rock was reached, all went ashore, and our hero pointed out the ferns he had seen, and dug up such as the others wished to take along. An hour was spent over the ferns and in getting some birch bark, and then they started on the return for the hotel.

"I'd like to row," cried one of the ladies.

"Oh, Jennie, I don't think you can!" cried another.

"Of course I can," answered Jennie, and sprang up from her seat to take the oars.

"Be careful!" came in a warning from Joe, as the boat began to rock.

"Oh, I'm not afraid!" said the young lady, and leaned forward to catch hold of one oar. Just then her foot slipped and she fell on the gunwale¹, causing the boat to tip more than ever. As she did this, Mabel Mallison, who was leaning over the side, gazing down into the clear waters of the lake, gave a shriek.

"Oh, save me!" came from her, and then she went over, with a loud splash.

Joe was startled, and the ladies left in the boat set up a wail of terror.

"She will be drowned!"

¹gunwale—the top edge of the side of a boat

“Oh, save her! Save her, somebody!”

“It is my fault!” shrieked the young lady. “I tipped the boat over!”

Joe said nothing, but looked over the side of the boat. He saw the body of Mabel Mallison not far away. But it was at the lake bottom and did not offer to rise.

Then he gave a second look and saw that the dress of the unfortunate one was caught in some sharp rocks. Without hesitation he dived overboard, straight for the bottom.

It was no easy matter to unfasten the garment, which was caught in a crack between two heavy stones. But at the second tug it came free, and a moment later both our hero and Mabel Mallison came to the surface.

“Oh!” cried two of the ladies in the row-boat. “Is she drowned?”

“I trust not,” answered Joe. “Sit still, please, or the boat will surely go over.”

As best he could Joe hoisted Mabel into the craft and then clambered in himself. As he did so the unfortunate girl gave a gasp and opened her eyes.

“Oh!” she murmured.

“You are safe now, Mabel!” said one of her companions.

“And to think it was my fault!” murmured the young lady. “I shall never forgive myself as long as I live!”

Mabel Mallison had swallowed some water, but otherwise she was unhurt. But her pretty blue dress was about ruined, and Joe’s new suit did not look near as well as it had when he had donned it.

“Let us row for the hotel,” said one of the young ladies.

“Are you all right?” she asked of Joe.

“Yes, ma’am, barring the wetting.”

“It was brave of you to go down after Mabel.”

“Indeed it was!” cried that young lady. “If it hadn’t been for you I might have been drowned.” And she gave a deep shudder.

“I saw she was caught and that’s why I went over after her,” answered our hero simply. “It wasn’t so much to do.”

All dripping as he was, Joe caught up the oars of the boat and sent the craft in the direction of the hotel at a good speed. That she might not take cold, a shawl was thrown over Mabel’s wet shoulders.

The arrival of the party at the hotel caused a mild sensation. Mabel hurried to her room to put on dry clothing, and Joe was directed to go around to the kitchen. But when the proprietor of the place had heard what Joe had done for his niece he sent the lad to a private apartment and provided him with dry clothing belonging to another who was of our hero’s size.

“That was a fine thing to do, young man,” said the hotel proprietor, when Joe appeared, dressed in the dry garments, and his own clothing had been sent to the laundry to be dried and pressed.

“I’m glad I was there to do it, Mr. Mallison.”

“Let me see, aren’t you Hiram Bodley’s boy?”

"I lived with Mr. Bodley, yes."

"That is what I mean. Are you still living at the tumbled-down cabin?"

"No, sir. I've just sold off things, and I am going to settle in town."

"Where?"

"I haven't decided that yet. I was going to hunt up a place when Ike Fairfield gave me the job of rowing out the young ladies."

"I see. You own the boat, eh?"

"Yes, sir."

"You ought to be able to make a fair living, taking out summer boarders."

"I suppose so, but that won't give me anything to do this winter."

"Well, perhaps something else will turn up by that time." Andrew Mallison drew out a fat wallet. "I want to reward you for saving Mabel."

He drew out two ten-dollar bills and held them towards our hero. But Joe shook his head and drew back.

"Thank you very much, Mr. Mallison, but I don't want any reward."

"But you have earned it fairly, my lad."

"I won't touch it. If you want to help me you can throw some odd rowing jobs from the hotel in my way."

"Then you won't really touch the money?"

"No, sir."

"How would you like to work for the hotel regularly?"

"I'd like it first-rate if it paid."

"I can guarantee you regular work so long as the summer season lasts."

"And what would it pay?"

"At least a dollar a day, and your board."

"Then I'll accept and with thanks for your kindness."

"When can you come?"

"I'm here already."

"That means that you can stay from now on?"

"Yes, sir."

"I don't suppose you want the job of hauling somebody from the lake every day," said Andrew Mallison, with a smile.

"Not unless I was dressed for it, Mr. Mallison. Still, it has been the means of getting me a good position."

"I shall feel safe in sending out parties with you for I know you will do your best to keep them from harm."

"I'll certainly do that, I can promise you."

Writer’s Checklist for the Text-Dependent Analysis Question

PLAN before you write

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

FOCUS while you write

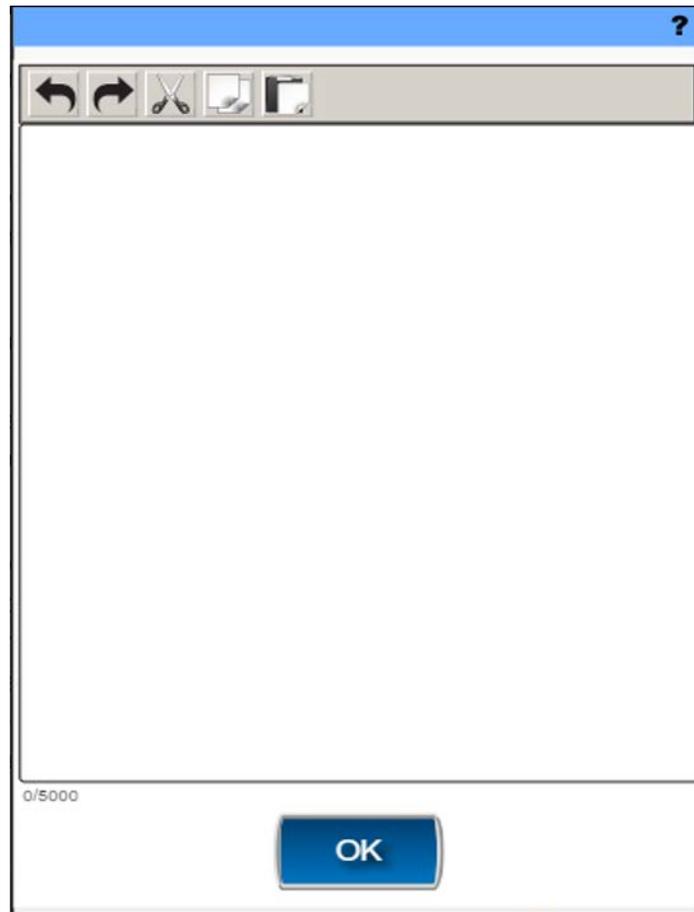
- Analyze and explain what you think about the information from the passage(s) in your essay.
- Support and develop the ideas in your essay by using text evidence from the passage(s).
- Use correct language, a variety of sentence types, and transitions between paragraphs in your essay.
- Organize your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

PROOFREAD after you write

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

Text-Dependent Analysis Question 4

The plot of “Joe’s Reward” is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. Use evidence from the passage to support your response.



A screenshot of a text entry window. The window has a blue title bar with a question mark icon on the right. Below the title bar 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 of the window is a large, empty white text box. At the bottom left of the text box, the text "0/5000" is displayed. At the bottom center of the window is a blue button with the text "OK" in white.

Text-Dependent Analysis Scoring Rubric

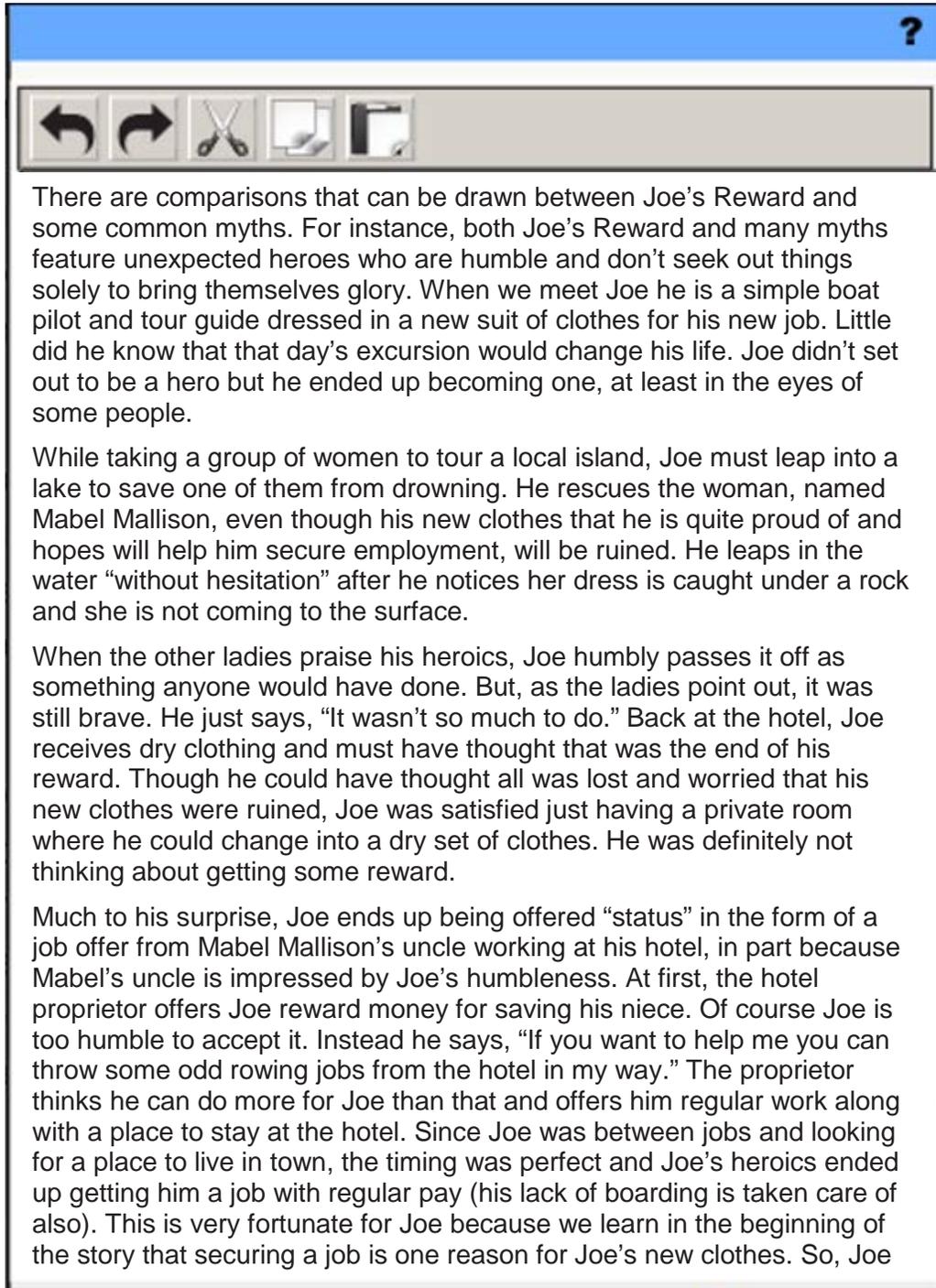
Points	Criteria
<p style="text-align: center;">4</p> <p>Demonstrates effective analysis of text and skillful writing</p>	<ul style="list-style-type: none"> • Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s). • Thorough analysis based on explicit and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

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

Text-Dependent Analysis Sample Student Responses

The plot of “Joe’s Reward” is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. Use evidence from the passage to support your response.

Response Score 4



There are comparisons that can be drawn between Joe’s Reward and some common myths. For instance, both Joe’s Reward and many myths feature unexpected heroes who are humble and don’t seek out things solely to bring themselves glory. When we meet Joe he is a simple boat pilot and tour guide dressed in a new suit of clothes for his new job. Little did he know that that day’s excursion would change his life. Joe didn’t set out to be a hero but he ended up becoming one, at least in the eyes of some people.

While taking a group of women to tour a local island, Joe must leap into a lake to save one of them from drowning. He rescues the woman, named Mabel Mallison, even though his new clothes that he is quite proud of and hopes will help him secure employment, will be ruined. He leaps in the water “without hesitation” after he notices her dress is caught under a rock and she is not coming to the surface.

When the other ladies praise his heroics, Joe humbly passes it off as something anyone would have done. But, as the ladies point out, it was still brave. He just says, “It wasn’t so much to do.” Back at the hotel, Joe receives dry clothing and must have thought that was the end of his reward. Though he could have thought all was lost and worried that his new clothes were ruined, Joe was satisfied just having a private room where he could change into a dry set of clothes. He was definitely not thinking about getting some reward.

Much to his surprise, Joe ends up being offered “status” in the form of a job offer from Mabel Mallison’s uncle working at his hotel, in part because Mabel’s uncle is impressed by Joe’s humbleness. At first, the hotel proprietor offers Joe reward money for saving his niece. Of course Joe is too humble to accept it. Instead he says, “If you want to help me you can throw some odd rowing jobs from the hotel in my way.” The proprietor thinks he can do more for Joe than that and offers him regular work along with a place to stay at the hotel. Since Joe was between jobs and looking for a place to live in town, the timing was perfect and Joe’s heroics ended up getting him a job with regular pay (his lack of boarding is taken care of also). This is very fortunate for Joe because we learn in the beginning of the story that securing a job is one reason for Joe’s new clothes. So, Joe



ventures out on his own to find employment and he ends up finding it in the most unexpected way.

This whole point of this story is that the proprietor is pleased knowing he has a dependable person when he says, "I shall feel safe in sending out parties with you for I know you will do your best to keep them from harm." And Joe is happy, even though his new suit of clothes has been ruined, he says, "Still, it has been the means of getting me a good position," meaning it was almost worth it.

So, as you can see, Joe's heroics and humility ended up getting him a job and a place to live which is what he was seeking in the first place. Like many humble heroes common in myths, Joe ends up at a good place in life though he never expected it or tried specifically to get it. In Joe's Reward, the character of Joe is an unexpected hero, just like the protagonist in many myths of old.

3213/5000

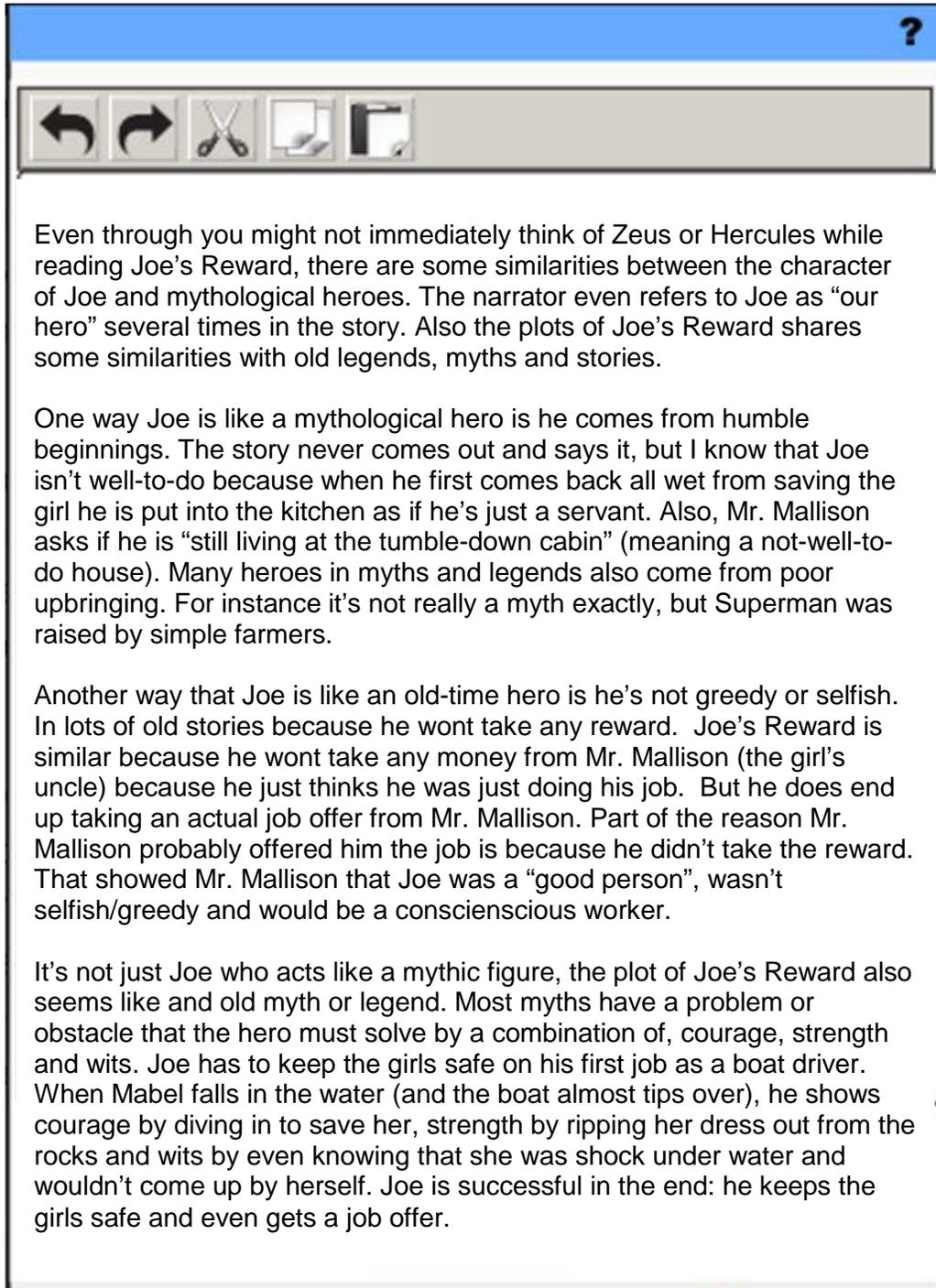


Annotation:

- The 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 and ideas, while the effective introduction, development, and conclusion all identify/support a controlling idea (that Joe is an “unexpected hero” like those in many myths).
- There is thorough analysis of explicit and implicit meanings from the text woven throughout the response.
- There is substantial direct reference to the text, both the main idea and relevant.
- Transition use is sometimes skillful as is the student’s use of precise language.
- There are few grammatical errors in the response and those present do not interfere with meaning.

The plot of “Joe’s Reward” is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. Use evidence from the passage to support your response.

Response Score 4



Even through you might not immediately think of Zeus or Hercules while reading Joe’s Reward, there are some similarities between the character of Joe and mythological heroes. The narrator even refers to Joe as “our hero” several times in the story. Also the plots of Joe’s Reward shares some similarities with old legends, myths and stories.

One way Joe is like a mythological hero is he comes from humble beginnings. The story never comes out and says it, but I know that Joe isn’t well-to-do because when he first comes back all wet from saving the girl he is put into the kitchen as if he’s just a servant. Also, Mr. Mallison asks if he is “still living at the tumble-down cabin” (meaning a not-well-to-do house). Many heroes in myths and legends also come from poor upbringing. For instance it’s not really a myth exactly, but Superman was raised by simple farmers.

Another way that Joe is like an old-time hero is he’s not greedy or selfish. In lots of old stories because he wont take any reward. Joe’s Reward is similar because he wont take any money from Mr. Mallison (the girl’s uncle) because he just thinks he was just doing his job. But he does end up taking an actual job offer from Mr. Mallison. Part of the reason Mr. Mallison probably offered him the job is because he didn’t take the reward. That showed Mr. Mallison that Joe was a “good person”, wasn’t selfish/greedy and would be a consciencious worker.

It’s not just Joe who acts like a mythic figure, the plot of Joe’s Reward also seems like and old myth or legend. Most myths have a problem or obstacle that the hero must solve by a combination of, courage, strength and wits. Joe has to keep the girls safe on his first job as a boat driver. When Mabel falls in the water (and the boat almost tips over), he shows courage by diving in to save her, strength by ripping her dress out from the rocks and wits by even knowing that she was shock under water and wouldn’t come up by herself. Joe is successful in the end: he keeps the girls safe and even gets a job offer.

?

← → ✂ 📄 📄

So even though Joe's Reward is not a myth, it has some similarities with myths. Joe is a typical hero: he comes from humble beginnings, his is courageous, smart and not greedy. He also overcomes an obstacle using his courage, strength and wits and he is successful in the end.

2317/5000

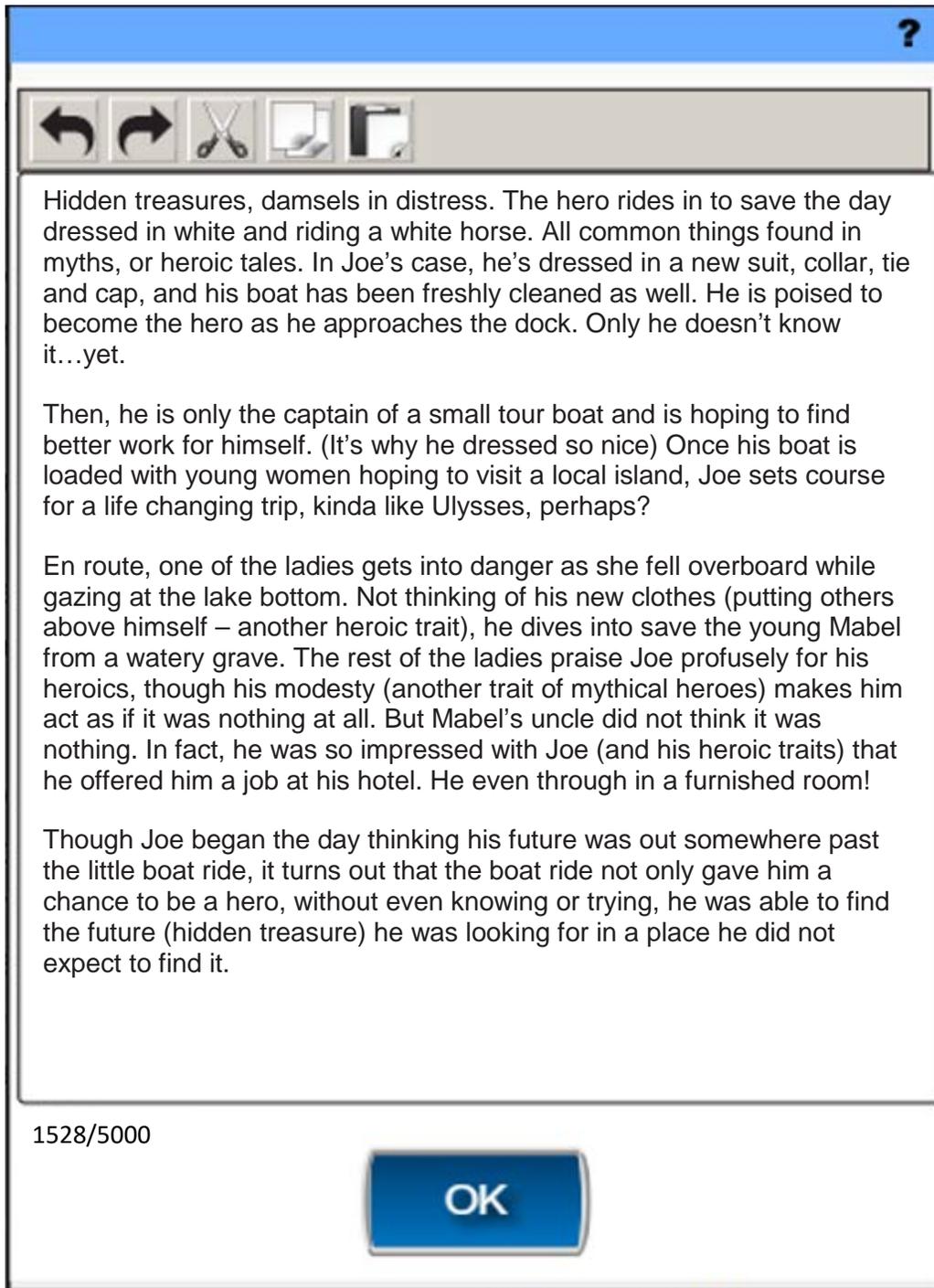
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Annotation:

- In this response, the student effectively addresses all parts of the task, demonstrating an in-depth analytic understanding of the task.
- The strong organizational structure effectively supports the focus and ideas, while the effective introduction, development, and conclusion all identify/support a controlling idea.
- There is thorough analysis of explicit and implicit meanings from the text throughout the response.
- There is substantial direct reference to the text (“The narrator even refers to Joe as ‘our hero’ several times”).
- Transition use is skillful (“It’s not just Joe who acts like a mythic figure”), as is the student’s use of precise language (“Most myths have a problem or obstacle that the hero must solve by a combination of, courage, strength and wits”).
- There are few grammatical errors in the response, and those present do not interfere with meaning.

The plot of “Joe’s Reward” is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. Use evidence from the passage to support your response.

Response Score: 4



Hidden treasures, damsels in distress. The hero rides in to save the day dressed in white and riding a white horse. All common things found in myths, or heroic tales. In Joe's case, he's dressed in a new suit, collar, tie and cap, and his boat has been freshly cleaned as well. He is poised to become the hero as he approaches the dock. Only he doesn't know it...yet.

Then, he is only the captain of a small tour boat and is hoping to find better work for himself. (It's why he dressed so nice) Once his boat is loaded with young women hoping to visit a local island, Joe sets course for a life changing trip, kinda like Ulysses, perhaps?

En route, one of the ladies gets into danger as she fell overboard while gazing at the lake bottom. Not thinking of his new clothes (putting others above himself – another heroic trait), he dives into save the young Mabel from a watery grave. The rest of the ladies praise Joe profusely for his heroics, though his modesty (another trait of mythical heroes) makes him act as if it was nothing at all. But Mabel's uncle did not think it was nothing. In fact, he was so impressed with Joe (and his heroic traits) that he offered him a job at his hotel. He even through in a furnished room!

Though Joe began the day thinking his future was out somewhere past the little boat ride, it turns out that the boat ride not only gave him a chance to be a hero, without even knowing or trying, he was able to find the future (hidden treasure) he was looking for in a place he did not expect to find it.

1528/5000

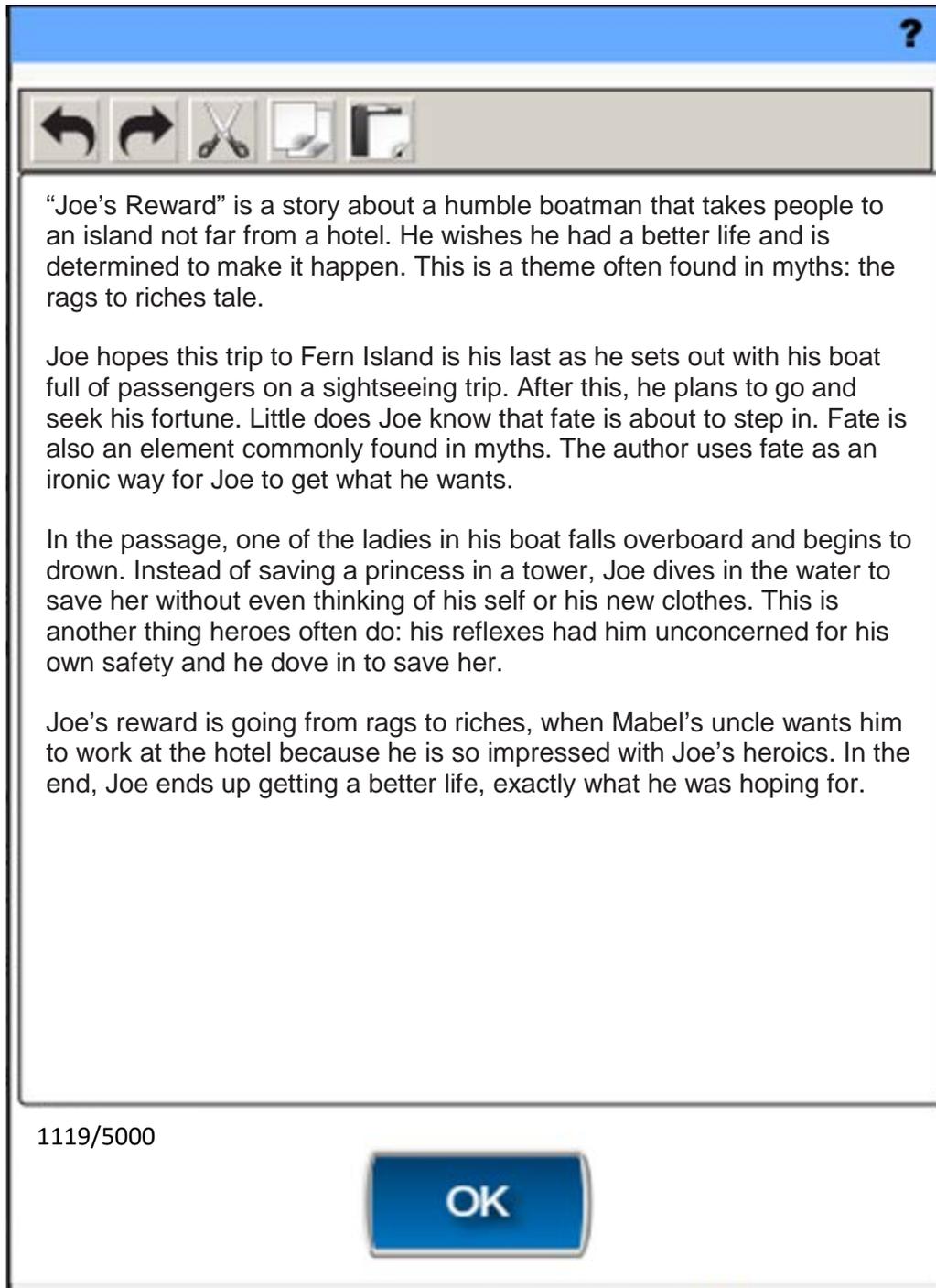
OK

Annotation:

- The response effectively addresses all parts of the task, demonstrating an in-depth analytic understanding of the text.
- The student analyzes explicit and implicit meanings from the effectively supporting claims and ideas.
- Substantial, accurate, and direct reference to the text supports the main idea ideas grouped in a logical order, and a conclusion that is related to the controlling idea.
- There are few, if any, convention errors (“through” for threw and “kinda” for kind of), and any present do not interfere with meaning.

The plot of “Joe’s Reward” is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. Use evidence from the passage to support your response.

Response Score: 3



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

“Joe’s Reward” is a story about a humble boatman that takes people to an island not far from a hotel. He wishes he had a better life and is determined to make it happen. This is a theme often found in myths: the rags to riches tale.

Joe hopes this trip to Fern Island is his last as he sets out with his boat full of passengers on a sightseeing trip. After this, he plans to go and seek his fortune. Little does Joe know that fate is about to step in. Fate is also an element commonly found in myths. The author uses fate as an ironic way for Joe to get what he wants.

In the passage, one of the ladies in his boat falls overboard and begins to drown. Instead of saving a princess in a tower, Joe dives in the water to save her without even thinking of his self or his new clothes. This is another thing heroes often do: his reflexes had him unconcerned for his own safety and he dove in to save her.

Joe’s reward is going from rags to riches, when Mabel’s uncle wants him to work at the hotel because he is so impressed with Joe’s heroics. In the end, Joe ends up getting a better life, exactly what he was hoping for.

1119/5000

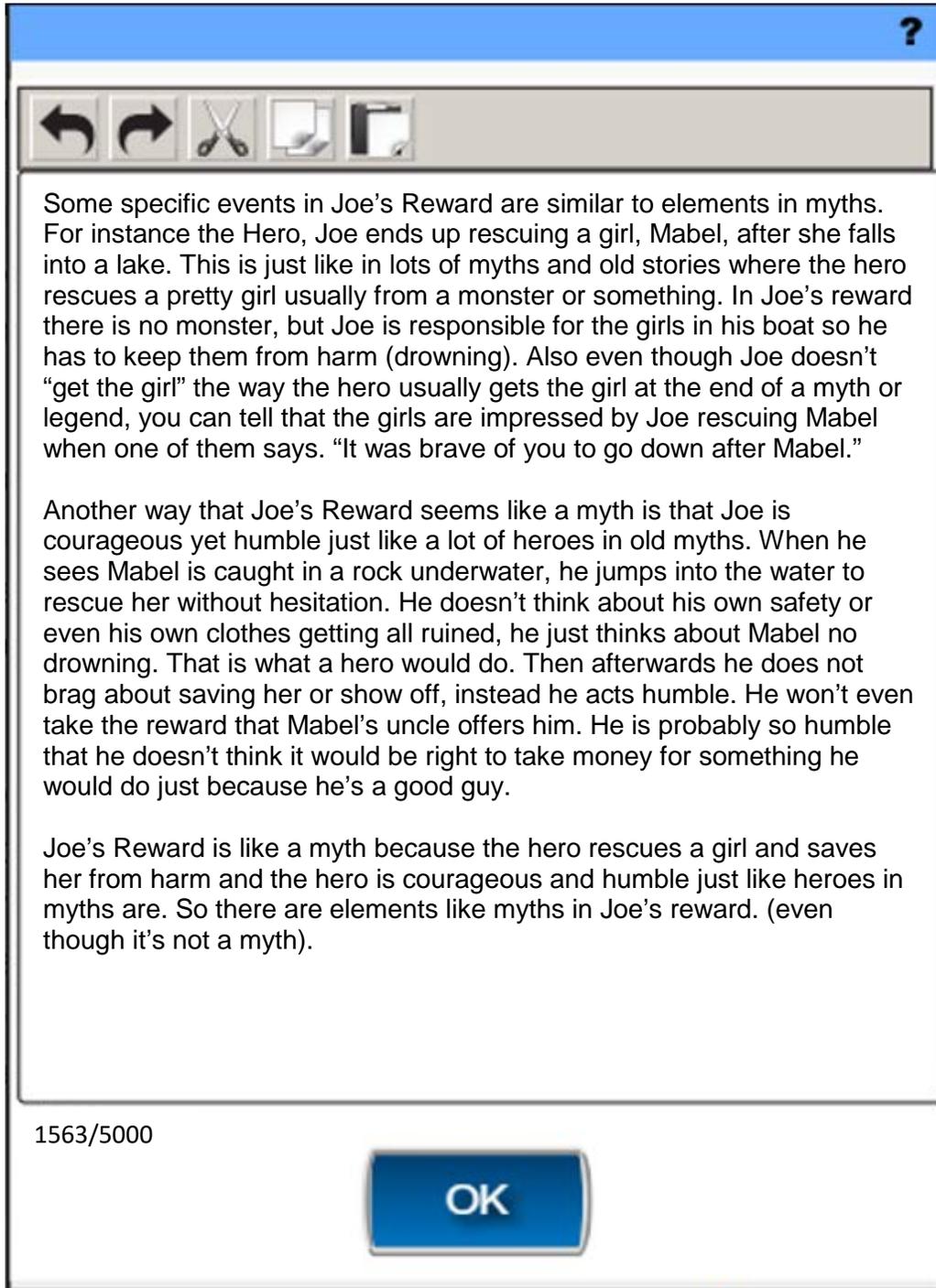
OK

Annotation:

- The response adequately analyzes how the passage draws on elements commonly found in myths, demonstrating sufficient analytic understanding of the text.
- The student analyzes explicit and implicit meanings from the text to support ideas and claims:
 - “This is a theme often found in myths: the rags to riches tale”,
 - “Little does Joe know that fate is about to step in”,
 - “The author uses fate as an ironic way for Joe to get what he wants”, and “his reflexes had him unconcerned for his own safety”.
- Direct reference to the text is provided to support the writer’s purpose:
 - “boat full of passengers on a sightseeing trip”,
 - “one of the ladies in his boat falls overboard and begins to drown”,
 - “Mabel’s uncle wants him to work at the hotel because he is so impressed”.
- The response has an appropriate organizational structure with a clear introduction, transitions, and a conclusion.
- The response contains few, if any conventions errors; any present do not interfere with meaning.

The plot of "Joe's Reward" is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. Use evidence from the passage to support your response.

Response Score: 3



Some specific events in Joe's Reward are similar to elements in myths. For instance the Hero, Joe ends up rescuing a girl, Mabel, after she falls into a lake. This is just like in lots of myths and old stories where the hero rescues a pretty girl usually from a monster or something. In Joe's reward there is no monster, but Joe is responsible for the girls in his boat so he has to keep them from harm (drowning). Also even though Joe doesn't "get the girl" the way the hero usually gets the girl at the end of a myth or legend, you can tell that the girls are impressed by Joe rescuing Mabel when one of them says. "It was brave of you to go down after Mabel."

Another way that Joe's Reward seems like a myth is that Joe is courageous yet humble just like a lot of heroes in old myths. When he sees Mabel is caught in a rock underwater, he jumps into the water to rescue her without hesitation. He doesn't think about his own safety or even his own clothes getting all ruined, he just thinks about Mabel no drowning. That is what a hero would do. Then afterwards he does not brag about saving her or show off, instead he acts humble. He won't even take the reward that Mabel's uncle offers him. He is probably so humble that he doesn't think it would be right to take money for something he would do just because he's a good guy.

Joe's Reward is like a myth because the hero rescues a girl and saves her from harm and the hero is courageous and humble just like heroes in myths are. So there are elements like myths in Joe's reward. (even though it's not a myth).

1563/5000

OK

Annotation:

- In this response, the student adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text.
- There is an appropriate organizational structure, including a clear introduction, development, and conclusion, identifying a controlling idea related to the text (“Joe’s Reward is like a myth because the hero rescues a girl and saves her from harm and the hero is courageous and humble”).
- There is clear analysis of explicit and implicit meanings from the text mostly in the form of inferences.
- There is sufficient, accurate, and direct reference to the text as well as sufficient reference to the main idea of the text.
- There is appropriate use of transitions and precise language throughout the response.
- The few grammatical errors present (e.g., missing commas) do not interfere with meaning.

The plot of "Joe's Reward" is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. Use evidence from the passage to support your response.

Response Score: 3

The screenshot shows a digital reading application window. At the top right is a question mark icon. Below it is a toolbar with icons for back, forward, search, and other navigation functions. The main text area contains the following passage:

The myth of the hero saving the damsel in distress is woven throughout "Joe's Reward" by Horatio Alger, Jr. "Our hero", Joe rows a small boat that takes people to an island not far from a hotel. In the story, Joe is bringing a group of ladies to Fern Island when one of them goes overboard and begins to drown.

First, Joe dives in the water to save Mabel Mallison after she has fallen out of his boat without thinking about it. That's the sort of thing a hero does. Joe could have very easily said, "I'm not diving in there in my brand new clothes!" but he didn't. He dove in to save her because he knew that's what needed to be done. He put the girl's safety before himself.

He also could have gotten mad at the ladies because he told them that they were making the boat unsteady by moving around a lot. But, he doesn't bother saying anything even though he could have.

In the end it is Joe's humbleness that impresses Mabel's uncle who owns the hotel. He offers Joe money as a reward which Joe turned down. He told the man "I saw she was caught and that's why I went over after her" which impresses the hotel owner, so much that he offered Joe a job and a place to live after learning he has no place to live anymore.

So, it wasn't just that Joe saved the damsel in distress; it was also his humbleness that impressed the hotel owner enough to want to keep Joe around.

1371/5000

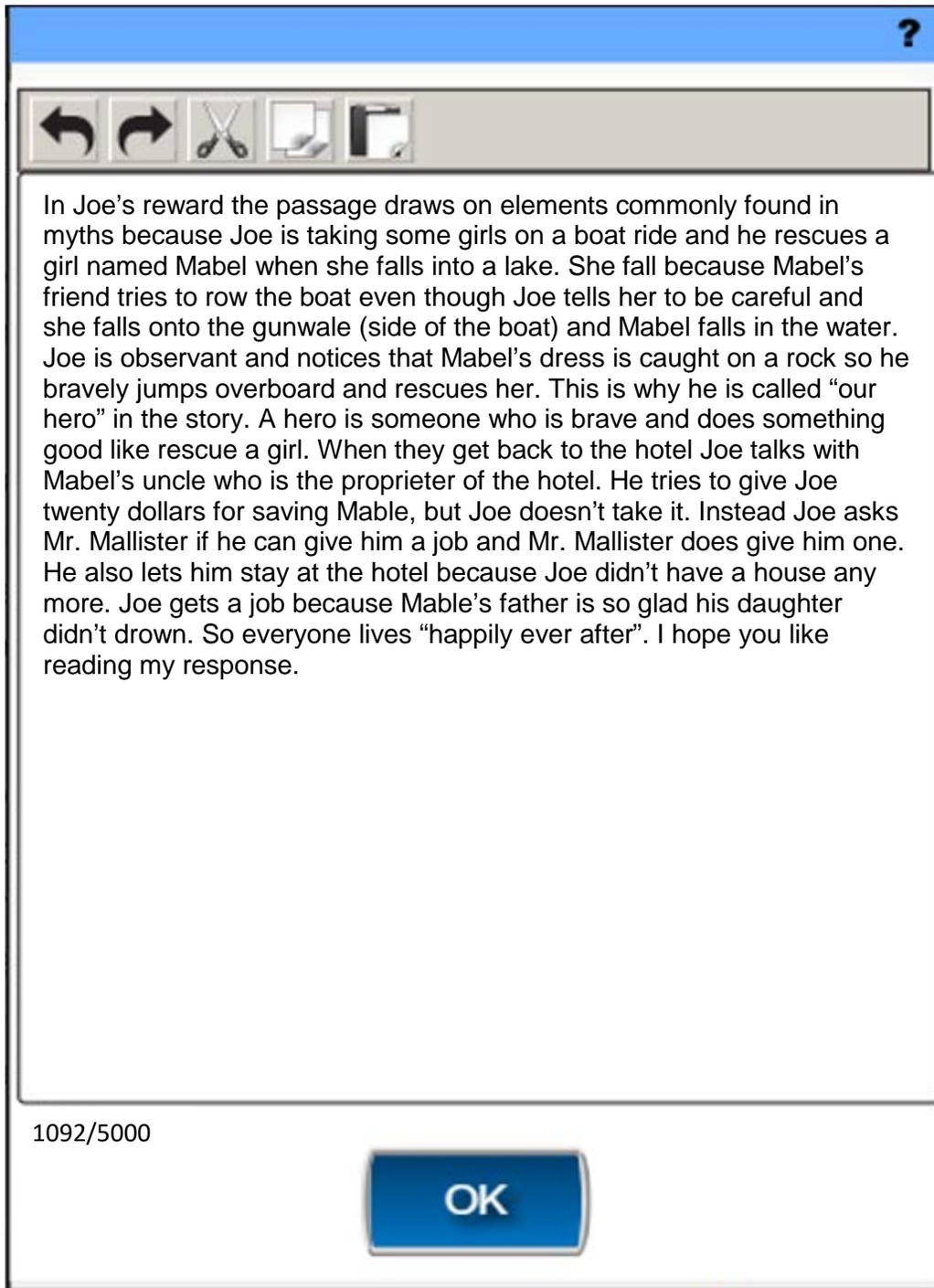
OK

Annotation:

- In this response, the student adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text.
- There is an appropriate organizational structure, including a clear introduction, development, and conclusion, identifying a controlling idea related to the text.
- There is clear analysis of explicit and implicit meanings from the text.
- There is sufficient, accurate, and direct reference to the text using relevant details and quotes, along with sufficient reference to the main idea of the text.
- There is appropriate use of transitions and precise language throughout the response.
- The few grammatical errors present (missing commas, some awkward sentences) do not interfere with meaning.

The plot of “Joe’s Reward” is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. 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 blue header bar with 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 white text box containing the following text:

In Joe's reward the passage draws on elements commonly found in myths because Joe is taking some girls on a boat ride and he rescues a girl named Mabel when she falls into a lake. She fall because Mabel's friend tries to row the boat even though Joe tells her to be careful and she falls onto the gunwale (side of the boat) and Mabel falls in the water. Joe is observant and notices that Mabel's dress is caught on a rock so he bravely jumps overboard and rescues her. This is why he is called "our hero" in the story. A hero is someone who is brave and does something good like rescue a girl. When they get back to the hotel Joe talks with Mabel's uncle who is the proprietor of the hotel. He tries to give Joe twenty dollars for saving Mable, but Joe doesn't take it. Instead Joe asks Mr. Mallister if he can give him a job and Mr. Mallister does give him one. He also lets him stay at the hotel because Joe didn't have a house any more. Joe gets a job because Mable's father is so glad his daughter didn't drown. So everyone lives "happily ever after". I hope you like reading my response.

At the bottom left of the text box, the text "1092/5000" is displayed. At the bottom center, there is a blue button with the text "OK" in white.

Annotation:

- In this response, the student inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text.
- There is a weak organizational structure, consisting of a weak introduction, development, and conclusion, that inconsistently supports the focus and ideas.
- There is weak analysis of explicit and implicit meanings from the text (“Joe is observant and notices that Mabel’s dress is caught on a rock” and “he bravely jumps overboard”) in the form of inferences or evaluative thinking.
- There are vague/weak references to the text (“This is why he is called ‘our hero’ in the story”).
- There is very little precise language drawn from the text.
- The errors present (awkward sentences, a usage error, minor punctuation issues) do not interfere with meaning.

The plot of "Joe's Reward" is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. Use evidence from the passage to support your response.

Response Score: 2

?



The plot of Joe's Reward is driven by specific event that take place. Joe has a little boat that he uses to take tourists to an island. One time, Joe had to save the life of a woman who almost drownd because she fell out of the boat. Joe jumps in after her because he knew it was up to him to do it because the other women in the boat "set up a wail of terror."

Though it wasn't easy to losen her dress from the rocks holding her underwater it says, "But at the second tug it came free." Because Joe saved the woman's life and the woman was related to the hotel owner, Joe got a job at the hotel.

So, his actions weren't planned but they ended up getting him a job which he needed because he told the guy, "I've just sold off my things and I am going to settle in town. The owner knows then that Joe needs a job and a place to stay. So it works out for everyone because the woman didn't die, Joe has a job now and a place to stay and the owner has a worker he trusts. So, in the end things worked out for everybody. Joe is like a hero in a myth in Joe's Reward.

1062/5000

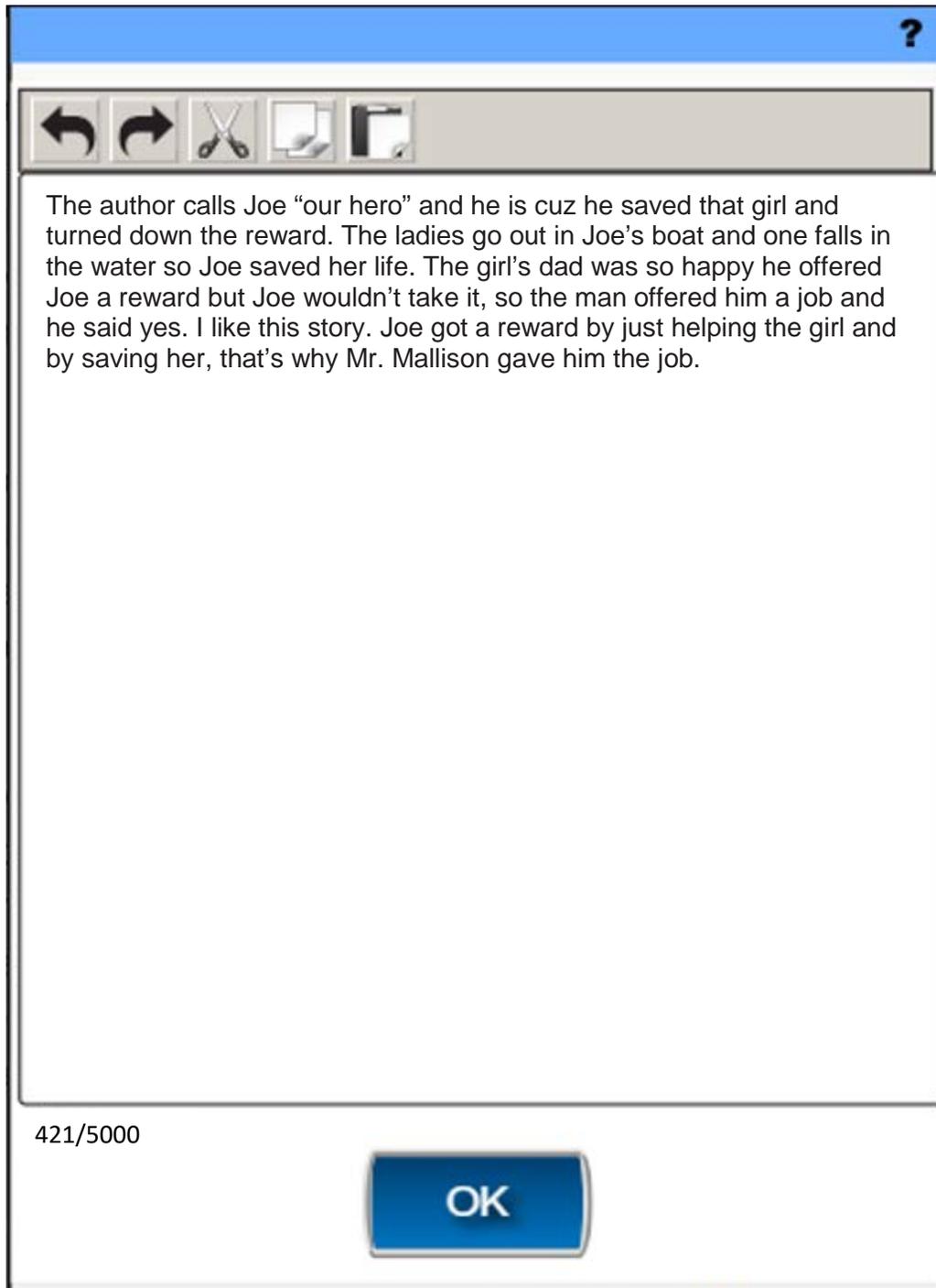
OK

Annotation:

- In this response, the student inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text.
- There is a weak organizational structure, consisting of a weak introduction, development, and conclusion, that inconsistently supports the focus and ideas.
- There is some analysis of explicit and implicit meanings from the text mostly in the form of basic inferences drawn from the text.
- There are vague/weak references to the text in the form of quotes well as references to a main idea.
- There is inconsistent use of precise language drawn from the text (e.g., “at the second tug it came free”).
- The errors present (e.g., “losen”, as well as some sentence formation, usage, and punctuation issues) do not interfere with meaning.

The plot of “Joe’s Reward” is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. Use evidence from the passage to support your response.

Response Score: 1



The author calls Joe “our hero” and he is cuz he saved that girl and turned down the reward. The ladies go out in Joe’s boat and one falls in the water so Joe saved her life. The girl’s dad was so happy he offered Joe a reward but Joe wouldn’t take it, so the man offered him a job and he said yes. I like this story. Joe got a reward by just helping the girl and by saving her, that’s why Mr. Mallison gave him the job.

421/5000

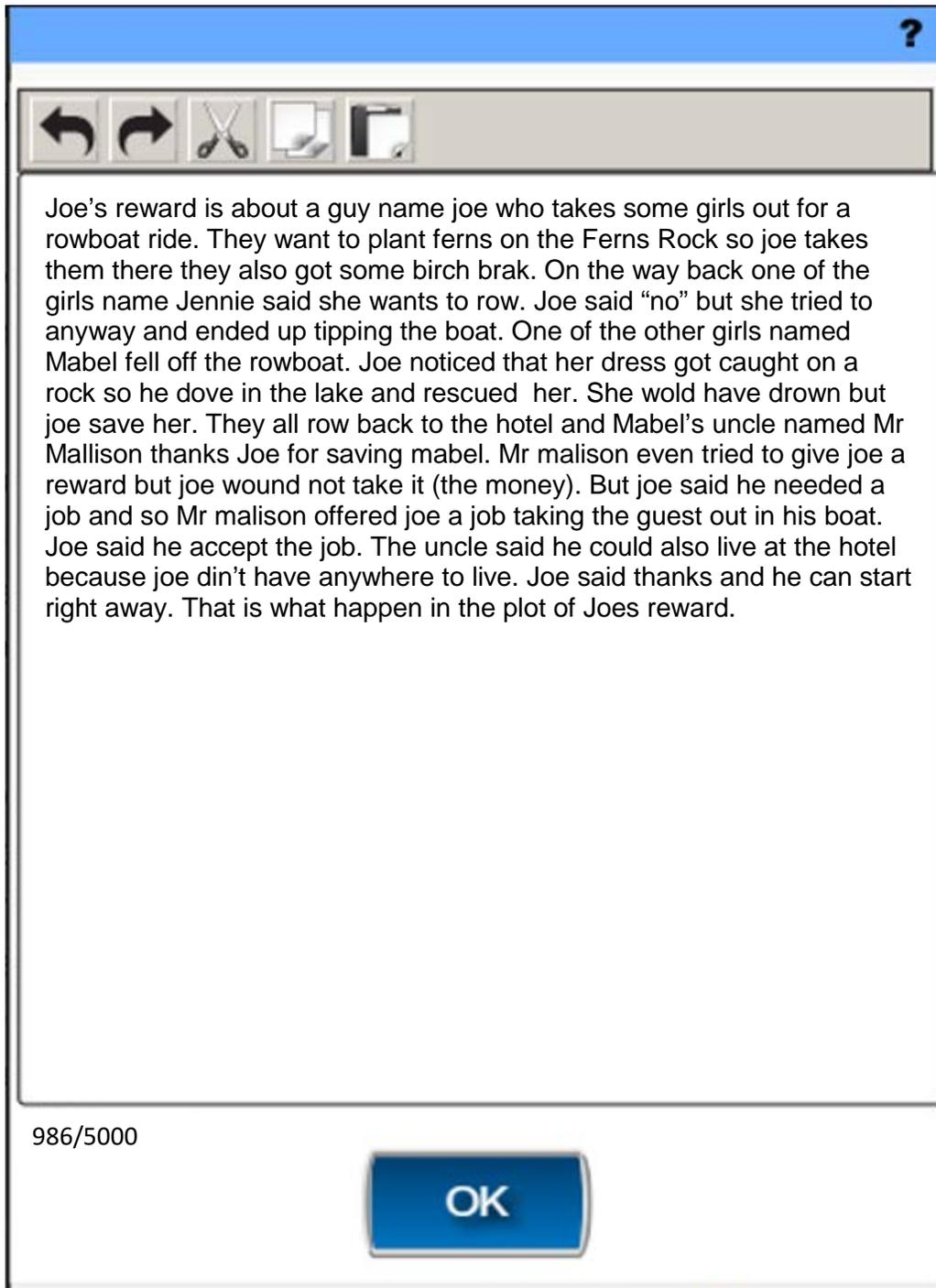
OK

Annotation:

- In this response, the student minimally addresses part of the task by showing that Joe was heroic in the story; however, only an inadequate analytic understanding of the text is demonstrated.
- There is minimal evidence of an organizational structure—there is no introduction or conclusion and only minimal development.
- There is only insufficient analysis (the inference that the author refers to Joe as “our hero” because he saved the girl and turned down the reward).
- References to the text are insufficient, consisting of literal, simplistic retellings of specific plot points within the story.
- There is minimal use of transitions (“so”) and virtually no precise language or domain-specific vocabulary drawn from the text.
- Grammatical errors present (“cuz,” as well as some sentence formation issues) are not a significant factor contributing to this response’s score of 1.

The plot of "Joe's Reward" is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. Use evidence from the passage to support your response.

Response Score: 1



Joe's reward is about a guy name joe who takes some girls out for a rowboat ride. They want to plant ferns on the Ferns Rock so joe takes them there they also got some birch brak. On the way back one of the girls name Jennie said she wants to row. Joe said "no" but she tried to anyway and ended up tipping the boat. One of the other girls named Mabel fell off the rowboat. Joe noticed that her dress got caught on a rock so he dove in the lake and rescued her. She wold have drown but joe save her. They all row back to the hotel and Mabel's uncle named Mr Mallison thanks Joe for saving mabel. Mr malison even tried to give joe a reward but joe wound not take it (the money). But joe said he needed a job and so Mr malison offered joe a job taking the guest out in his boat. Joe said he accept the job. The uncle said he could also live at the hotel because joe din't have anywhere to live. Joe said thanks and he can start right away. That is what happen in the plot of Joes reward.

986/5000

OK

Annotation:

- In this response, the student minimally addresses part of the task by providing a summary of the passage that describes how the character of Joe acts heroically.
- There is minimal evidence of an organizational structure—there is no introduction and only a minimal and simplistic conclusion.
- There is only weak, insufficient analysis (“She wold have drown but joe save her”).
- References to the text, though many, are insufficient, consisting of literal, simplistic retellings of the story’s plot points.
- There is almost no use of transitions and very little precise language or domain-specific vocabulary drawn from the text.
- Grammatical errors include inconsistent capitalization, misspellings (e.g., “wold” for would), usage issues (“woman” for women, “happen” for happened, “drown” for drowned, and “save” for saved), sentence issues, and missing/incorrect punctuation.
- Errors present interfere with meaning.

