



Smarter Balanced Assessment Consortium

ELA Practice Test Scoring Guide **Grade 6**

1/3/2017



About the Practice Test Scoring Guides

The Smarter Balanced ELA Practice Test Scoring Guides provide details about the items, student response types, correct responses, and related scoring considerations for the Smarter Balanced Practice Test items. The items selected for the Practice Test are designed to reflect

- a broad coverage of claims and targets.
- a range of student response types.
- a breadth of difficulty levels across the items.

It is important to note that all student response types are not fully represented on every practice test, but a distribution can be observed across all the practice tests. The items presented are reflective of refinements and adjustments to language based on pilot test results and expert recommendations from both content and accessibility perspectives.

Within this guide, each item is presented with the following information¹:

- Claim: statement derived from evidence about college and career readiness
- Target: statement that bridges the content standards and the assessment evidence that support the claim
- Depth of Knowledge (DOK): measure of complexity considering the student's cognitive process in response to an item. There are four DOK levels, a 4 being the highest level.
- Common Core State Standards for English Language Arts/Literacy: the primary standard(s) assessed by an item
- Evidence Statement: a statement that explains what a student will be able to do in response to an item in order to provide evidence he or she has met the standard(s). These statements serve as a guide for item writers to ensure alignment to the CCSS standard(s) and targets.
- Static presentation of the item: static presentation of item from test administration system
- Static presentation of student response field(s): static presentation of response field from test administration system
- Answer key: expected student response or example response from score point value
- Rubric and a sample student response for each score point for short answer items: score point representations for student responses

The following items are representative of the kinds of items that students can expect to experience when taking the Computer Adaptive Test (CAT) portion of the summative assessment for grade 6. A separate document is available that provides a sample performance task and scoring guide for this grade level.

¹ Most of these terms (Claim, Target, DOK, Evidence Statement, etc.) are further explained in various other Smarter Balanced documents as well as the *Common Core State Standards for English Language Arts and Literacy*. Refer to the *Smarter Balanced Content Standards and Item Specifications for English Language Arts and Literacy* for more information.

Read the text and answer questions 1–8.

Eureka!

by James Baldwin

There was once a king of Syracuse whose name was Hiero. The country over which he ruled was quite small, but for that very reason he wanted to wear the biggest crown in the world. So he called in a famous goldsmith, who was skillful in all kinds of fine work, and gave him ten pounds of pure gold.

“Take this,” he said, “and fashion it into a crown that shall make every other king want it for his own. Be sure that you put into it every grain of the gold I give you, and do not mix any other metal with it.”

“It shall be as you wish,” said the goldsmith. “Here I receive from you ten pounds of pure gold; within ninety days I will return to you the finished crown which shall be of exactly the same weight.”

Ninety days later, true to his word, the goldsmith brought the crown. It was a beautiful piece of work, and all who saw it said that it had not its equal in the world. When King Hiero put it on his head it felt very uncomfortable, but he did not mind that—he was sure that no other king had so fine a headpiece. After he had admired it from this side and from that, he weighed it on his own scales. It was exactly as heavy as he had ordered.

“You deserve great praise,” he said to the goldsmith. “You have wrought very skillfully and you have not lost a grain of my gold.”

There was in the king’s court a very wise man whose name was Archimedes. When he was called in to admire the king’s crown he turned it over many times and examined it very closely.

“Well, what do you think of it?” asked Hiero.

“The workmanship is indeed very beautiful,” answered Archimedes, “but—but the gold—”

"The gold is all there," cried the king. "I weighed it on my own scales."

"True," said Archimedes, "but it does not appear to have the same rich red color that it had in the lump. It is not red at all, but a brilliant yellow, as you can plainly see."

"Most gold is yellow," said Hiero; "but now that you speak of it I do remember that when this was in the lump it had a much richer color."

"What if the goldsmith has kept out a pound or two of the gold and made up the weight by adding brass or silver?" asked Archimedes.

"Oh, he could not do that," said Hiero; "the gold has merely changed its color in the working." But the more he thought of the matter the less pleased he was with the crown. At last he said to Archimedes, "Is there any way to find out whether that goldsmith really cheated me, or whether he honestly gave me back my gold?"

"I know of no way," was the answer.

But Archimedes was not the man to say that anything was impossible. He took great delight in working out hard problems, and when any question puzzled him he would keep studying until he found some sort of answer to it. And so, day after day, he thought about the gold and tried to find some way by which it could be tested without doing harm to the crown.

One morning he was thinking of this question while he was getting ready for a bath. The great bowl or tub was full to the very edge, and as he stepped into it a quantity of water flowed out upon the stone floor. A similar thing had happened a hundred times before, but this was the first time that Archimedes had thought about it.

"How much water did I displace by getting into the tub?" he asked himself. "Anybody can see that I displaced a bulk of water equal to the bulk of my body. A man half my size would displace half as much."

"Now suppose, instead of putting myself into the tub, I had put Hiero's crown into it, it would have displaced a bulk of water equal to its own bulk. All, let me see! Gold is much heavier than silver. Ten pounds of

pure gold will not make so great a bulk as say seven pounds of gold mixed with three pounds of silver. If Hiero's crown is pure gold it will displace the same bulk of water as any other ten pounds of pure gold. But if it is part gold and part silver it will displace a larger bulk. I have it at last! Eureka! Eureka!"

Forgetful of everything else he leaped from the bath. He ran through the streets to the king's palace shouting, "Eureka! Eureka! Eureka!" which in English means, "I have found it! I have found it! I have found it!"

The crown was tested. It was found to displace much more water than ten pounds of pure gold displaced. The guilt of the goldsmith was proved beyond a doubt. But whether he was punished or not, I do not know, neither does it matter.

The simple discovery which Archimedes made was worth far more to the world than Hiero's crown.

"Eureka!" by James Baldwin, from *Thirty More Famous Stories Retold*. In the public domain.

| Item | Grade | Claim | Target | DOK | Standard(s) |
|------|-------|-------|--------|-----|-------------|
| #1 | 6 | 1 | 1 | 2 | RL.1 |

| Evidence Statement |
|--|
| The student will identify text evidence (explicit details and/or implicit information) to support a given inference or conclusion based on the text. |

Click on the **two** sentences that **best** support the conclusion that Archimedes is very observant.

- A. There was in the king’s court a very wise man whose name was Archimedes.
- B. When he was called in to admire the king’s crown he turned it over many times and examined it very closely.
- C. “True,” said Archimedes, “but it does not appear to have the same rich red color that it had in the lump...”
- D. “Most gold is yellow,” said Hiero; “but now that you speak of it I do remember that when this was in the lump it had a much richer color.”
- E. But Archimedes was not the man to say that anything was impossible.

Key: B, C

Rubric: (1 point) The student selects the two correct options.

| Item | Grade | Claim | Target | DOK | Standard(s) |
|------|-------|-------|--------|-----|-------------|
| #2 | 6 | 1 | 2 | 2 | RL.2 |

| Evidence Statement |
|---|
| The student will determine or summarize a theme or central idea of the text . |

Which sentence **best** summarizes a central idea of the text?

- A. Tricking a king can be dangerous.
- B. Creating a beautiful object is challenging.
- C. Problems can be solved in unusual ways.
- D. Kings can solve problems as cleverly as ordinary people.

Key: C

Rubric: (1 point) The student selects the correct option.

| Item | Grade | Claim | Target | DOK | Standard(s) |
|------|-------|-------|--------|-----|-------------|
| #3 | 6 | 1 | 3 | 2 | RL.4 |

| Evidence Statement |
|---|
| The student will determine the meaning of a word or phrase based on the context in a literary text. |

Read the sentence from the text.

“Anybody can see that I displaced a bulk of water equal to the bulk of my body.”

What does the word bulk **most likely** mean?

- A. majority
- B. mass
- C. part
- D. segment

Key: B

Rubric: (1 point) The student selects the correct option.

| Item | Grade | Claim | Target | DOK | Standard(s) |
|------|-------|-------|--------|-----|-------------|
| #4 | 6 | 1 | 2 | 3 | RL.2 |

Evidence Statement

The student will determine or summarize key ideas and events in a text.

Summarize what happens after Archimedes sees his bath water overflowing. Use key events from the text to support your summary.

| Score | Rationale | Exemplar |
|-------|--|--|
| 2 | <p>A response:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to determine/summarize the theme/central idea/message, or to summarize what happens after or during a key event • Includes specific examples/details that make clear reference to the text • Adequately explains the theme/central idea/message or summary with clearly relevant information based on the text | <p>Archimedes has had something like this happen a million times before. This was the first time he had thought about it. Archimedes discovered that His leg had displaced water. He figured that his crown would displace as much as a normal ten-pound lump of gold would displace. Pure gold would displace more than seven pounds of silver mixed with three pounds of gold. Therefore he tested by measuring the displaced water for a lump of ten pound of gold. Then, He measured the displaced water of the crown and found that it was different. He learned that the goldsmith had kept a couple pounds of gold for himself.</p> |
| 1 | <p>A response:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to determine/summarize the theme/central idea/message, or to summarize what happens after or during a key event • Includes vague/limited examples/details that make reference to the text • Explains the theme/central idea/message or summary with vague/limited information based on the text | <p>Archimedes sees his bath overflowing because of him taking up room in the bath. Archimedes creates an idea of finding out if the crown is solid gold or not. Archimedes finds out not the whole crown is gold because he put the crown in water to test the weight.</p> |
| 0 | <p>A response:</p> <ul style="list-style-type: none"> • Gives no evidence of the ability to determine/summarize the theme/central idea/message, or to summarize what happens after or during a key event <p>OR</p> <ul style="list-style-type: none"> • Gives the theme/central idea/message or summary, but includes no examples or no examples/details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> • Gives the theme/central idea/message or summary, but includes no explanation or no relevant information from the text | <p>An idea clicks in his head.</p> |

| Item | Grade | Claim | Target | DOK | Standard(s) |
|------|-------|-------|--------|-----|-------------|
| #5 | 6 | 1 | 5 | 3 | RL.3 |

Evidence Statement

The student will analyze the relationships among literary elements (dialogue, advancing action, character actions/interactions, point of view) within one text.

Which statement is **most** accurate about **both** the goldsmith and Archimedes?

- A. Both receive praise, and both are very private about their work.
- B. Both take pride in their work, but one deceives and the other is truthful.
- C. Both are awed by the power of the king, and both are eager to please him.
- D. Both are eager to be rewarded by the king, but only one of them is successful.

Key: B

Rubric: (1 point) The student selects the correct option.

| Item | Grade | Claim | Target | DOK | Standard(s) |
|------|-------|-------|--------|-----|-------------|
| #6 | 6 | 1 | 6 | 3 | RL.5 |

| Evidence Statement |
|---|
| The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning. |

What effect does the conversation between Archimedes and the king have on the reader's understanding of the events in the plot?

- A. It explains clearly what the king has asked the goldsmith to do.
- B. It explains clearly why the king begins to doubt the goldsmith.
- C. It shows that Archimedes believes that solving the problem is impossible.
- D. It shows that the king is determined to discover the truth about the crown himself.

Key: B

Rubric: (1 point) The student selects the correct option.

| Item | Grade | Claim | Target | DOK | Standard(s) |
|------|-------|-------|--------|-----|-------------|
| #7 | 6 | 1 | 4 | 4 | RL.3 |

Evidence Statement

The student will draw a conclusion about a literary text or texts and identify details within the text or texts that support that conclusion.

What conclusion can be drawn about the character of Archimedes? Support your answer with details from the text.

| Score | Rationale | Exemplar |
|-------|--|--|
| 2 | <p>A response:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to make a clear inference/draw a conclusion • Includes specific examples/details that make clear reference to the text • Adequately explains inference/conclusion with clearly relevant information based on the text | <p>One character trait that can be drawn from Archimedes is clever. I believe this because he found an unusual way to solve a problem. He demonstrates this in the story when it said “ ‘Now suppose, instead of putting myself into the tub,I had to put Heiro’s crown into it, it would have displace a bulk of water equal to its own bulk. Gold is much heavier than silver. If Heiro’s crown is pure gold it will displace the same bulk of water as any other 10 pound of pure gold. But if it is part gold and part sliverit will displace a larger bulk.” This shows that one character trait of Archemedes is clever.</p> |
| 1 | <p>A response:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to make an inference/draw a conclusion • Includes vague/limited examples/details that make reference to the text • Provides a limited explanation of the inference/conclusion with vague/limited information based on the text | <p>He is loyal and smart. I know that he is loyal because he listen to the king and solve the problem and he discovered the truth and solve the case.</p> |
| 0 | <p>A response:</p> <ul style="list-style-type: none"> • Gives no evidence of the ability to make an inference/draw a conclusion <p>OR</p> <ul style="list-style-type: none"> • Gives an inference /conclusion but includes no examples or no examples/ details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> • Gives an inference/draws a conclusion but includes no explanation or no relevant information from the text. | <p>Archimedes is a dumb guy. He puts the crown in water. If I had a crown, I’d put it in a safe.</p> |

| Item | Grade | Claim | Target | DOK | Standard(s) |
|------|-------|-------|--------|-----|-------------|
| #8 | 6 | 1 | 7 | 3 | RL.4 |

| Evidence Statement |
|---|
| The student will analyze the impact of word choice on reader interpretation of meaning or tone. |

Read the sentence from the text.

“He ran through the streets to the king’s palace shouting, ‘Eureka! Eureka! Eureka!’ which in English means, ‘I have found it! I have found it! I have found it!’”

What effect does the author create by repeating the word “Eureka”?

- A. It emphasizes the triumph Archimedes feels.
- B. It demands that everyone admire him for his discovery.
- C. It warns others that he has made a dangerous discovery.
- D. It shows the desperation Archimedes feels as he tries to solve his problem.

Key: A

Rubric: (1 point) The student selects the correct option.

Read the text and answer questions 9–14.

What Is a Spacesuit?

by David Hitt

A spacesuit is much more than a set of clothes astronauts wear on spacewalks. A fully equipped spacesuit is really a one-person spacecraft. The formal name for the spacesuit used on the space shuttle and International Space Station is the Extravehicular Mobility Unit, or EMU. "Extravehicular" means outside of the vehicle or spacecraft. "Mobility" means that the astronaut can move around in the suit. The spacesuit protects the astronaut from the dangers of being outside in space.

Why Do Astronauts Need Spacesuits?

Spacesuits help astronauts in several ways. Spacewalking astronauts face a wide variety of temperatures. In Earth's orbit, conditions can be as cold as minus 250 degrees Fahrenheit. In the sunlight, they can be as hot as 250 degrees. A spacesuit protects astronauts from those extreme temperatures.

Spacesuits also supply astronauts with oxygen to breathe while they are in the vacuum of space. They contain water to drink during spacewalks. They protect astronauts from being injured from impacts of small bits of space dust. Space dust may not sound very dangerous, but when even a tiny object is moving many times faster than a bullet, it can cause injury. Spacesuits also protect astronauts from radiation in space. The suits even have visors to protect astronauts' eyes from the bright sunlight.

What Are the Parts of a Spacesuit?

The spacesuit consists of several pieces. The Hard Upper Torso covers the astronaut's chest. The arm assembly covers the arms and connects to the gloves. The helmet and Extravehicular Visor Assembly are designed to protect the astronaut's head while still allowing him or her to see as much as possible. The Lower Torso Assembly covers the astronaut's legs and feet. The flexible parts of the suit are made from

several layers of material. The layers perform different functions, from keeping oxygen within the spacesuit to protecting from space dust impacts.

Underneath the spacesuit, astronauts wear a Liquid Cooling and Ventilation Garment. Tubes are woven into this tight-fitting piece of clothing that covers the entire body except for the head, hands and feet. Water flows through these tubes to keep the astronaut cool during the spacewalk.

On the back of the spacesuit is a backpack called the Primary Life Support Subsystem. This backpack contains the oxygen that astronauts breathe during a spacewalk. It also removes carbon dioxide that astronauts exhale. The backpack also provides electricity for the suit. A fan moves the oxygen through the spacesuit and life support systems, and a water tank holds the cooling water that flows through the Liquid Cooling and Ventilation Garment.

Also attached to the back of the suit is a device called the Simplified Aid for Extravehicular Activity Rescue, or SAFER. SAFER has several small thruster jets. If an astronaut became separated from the space station, he or she could use SAFER to fly back.

What Other Spacesuits Have Astronauts Worn?

NASA's first spacesuits were developed for the Mercury program. Mercury was the first time NASA astronauts flew into space. These simple suits were based on pressure suits worn by U.S. Navy pilots. Astronauts did not go on spacewalks then. The Mercury suits were worn only inside the spacecraft.

NASA's first spacewalks took place during the Gemini program. The suits used for Gemini were more advanced than the Mercury suits. But the Gemini suits were simpler than today's spacesuits. These suits did not contain their own life support. Instead, they connected to life support systems on the Gemini spacecraft with a cord called the umbilical.

Spacesuits designed for the Apollo program had to do things the first suits did not. These spacesuits had to protect astronauts walking on the moon. Unlike the other suits, the Apollo suits had boots made to

walk on a rocky surface. The Apollo suits also contained a life support system, similar to the Portable Life Support Subsystem on the current suit. Having a life support system on the spacesuit allowed the astronauts to explore away from the lunar lander. Spacesuits similar to the Apollo suits were used on the Skylab space station. Like the Gemini suits, the Skylab suits connected to life support systems on the spacecraft via an umbilical.

What Spacesuits Are Worn Today?

In addition to the EMU, NASA astronauts wear other suits today. The Advanced Crew Escape Suit is the orange suit that astronauts wear during launch and landing of the space shuttle. This suit cannot be worn during spacewalks. Sometimes, NASA astronauts will wear the Russian Orlan spacesuit. This suit is the Russian version of the EMU and is used for spacewalks. Another Russian suit is the Sokol. Like the Advanced Crew Escape Suit, the Sokol is designed only to be used inside a spacecraft. It is used on the Russian Soyuz spacecraft.

“What is a Spacesuit?” by David Hitt, from nasa.gov. © 2008 by NASA Education. In the public domain.

| Item | Grade | Claim | Target | DOK | Standard(s) |
|------|-------|-------|--------|-----|-------------|
| #9 | 6 | 1 | 8 | 2 | RI.1 |

| Evidence Statement |
|--|
| The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text. |

Select the **two** sentences from the text that **best** support the inference that extra-vehicular space exploration would not have been possible without spacesuits.

- "A spacesuit is much more than a set of clothes astronauts wear on spacewalks."
- "Spacesuits also supply astronauts with oxygen to breathe while they are in the vacuum of space."
- "The layers perform different functions, from keeping oxygen within the spacesuit to protecting from space dust impacts."
- "These simple suits were based on pressure suits worn by U.S. Navy pilots."
- "The Advanced Crew Escape Suit is the orange suit that astronauts wear during launch and landing of the space shuttle."

Key: B, C

Rubric: (1 point) The student selects the two correct options.

| Item | Grade | Claim | Target | DOK | Standard(s) |
|------|-------|-------|--------|-----|-------------|
| #10 | 6 | 1 | 9 | 2 | RI.2 |

| Evidence Statement |
|--|
| The student will determine a central idea in a text using supporting evidence. |

Which sentence **best** summarizes the central idea of the text?

- A. The spacesuit has changed and adapted to become more complex over time.
- B. The spacesuit is made up of several parts that are made up of different materials.
- C. The spacesuit was developed to allow astronauts to go outside of their spacecraft to walk in space.
- D. The spacesuit has become an essential piece of equipment to keep astronauts safe from the dangers of space.

Key: D

Rubric: (1 point) The student selects the correct option.

| Item | Grade | Claim | Target | DOK | Standard(s) |
|------|-------|-------|--------|-----|-------------|
| #11 | 6 | 1 | 11 | 3 | RI.6 |

| Evidence Statement |
|---|
| The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that supports that conclusion. |

This question has two parts. First, answer part A. Then, answer part B.

Part A

What is **most likely** the author’s intent by mentioning “A spacesuit is much more than a set of clothes astronauts wear on spacewalks” at the beginning of the text?

- A. The author wants to inform the reader that astronauts regularly walk in space.
- B. The author wants to describe to the reader the importance of astronauts walking in space.
- C. The author wants to explain to the reader that astronauts wear spacesuits during flights in space.
- D. The author wants to convince the reader that spacesuits are more important to astronauts than most people think.

Part B

Which sentence from the text **best** illustrates the conclusion made in part A?

- A. “The spacesuit protects the astronaut from the dangers of being outside in space.”
- B. “The spacesuit consists of several pieces.”
- C. “The Mercury suits were worn only inside the spacecraft.”
- D. “This suit cannot be worn during spacewalks.”

Key: Part A: D

Part B: A

Rubric: (1 point) The student selects the correct option for Part A and selects the correct option for Part B.

| Item | Grade | Claim | Target | DOK | Standard(s) |
|------|-------|-------|--------|-----|-------------|
| #12 | 6 | 1 | 9 | 3 | RI.2 |

| Evidence Statement |
|--|
| The student will determine a central idea in a text using supporting evidence. |

Read the paragraph from the text and the directions that follow.

Spacesuits also supply astronauts with oxygen to breathe while they are in the vacuum of space. They contain water to drink during spacewalks. They protect astronauts from being injured from impacts of small bits of space dust. Space dust may not sound very dangerous, but when even a tiny object is moving many times faster than a bullet, it can cause injury. Spacesuits also protect astronauts from radiation in space. The suits even have visors to protect astronauts' eyes from the bright sunlight.

What is the author's central idea in this paragraph? Use evidence from the text to support your answer.

| Score | Rationale | Exemplar |
|-------|--|--|
| 2 | <p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to determine a central idea OR to summarize what happens during or after a key event • Includes specific examples/details that make clear reference to the text • Adequately explains the central idea OR summarizes with relevant information based on the text | <p>The author’s central idea is to inform the reader how a spacesuit helps the astronaut. This is the central idea because the text says that the spacesuit protects an astronaut by including oxygen to breathe, visors to protect their eyes of the sun, and from being injured by the impact of space dust.</p> |
| 1 | <p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to determine a central idea OR to summarize what happens during or after a key event • Includes vague/limited examples/details that make reference to the text • Provides a limited explanation of the central idea OR summarizes with vague/limited information based on the text | <p>The authors central idea is that space suits have lots of protectful gear that comes in handy in harmful situations in space. For example, space suits provide a vizor that will protect astronauts from the harmful UV rays of the sun.</p> |
| 0 | <p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives no evidence of the ability to determine a central idea, or to summarize what happens during or after a key event <p>OR</p> <ul style="list-style-type: none"> • Give the central idea OR summarizes, but includes no examples/details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> • Gives the central idea or summary, but includes no explanation OR no relevant information from the text | <p>To talk about how space suits help astronouts in space.</p> |

| Item | Grade | Claim | Target | DOK | Standard(s) |
|------|-------|-------|--------|-----|-------------|
| #13 | 6 | 1 | 11 | 3 | RI.6 |

| Evidence Statement |
|---|
| The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. |

This question has two parts. First, answer part A. Then, answer part B.

Part A

Which of these inferences about the author's purpose is supported by the text?

- A. The author explains the many spacesuit features used by the astronauts.
- B. The author describes different types and parts of spacesuits to explain how they protect astronauts.
- C. The author uses spacesuit details to highlight space technology accomplishments of other countries.
- D. The author shows advancements in space technology through the changes in spacesuits over the years.

Part B

Which sentence from the text **best** supports your answer in part A?

- A. "The spacesuit protects the astronaut from the dangers of being outside in space."
- B. "Underneath the spacesuit, astronauts wear a Liquid Cooling and Ventilation Garment."
- C. "This suit is the Russian version of the EMU and is used for spacewalks."
- D. "Like the Advanced Crew Escape Suit, the Sokol is designed only to be used inside a spacecraft."

Key: Part A: B

Part B: A

Rubric: (1 point) The student selects the correct option in Part A and selects the correct option in Part B.

| Item | Grade | Claim | Target | DOK | Standard(s) |
|------|-------|-------|--------|-----|-------------|
| #14 | 6 | 1 | 11 | 3 | RI.6 |

Evidence Statement

The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion.

What conclusion can be drawn about the author's relevance of evidence regarding spacesuits? Support your answer with evidence from the text.

| Score | Rationale | Exemplar |
|-------|---|---|
| 2 | <p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to make a clear inference/draw a conclusion • Includes specific examples/details that make clear reference to the text • Adequately explains inference/conclusion with clearly relevant information based on the text | <p>The author wants us to know how important spacesuits are and the dangers of space without a suit. Spacesuits protects astronauts from things moving many times faster than a bullet which is space dust.</p> |
| 1 | <p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to make an inference/draw a conclusion • Includes vague/limited examples/details that make reference to the text • Provides a limited explanation of the inference/conclusion with vague/limited information based on the text | <p>The conclusion I could draw is that space suits are very important for an astronaut in space because he helps him/her have the supplies they need. A sentence to support my answer is “Spacesuits supply oxygen for the astronauts to breathe.” This supports my answer because it shows how while you’re in space there is no oxygen so you need it in the spacesuit. Another sentence is “ It contains water for the astronaut to drink.” This also supports my answer because it shows how astronaut would de-hydrate without the water in the spacesuit. In conclusion, an astronaut is going to need a spacesuit to ge to space to survive.</p> |
| 0 | <p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives no evidence of the ability to make an inference/draw a conclusion <p>OR</p> <ul style="list-style-type: none"> • Gives an inference /conclusion but includes no examples or no examples/details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> • Gives an inference/draws a conclusion but includes no explanation or no relevant information from the text | <p>If there were no space suits we would never get to the moon or anywhere else</p> |

| Item | Grade | Claim | Target | DOK | Standard(s) |
|------|-------|-------|--------|-----|-------------|
| #15 | 6 | 2 | 6b0 | 2 | W.1e |

| Evidence Statement |
|--|
| The student will revise arguments by identifying improved organizational elements such as providing a conclusion that is appropriate to purpose and audience and follows from the argument(s). |

A student is writing a letter for his teacher about using technology for class projects. The student wants to revise the draft to include a conclusion. Read the draft of the letter and complete the task that follows.

Dear Mr. Marek,

I feel strongly that projects assigned in science class should include technology. Requiring students to use technology will help us acquire the skills we need. For example, I know that our next topic is going to be "survival." A possible project would be an Internet-based activity. We could begin our study with technology by researching the exploration of Antarctica. This continent features towering icebergs and huge humpback whales. We could read amazing stories from early scientists and explorers and even connect to real-world experts. We could also link to various websites to study weather and landforms. Using our technology tools, we could gather information to show life within a scientific research station in Antarctica.

Revise the student's paragraph on using technology for class projects. Choose the sentence that would make the **best** conclusion for the paragraph.

- A. For the most part, there is a place for technology in every classroom.
- B. Finally, there are many reasons to explore the use of technology in learning.
- C. After all, technology is in our communities, homes, and lives, so it should be in our classrooms as well.
- D. To summarize, using new technology in project learning will engage students and make learning meaningful and fun.

Key: D

Rubric: (1 point) The student selects the correct option.

| Item | Grade | Claim | Target | DOK | Standard(s) |
|------|-------|-------|--------|-----|-------------|
| #16 | 6 | 2 | 3b0 | 2 | W.2a |

| Evidence Statement |
|---|
| The student will revise explanatory text by identifying improved organizational elements such as maintaining a clear focus. |

A student is revising an informational paragraph from a peer's science notebook. Read the draft of the paragraph and complete the task that follows.

My partner and I wondered what would happen to the speed of a model car. I was curious about the speed of roller coasters too because I think they will go slower on wood tracks. We wondered if we put the car on different surfaces, what would happen to the speed of the car. I predicted that the speed of the car would be slower on carpet than on cardboard. We used the same weight on the car for each test and we measured how long it took the car to travel six feet using a stopwatch. We wrote the time for each test in a data table to keep track of our work and we did the test five times on cardboard and five times on carpet. We figured out the average speed of all five trials. We did five tests and my prediction was right. The average speed on the carpet was 2.3 seconds slower than the tests we did on the cardboard.

Choose the sentence that is distracting or does not maintain the focus of the paragraph.

- A. I was curious about the speed of roller coasters too because I think they will go slower on wood tracks.
- B. I predicted that the speed of the car would be slower on carpet than on cardboard.
- C. We wondered if we put it on different surfaces, what would happen to the speed of the car.
- D. We used the same weight on the car for each test and we measured how long it took the car to travel six feet using a stopwatch.

Key: A

Rubric: (1 point) The student selects the correct option.

| Item | Grade | Claim | Target | DOK | Standard(s) |
|------|-------|-------|--------|-----|-------------|
| #17 | 6 | 2 | 1a0 | 3 | W.3a |

| Evidence Statement |
|--|
| The student will use information provided in a stimulus to write organized narratives that engage and orient the reader by providing an opening that establishes a context and/or setting, and providing an opening that introduces a narrator and character(s). |

A student is writing a narrative for class about a boy helping his mother. Read the draft paragraphs from the narrative and complete the task that follows.

Andy stirred the large pot of soup, watching as orange carrots and white potatoes bubbled in the broth. He and his mom had spent the morning cutting and dicing onions, celery, and green beans. After they added the spices, a wonderful aroma filled the kitchen, but Andy had other things on his mind.

As he watched the steam escape from the pot, Andy imagined his friends playing in the park. *Everyone's having fun but me*, he thought to himself. *If I'm lucky, we can start another game of touch football after lunch.*

"Andy," his mother said, interrupting his thoughts, "thank you for helping out. I know this is not how you wanted to spend your Saturday morning. Everything has been so difficult since I broke my wrist, but you have made things much better."

Write an introduction to the narrative that sets up the action to come. Type your answer in the space provided.

| Score | Rationale | Exemplar |
|-------|---|--|
| 2 | <p><u>The response:</u></p> <ul style="list-style-type: none"> provides an adequate opening or introduction to the narrative that may establish setting, set up the action to come, and/or introduce the narrator and/or other characters for audience and purpose adequately connects to or sets up the body of the narrative | <p>Andy had woke up on a Saturday morning excited to go outside and play touch football with his friends. After Andy had got dressed he went downstairs and told his mom, “Bye mom I’m going outside to play football with my friends.” “Andy wait” ,his mom said, “I need your help to make lunch remember I have a broken.” “Okay mom.” Andy said.</p> |
| 1 | <p><u>The response:</u></p> <ul style="list-style-type: none"> provides an opening or introduction to the narrative that may partially establish setting, or partially set up the action to come, and/or partially introduce the narrator and/or other characters provides a limited and/or awkward connection to the body of the narrative | <p>Andy, helps his mother by making a soup on a Saturday morning because his mother broke her wrist.</p> |
| 0 | <p><u>The response:</u></p> <ul style="list-style-type: none"> provides a minimal opening or introduction to the narrative that may fail to establish setting, and/or fail to set up the action to come, and/or fail to introduce the narrator and/or other characters provides no connection to the body of the narrative | <p>A boy is helping his mother with her cooking ona Saturday morning but the boy doesnt really want to but towards the middle to the end he understands that his mother has a broken wrist. It is hard to cook or do anything like that so he needs to understand that he isnt being punished or something like that he is helping his mom which is a good thing and he should be happy that he could help her when she was hurt because she would probably do the same for him.</p> |

| Item | Grade | Claim | Target | DOK | Standard(s) |
|------|-------|-------|--------|-----|-------------|
| #18 | 6 | 2 | 8 | 1 | W.2d |

| Evidence Statement |
|--|
| The student will identify and use the best general academic or domain-specific word(s)/phrase to use in a text to convey precisely actions, emotions, or states of being that are basic to a particular topic and specific to a writing purpose. |

A student is writing an article for her student newspaper about a new club at her school. Read the draft of the article and complete the task that follows.

It's Thursday afternoon, and Mrs. Martinez's room is buzzing with excitement. The students who have formed the robotics club are meeting for the first time. "I've been hoping to be in a club like this for a long time," Jose Torres says. "It feels good to be around people who have the same interests as me." Many students nod in agreement with Jose Torres; they all seem to feel the same way.

The meeting opens with Mrs. Martinez showing pictures of different robots. Students discuss the idea of each robot, the things it performs, and the mechanics involved in making it. The discussion is very interesting. After being a part of the meeting, this reporter wants to join the club!

Read the underlined sentence from the paragraph. Choose **two** words that would be more precise to replace the words "idea" and "things" in the sentence.

- factors
- features
- thought
- business
- functions
- items

Key: B, E

Rubric: (1 point) The student selects the two correct options.

| Item | Grade | Claim | Target | DOK | Standard(s) |
|------|-------|-------|--------|-----|-------------|
| #19 | 6 | 2 | 9 | 1 | L.1 |

| Evidence Statement |
|---|
| The student will identify, edit to correct, and/or edit for correct use of frequently confused words (to/too/two; there/their). |

A student needs to edit her draft of a paragraph about beluga whales.

Click to highlight **three** errors in grammar usage that should be edited.

The beluga, or white whale, is one of the smallest species of whale. There distinctive color and prominent foreheads make them easily identifiable. Unlike most other whales, the beluga has a vary flexible neck that enables it to nod and turn its head in all directions. Belugas like to spend a lot of time slapping their tales. Young belugas are called calves. When they are born, they are gray or even brown and only fade to white at around five years old.

Key: There, vary, tales

Rubric: (1 point) The student selects the correct three options.

| Item | Grade | Claim | Target | DOK | Standard(s) |
|------|-------|-------|--------|-----|-------------|
| #20 | 6 | 2 | 9 | 1 | L.1 |

| Evidence Statement |
|---|
| The student will identify, edit to correct, and/or edit for correct use of inappropriate shifts in pronoun number and person. |

Read the following pairs of sentences that include one mistake in pronoun usage. Then read the question that follows.

For **each** pair of similar sentences, choose the sentence with the correct pronoun.

Jim and I volunteered to clean the art room, and before we began, Mrs. Smith divided the work between him and me. / Jim and I volunteered to clean the art room, and before we began, Mrs. Smith divided the work between he and I.

John Pierce, David Finch, and myself resigned from the college after the spring semester. / John Pierce, David Finch, and I resigned from the college after the spring semester.

Janet and me learned about the solar system and space travel in science class. / Janet and I learned about the solar system and space travel in science class.

Key: Jim and I volunteered to clean the art room, and before we began, Mrs. Smith divided the work between him and me.; John Pierce, David Finch, and I resigned from the college after the spring semester.; Janet and I learned about the solar system and space travel in science class.

Rubric: (1 point) The student selects the correct three options.

The World's Oldest Pottery

Listen to the presentation. Then answer the questions.

| Item | Grade | Claim | Target | DOK | Standard(s) |
|------|-------|-------|--------|-----|-------------|
| #21 | 6 | 3 | 4 | 3 | SL.2 |

| Evidence Statement |
|---|
| The student will analyze a quality (sufficiency of evidence) of a presentation. |

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Which idea from the presentation is unclear?

- A. what pottery was used for
- B. when pottery was invented
- C. what people did to find food
- D. when people started farming

Part B

Which change should the speaker make to correct the error?

- A. include the ages of some ancient pieces of pottery
- B. include information about what people cooked in pots
- C. include evidence showing when the first crops were planted
- D. include details about how people hunted and collected plants

Key: D, C

Rubric: (1 point) The student selects the correct option for Part A and selects the correct option for Part B.

| Item | Grade | Claim | Target | DOK | Standard(s) |
|------|-------|-------|--------|-----|-------------|
| #22 | 6 | 3 | 4 | 3 | SL.2 |

| Evidence Statement |
|---|
| The student will analyze how information is presented and/or the effects of the delivery. |

What is the **most likely** reason the speaker includes the sentence "So it's possible that about two hundred centuries ago, ice age kids were walking into the family cave, peeking into pots and asking, 'What's for dinner?'"

- A. to explain how ancient families gathered for meals
- B. to describe what ancient families cooked for dinner
- C. to provide a connection between the past and present
- D. to emphasize what people can learn from studying the past

Key: C

Rubric: (1 point) The student selects the correct option.

| Item | Grade | Claim | Target | DOK | Standard(s) |
|------|-------|-------|--------|-----|-------------|
| #23 | 6 | 3 | 4 | 2 | SL.2 |

| Evidence Statement |
|---|
| The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation. |

Which of the following **best** describe the central ideas of the presentation? Select **two** options.

- Hunter-gatherers lived in caves.
- Pottery was very delicate in the past.
- Pottery had many more uses in the past.
- Hunter-gatherers ate many types of foods.
- Pottery is much older than previously thought.
- Hunter-gatherers were the earliest users of pottery.

Key: E, F

Rubric: (1 point) The student selects the two correct options.

New van Gogh Painting

Listen to the presentation. Then answer the questions.

| Item | Grade | Claim | Target | DOK | Standard(s) |
|------|-------|-------|--------|-----|-------------|
| #24 | 6 | 3 | 4 | 3 | SL.3 |

| Evidence Statement |
|---|
| The student will draw and/or support a conclusion based on content in a presentation. |

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Which conclusion is **best** supported by evidence from the presentation?

- A. Van Gogh wanted people to think someone else painted the picture.
- B. The owner knew more about van Gogh's style than the experts.
- C. The owner was convinced the painting was a lost van Gogh.
- D. Van Gogh was famous for painting scenes from nature.

Part B

Which sentence from the presentation provides evidence that **best** supports your answer in part A?

- A. "At the time, the experts at the museum said it was a fake."
- B. "But in 2011, the owner took the painting back to the museum."
- C. "The painting was in fact an original by van Gogh."
- D. "The painting from the attic...shows a field of wild flowers and trees."

Key: Part A: C

Part B: B

Rubric: (1 point) The student selects the correct option for Part A and selects the correct option for Part B.

| Item | Grade | Claim | Target | DOK | Standard(s) |
|------|-------|-------|--------|-----|-------------|
| #25 | 6 | 3 | 4 | 2 | SL.2 |

| Evidence Statement |
|---|
| The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation. |

What is the **most likely** purpose of the presentation?

- A. to describe to the reader how experts determine real works of art from fakes
- B. to entertain the reader with a real-life mystery story about recovering a lost painting
- C. to persuade the reader that the painting in question was indeed created by van Gogh
- D. to inform the reader about how an original van Gogh painting was discovered and identified

Key: D

Rubric: (1 point) The student selects the correct option.

| Item | Grade | Claim | Target | DOK | Standard(s) |
|------|-------|-------|--------|-----|-------------|
| #26 | 6 | 3 | 4 | 3 | SL.2 |

| Evidence Statement |
|---|
| The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation. |

Which details from the presentation support the idea that it is not easy to determine whether a work of art is genuine or fake? Select **two** options.

- The painting is an important work of art and is worth millions of dollars.
- Researchers determined that van Gogh completed the painting in 1888.
- Van Gogh used new styles of painting that had never been seen before.
- It took two years to determine that the painting was created by van Gogh.
- Experts came to a different conclusion the second time they studied the painting.

Key: D, E

Rubric: (1 point) The student selects the correct two options.

| Item | Grade | Claim | Target | DOK | Standard(s) |
|------|-------|-------|--------|-----|-------------|
| #27 | 6 | 4 | 3 | 2 | W.8 |

| Evidence Statement |
|--|
| The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. |

A student is writing a research report about fireflies. Read the sentences from her report and the directions that follow.

All About Fireflies

When people think of fireflies or lightning bugs, they most likely don't think of beetles. But, fireflies are actually members of the beetle family. Most fireflies have wings. There are about 2,000 different firefly species throughout the world. They thrive in warm, humid environments. Fireflies make light inside their bodies; they have special light organs under their abdomens that make them glow. The process is called bioluminescence. Fireflies light up in order to attract mates and also to defend themselves.

Choose **two** sources that would **most likely** give the student more information for the paragraph from her report.

- Firefly Vacations
www.fireflyflashtravel.com
Travel the world to view spectacular firefly light shows.
- Fireflies - Science Encyclopedia
www.scienceencyclopedia.org
They are winged beetles, often called fireflies or lightning bugs.
- Firefly Rescue Club
www.fireflyrescueclub.com
Firefly populations are disappearing. Learn what you can do to save them.
- Bioluminescence in Fireflies
www.insectfacts.com
Fireflies use a process called bioluminescence to produce light within their bodies.
- How to Catch Fireflies
www.howtocatchfireflies.com
Here you will find step-by-step instructions for catching fireflies in your own backyard.
- Firefly Blog
www.awesomefireflies.com/blog

I am a nature lover. Come read about my journey around the world in search of unique fireflies.

Key: B, D

Rubric: (1 point) The student selects the correct two options.

| Item | Grade | Claim | Target | DOK | Standard(s) |
|------|-------|-------|--------|-----|-------------|
| #28 | 6 | 4 | 2 | 2 | W.8 |

| Evidence Statement |
|---|
| The student will analyze information within and among sources of information. |

A student is writing a research report about the benefits of honey. The student found a source. Read the source and click on **one** claim that the author makes that is supported by credible, or trustworthy, evidence.

Source 1: Benefits of Honey

For centuries, people around the world have enjoyed honey. It is delicious and natural, and has long been used for baking or as a sweetener for tea. Today, many people use honey to help with health concerns. According to a blog, honey has been shown to fight bacteria that could cause food poisoning. The blog goes on to describe how honey can help people who have leg sores that are hard to treat. People who eat honey can feel more calm. Another benefit of honey is that it can ease cold symptoms. A study reported by the Mayo Clinic shows that honey worked as well as some over the counter cough medicines in lessening coughs.

Key: Another benefit of honey is that it can ease cold symptoms.

Rubric: (1 point) The student selects the correct option.

| Item | Grade | Claim | Target | DOK | Standard(s) |
|------|-------|-------|--------|-----|-------------|
| #29 | 6 | 4 | 4 | 2 | W.9 |

| Evidence Statement |
|--|
| The student will cite evidence to support arguments, ideas, or analyses. |

A student is writing a research report about the importance of laughing. Read the paragraph from her report and the directions that follow.

Laughing

It doesn't matter who you are or where you live in the world. People everywhere understand what laughter means. However, what is funny in one part of the world may not be funny at all somewhere else. It depends a lot on the language and customs of a particular place. Oftentimes, laughter can be used to relieve people from thinking about serious matters. Laughter is also a very important part of helping people get well when they are sick. Laughing out loud actually exercises the abdominal, or stomach, muscles and helps the body relax. Also, laughter helps blood pressure by lowering it. Another benefit of laughter is that it can have a positive effect on people's moods. Lastly, laughter boosts the immune system. It increases overall health and well-being.

The student found information in different sources. Choose **two** pieces of information that support the claim in the student's paragraph.

- Joy and humor generally cause laughter.
- The average adult laughs around 20 times a day.
- People who laugh together get along better than those who do not.
- Laughter happens when people are comfortable with each other.
- Laughter improves the function of blood vessels and increases blood flow.
- The sound of laughter is far more catching than any cough, sniffle, or sneeze.
- One study showed that people are 30 times more likely to laugh in social settings than when they are alone.

Key: C, E

Rubric: (1 point) The student selects the correct two options.