Smarter Balanced Assessment Consortium:

Mathematics Practice Test Scoring Guide
Grade 6

08/01/2016

About the Practice Test Scoring Guides

The Smarter Balanced Mathematics 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 that closely mirror the summative blueprint.
- a range of student response types.
- a breadth of difficulty levels across the items, ranging from easier to more difficult 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 information[1]:

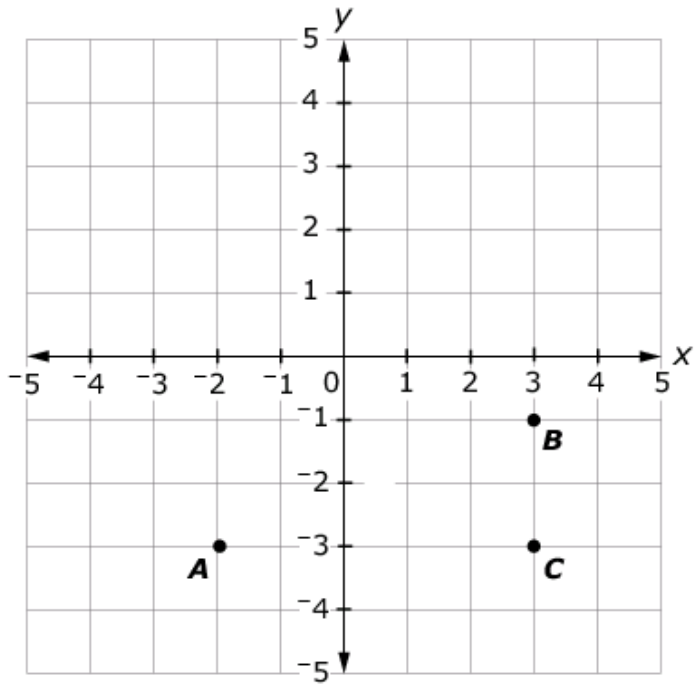
- Claim: statement derived from evidence about college and career readiness
- Domain: a broad content area that contains related targets and standards (i.e., Geometry)
- Target: statement that bridges the content standards and the assessment evidence that supports the claim
- Depth of Knowledge (DOK): 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 Mathematical Content (CCSS-MC)
- Common Core State Standards for Mathematical Practice (CCSS-MP)
- 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 or exemplar: expected student response or example response from score point value
- Rubric and applicable score points for each item: 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 grade 6 sample performance task and scoring guide.

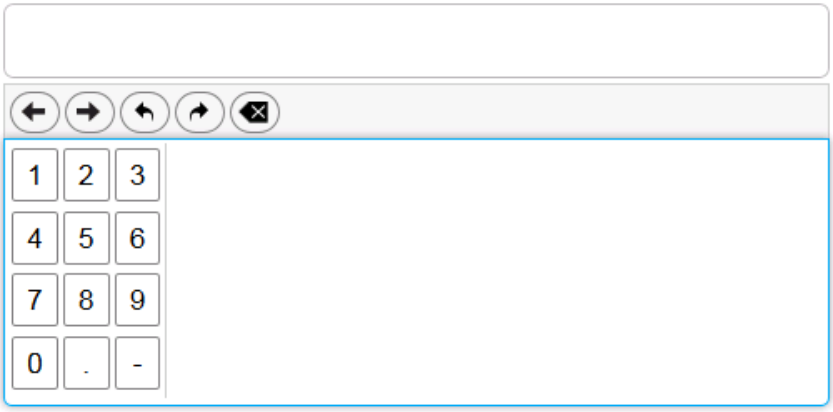
[1] Most of these terms (Claim, Domain, Target, DOK, etc.) are defined in various other Smarter Balanced documents, as well as the Common Core State Standards for Mathematics. Refer to the *Content Specifications for the Summative Assessment of the Common Core State Standards for Mathematics* for more information.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP
#1	1	NS	D	2	6.NS.C.8	N/A

This grid shows the location of three points.



Enter the distance, in units, between point *A* and point *C*.

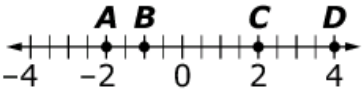


Key: 5

Rubric: (1 point) The student enters the correct distance.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP
#2	1	NS	D	1	6.NS.C.6c	N/A

Consider the points plotted on the number line.



Select True or False for each statement about the points on the number line.

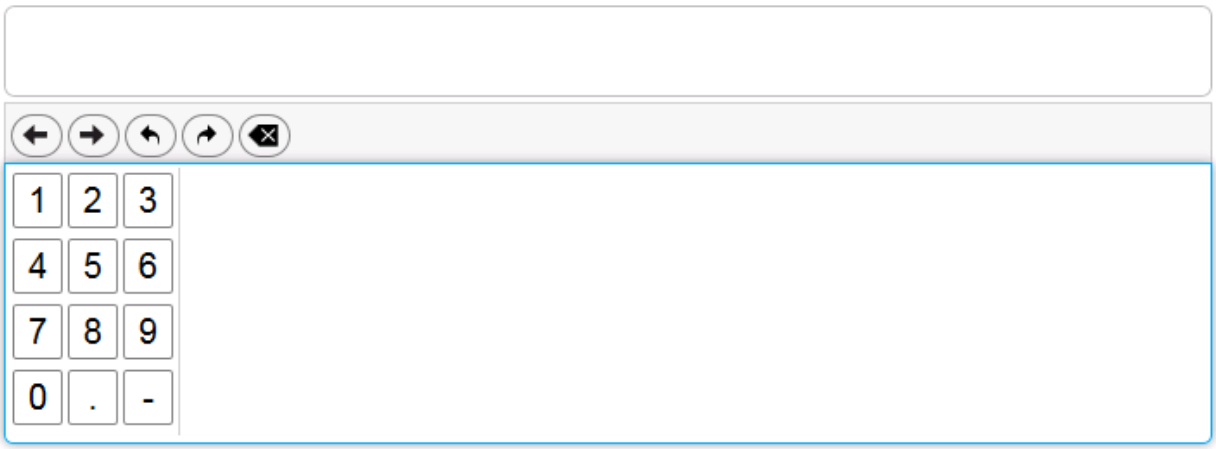
	True	False
The value of Point *A* is **less** than -3.	☐	☐
The value of Point *B* is **greater** than the value of point *A*.	☐	☐
The value of Point *D* is -4.	☐	☐

Key: F, T, F

Rubric: (1 point) The student correctly identifies each statement as true or false.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP
#3	1	NS	B	2	6.NS.A.1	N/A

A recipe requires $\frac{1}{2}$ cup of flour for every batch of cookies. How many full batches of cookies can be made with $5\frac{1}{2}$ cups of flour?



Key: 11

Rubric: (1 point) The student enters the correct number of full batches of cookies.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP
#4	1	EE	F	2	6.EE.B.5	N/A

Consider the inequality $x > -1.5$.

Determine whether each value of x makes this inequality true. Select Yes or No for each value.

	Yes	No
$-2\frac{1}{2}$	☐	☐
15	☐	☐
4	☐	☐
-2	☐	☐
0.2	☐	☐

Exemplar: (shown below)

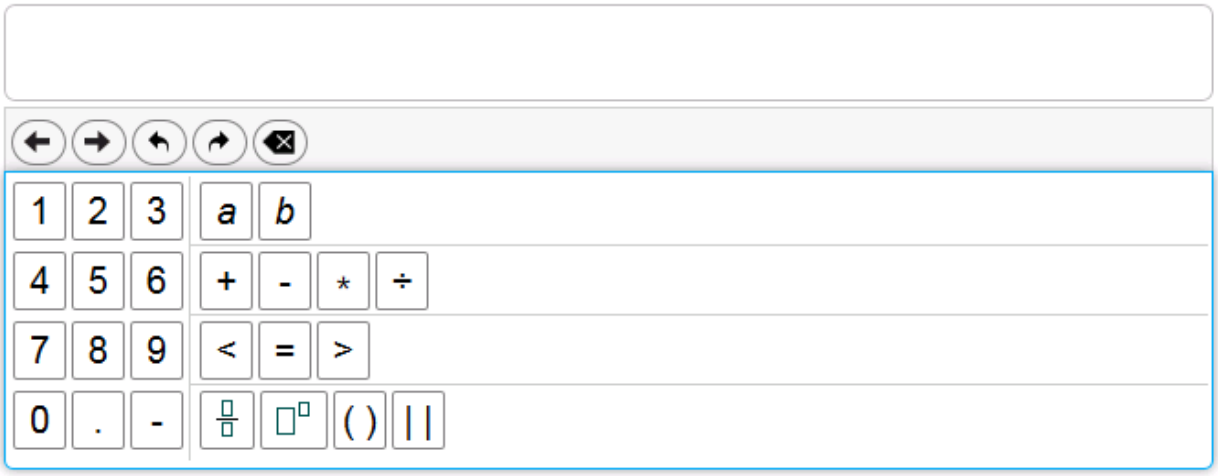
	Yes	No
$-2\frac{1}{2}$	☐	☑
15	☑	☐
4	☑	☐
-2	☐	☑
0.2	☑	☐

Rubric: (1 point) The student correctly classifies each value.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP
#5	1	EE	E	1	6.EE.A.3	N/A

Consider this expression: $7(10a + 3b)$

Enter an expression that shows the **sum of exactly two terms** that is equivalent to $7(10a + 3b)$.



Key: $70a + 21b$ or $70a + 21b$

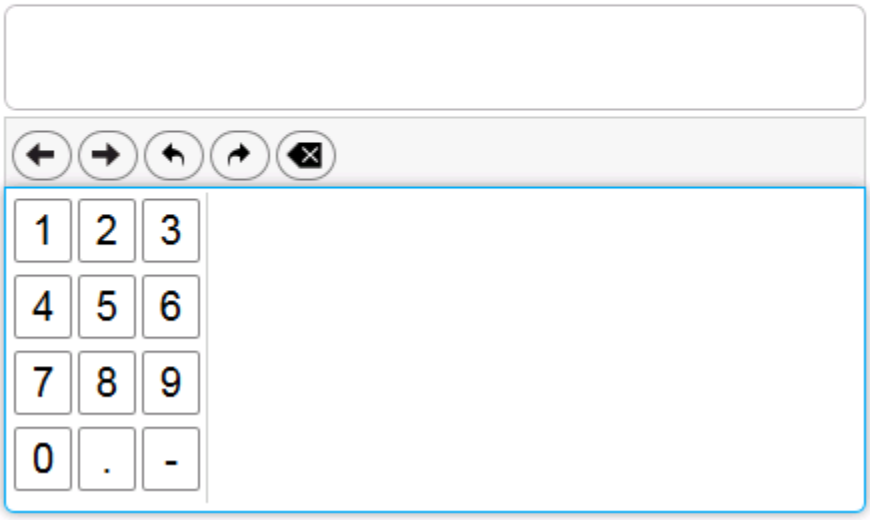
Rubric: (1 point) The student enters a correct expression.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP
#6	1	NS	C	1	6.NS.B.2	N/A

Divide.

$21{,}900 \div 25$

Enter the exact quotient.



Key: 876

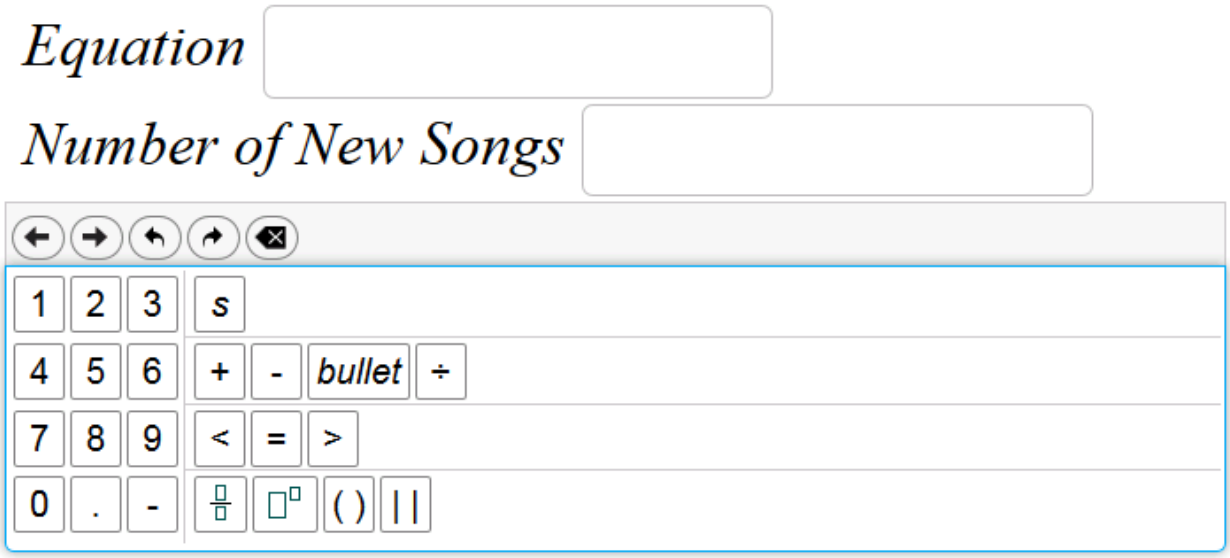
Rubric: (1 point) The student enters the correct quotient.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP
#7	1	EE	F	2	6.EE.B.7	N/A

Paul could play 16 songs on his guitar. He learns some new songs. Now he can play 23 songs.

In the first box, enter an **equation** to represent the number of new songs, *s*, that Paul learns.

In the second box, enter the **number** of new songs represented by *s* in this situation.



Key: 16 + s = 23; 7

Rubric: (2 points) Student enters a correct equation (e.g., 16 + s = 23 or an equivalent equation) and the correct solution (e.g., 7 or equivalent).

(1 point) Students enters the correct equation or the correct solution.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP
#8	1	EE	E	1	6.EE.A.3	N/A

Select all of the expressions that are equivalent to $4(5x + 2y)$.

- ☐ $9x + 6y$
- ☐ $4(5x) + 4(2y)$
- ☐ $20x + 8y$
- ☐ $20x + 2y$
- ☐ $4(7xy)$

Exemplar: (shown below)

- ☐ $9x + 6y$
- ☑ $4(5x) + 4(2y)$
- ☑ $20x + 8y$
- ☐ $20x + 2y$
- ☐ $4(7xy)$

Rubric: (1 point) The student selects the equivalent expressions.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP
#9	1	RP	A	2	6.RP.A.3a	N/A

The table shows the relationship between the amounts of ginger ale and fruit juice needed to make punch.

Fill in the missing values to complete the table.

Ginger Ale (L)	Fruit Juice (oz)
	12
3	18
5	30
9	

Key: 2, 54

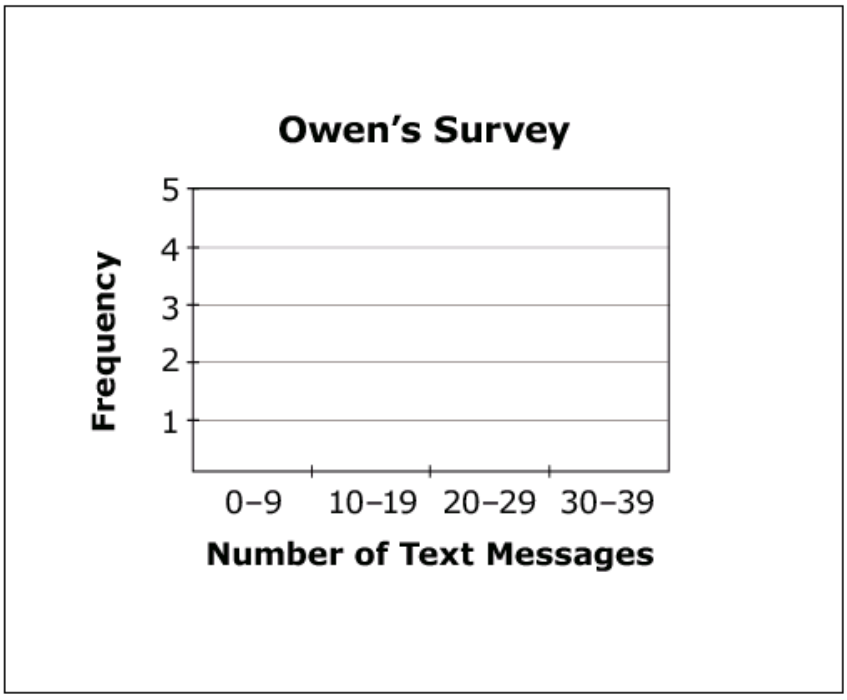
Rubric: (1 point) The student enters the correct values into the table.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP
#10	1	SP	J	2	6.SP.B.4	N/A

Owen asked 10 classmates how many text messages they each send per day. The results are in the list below.

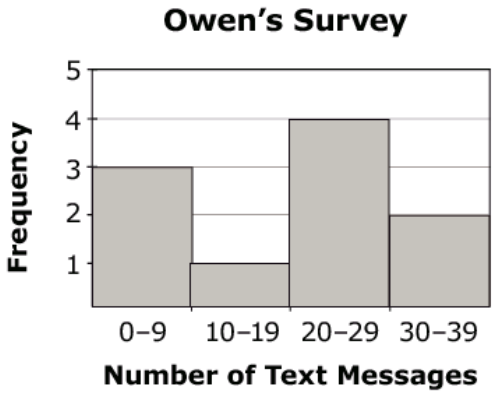
0, 5, 39, 29, 0, 30, 14, 23, 25, 22

Click within the graph area to create a histogram for the number of text messages Owen's classmates each send per day.



Exemplar: (shown at right)

Rubric: (1 point) The student creates a correct histogram.

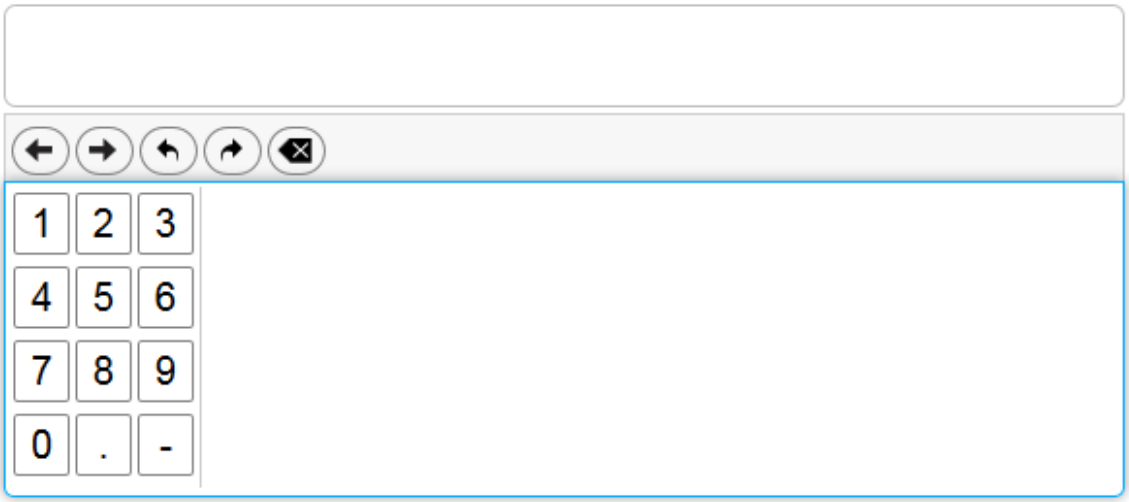


Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP
#11	2	RP	A	2	6.RP.A.3	4

Allison is saving to buy a $500 bicycle by working during summer vacation.

- The job pays her $8 for every 1 hour worked.
- Allison works exactly 20 hours each week.

If she works for 4 weeks and buys the bicycle, how much money will she have left over?

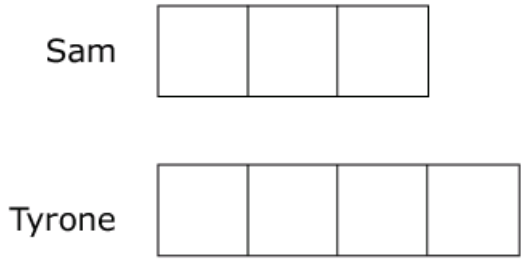


Key: 140

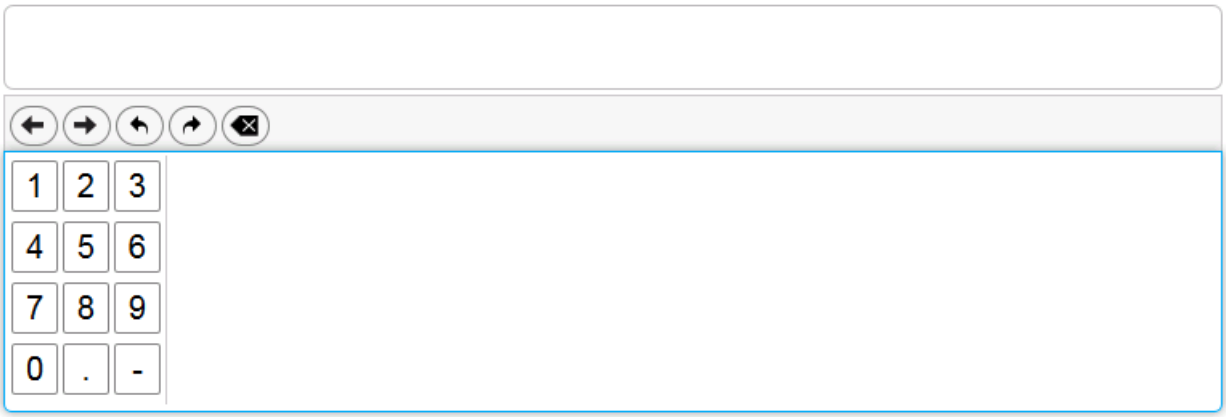
Rubric: (1 point) The student enters the correct amount of money.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP
#12	3	RP	F	2	6.RP.A.3	2, 3

Sam and Tyrone each build model cars. Altogether, Sam and Tyrone have built 42 model cars. The ratio of cars Sam has built to cars Tyrone has built is represented by the tape diagram shown.



Enter the number of cars represented by each square in the tape diagram.



Key: 6

Rubric: (1 point) The student enters the correct number of cars.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP
#13	4	G	C	2	6.G.A, 6.G.A.3	4, 5

The coordinate grid shown represents a map of a park. A portion of the park is going to be upgraded with new playground equipment and flowers.

Part A

The portion of the park that is to receive upgrades has the following coordinates:

- Point A (−4, 4)
- Point B (3, 4)
- Point C (3, −2)
- Point D (−4, −2)

Use the Add Point and Connect Line tools to create the rectangle ABCD.

Part B

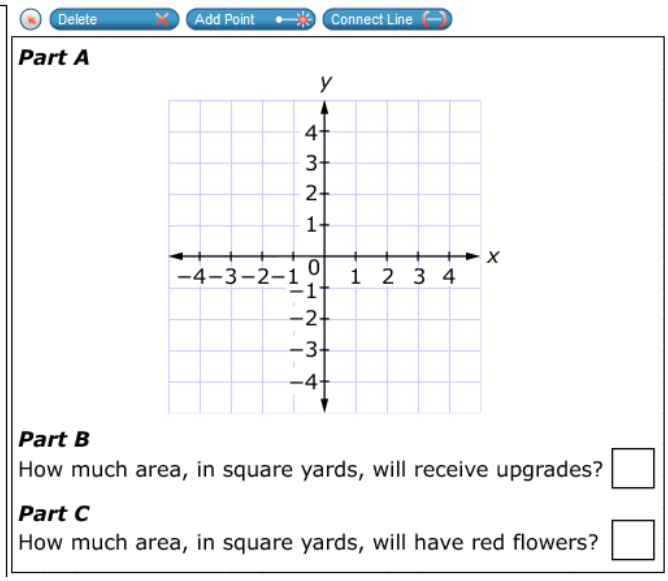
Each unit of the grid represents 1 yard. How much area, in square yards, will receive upgrades?

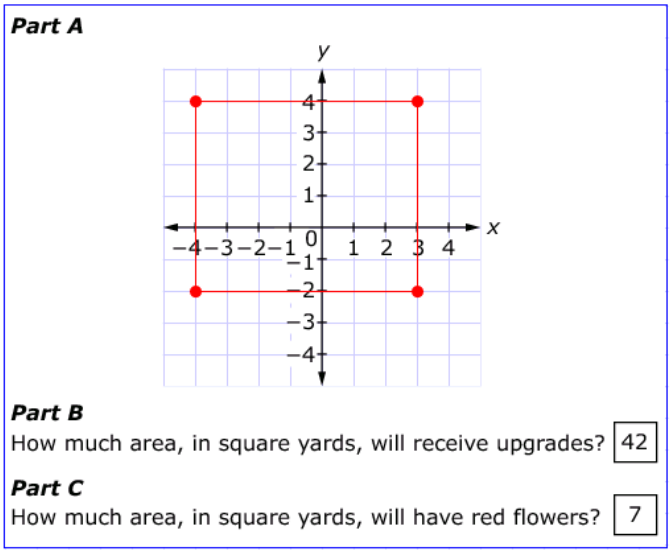
Part C

The triangular area between points A, B, and D will be decorated with red, white and blue flowers. $\frac{1}{3}$ of triangle ABD will have red flowers. How much area, in square yards, will have red flowers?

Exemplar: (shown at right)

3
7
12
14
18
21
30
42





Rubric: (3 points) Students creates correct rectangle ABCD, gives the correct area of rectangle ABCD, and gives the correct area for red flowers.

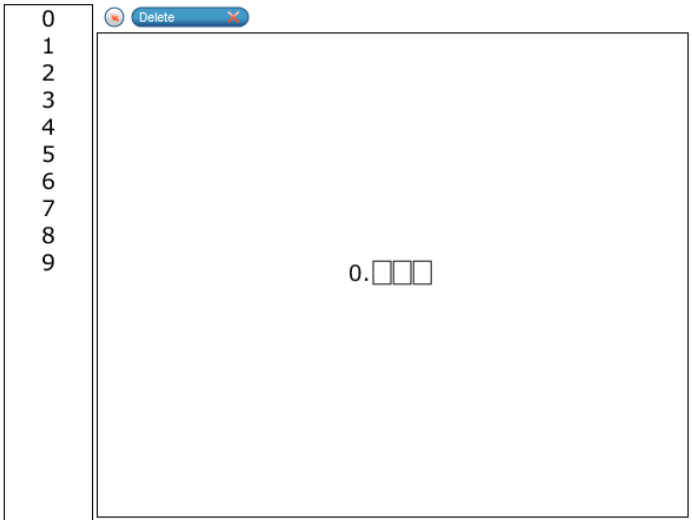
(2 points) Student answers at least two parts of problem correctly.

(1 point) Student answers only one part of problem correctly.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP
#14	3	NS	A	2	6.NS.C.7	3

Will states, "There is no number greater than 0.59 that has a 5 in the tenths place."

Create a number that shows Will's statement is false.



Key: 0.591–0.599

Rubric: (1 point) The student creates a number greater than 0.59 with a 5 in the tenths place.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP
#15	1	EE	F	1	6.EE.B.7	N/A

Select **all** equations that have $n = 6$ as a solution.

- ☐ $2 + n = 6$
- ☐ $n + 6 = 12$
- ☐ $4 \cdot n = 24$
- ☐ $n \cdot 3 = 2$

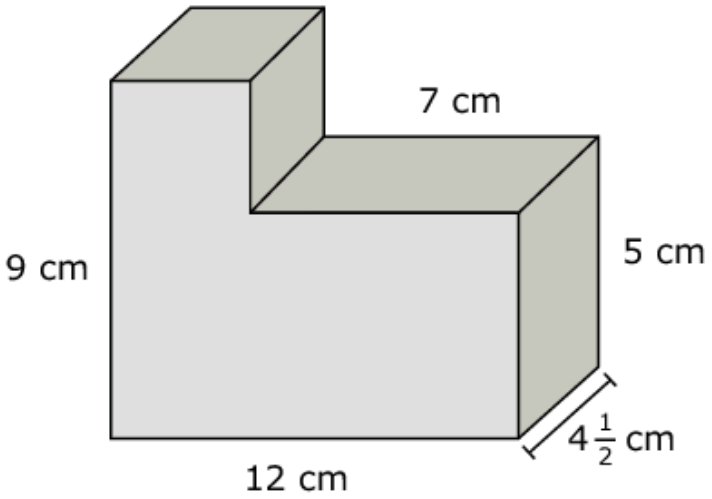
Exemplar: (shown below)

- ☐ $2 + n = 6$
- ☑ $n + 6 = 12$
- ☑ $4 \cdot n = 24$
- ☐ $n \cdot 3 = 2$

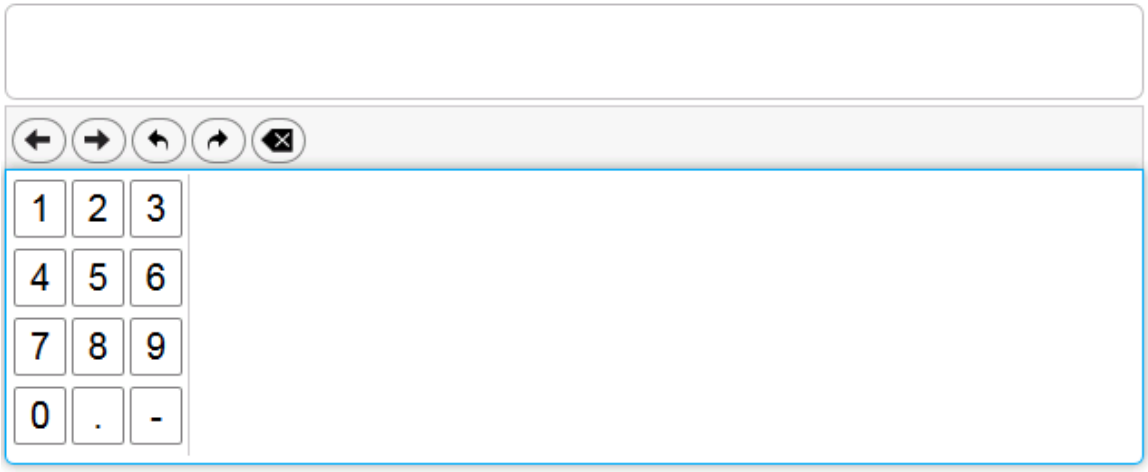
Rubric: (1 point) The student selects the correct equations.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP
#16	1	G	H	2	6.G.A.2	6

This solid was created by joining two right rectangular prisms.



Enter the volume of the solid in cubic centimeters.



Key: 360

Rubric: (1 point) The student enters the correct volume.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP
#17	1	EE	G	2	6.EE.9	N/A

Raymond wants to know the costs of buying different numbers of songs for his MP3 player. The cost of each song is the same.

- Let *s* represent the possible number of songs Raymond could buy.
- Let *d* represent the amount of money, in dollars, Raymond would need to buy the songs.

Fill in the table for all missing values of *s* and *d*.

Number of Songs *s*	Amount of Money ($) *d*
2	2.58
	5.16
7	
11	
	21.93

Exemplar: (shown at right)

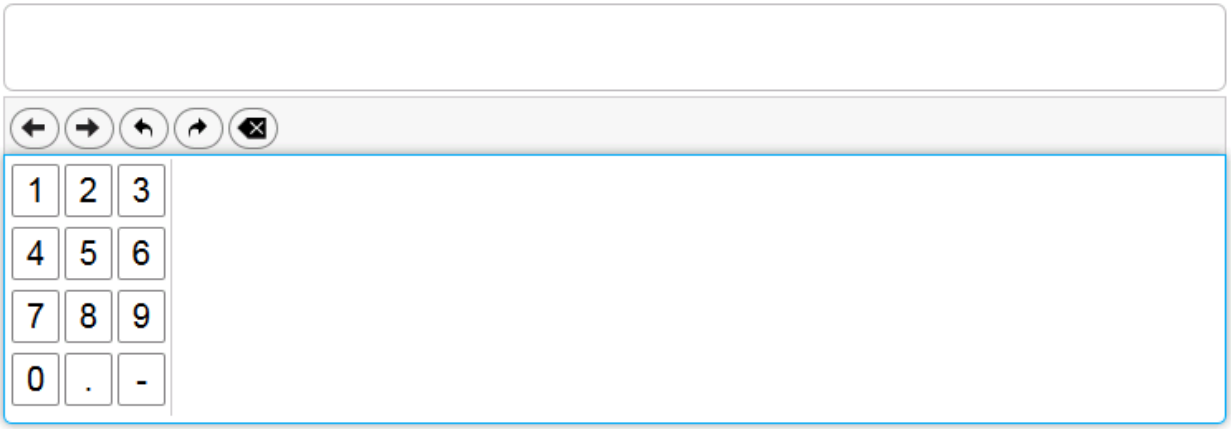
Rubric: (1 point) The student fills in correct values for s and *d*.

Number of Songs *s*	Amount of Money ($) *d*
2	2.58
4	5.16
7	9.03
11	14.19
17	21.93

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP
#18	1	RP	A	2	6.RP.A.3c	N/A

Ethan correctly answers 80% of the total questions on his history test. He correctly answers 32 questions.

Enter the number of questions on Ethan's history test.



Key: 40

Rubric: (1 point) The student enters the correct number of questions.

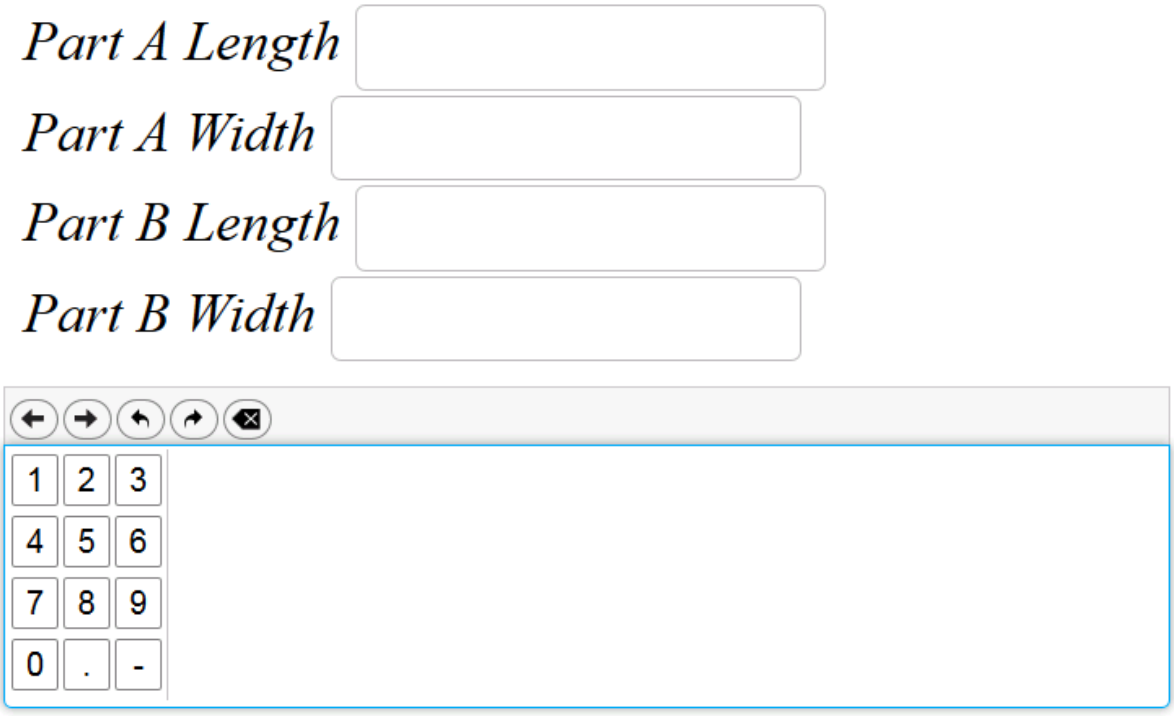
Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP
#19	3	NS	A	3	6.NS.A.1	2, 7

Julia needs to make a box in the shape of a rectangular prism with a height of 3 inches and a volume of 243 cubic inches. The dimensions, in inches, must be whole numbers greater than 1.

Julia claims that the length and width of the box must be equal.

Part A
What dimensions would support Julia's claim about the length and width of the box? Enter your answer in the boxes labeled Part A.

Part B
What dimensions would not support Julia's claim about the length and width of the box? Enter your answer in the boxes labeled Part B.



Key: 9, 9 and 3, 27 (order doesn't matter)

Rubric: (1 point) The student enters correct values in all four response boxes.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP
#20	3	NS	D	2	6.NS.C.7	2, 3

David claims, "If the absolute value of x is greater than the absolute value of y, then x is greater than y."

Determine whether each set of values for x and y supports or does not support David's claim.

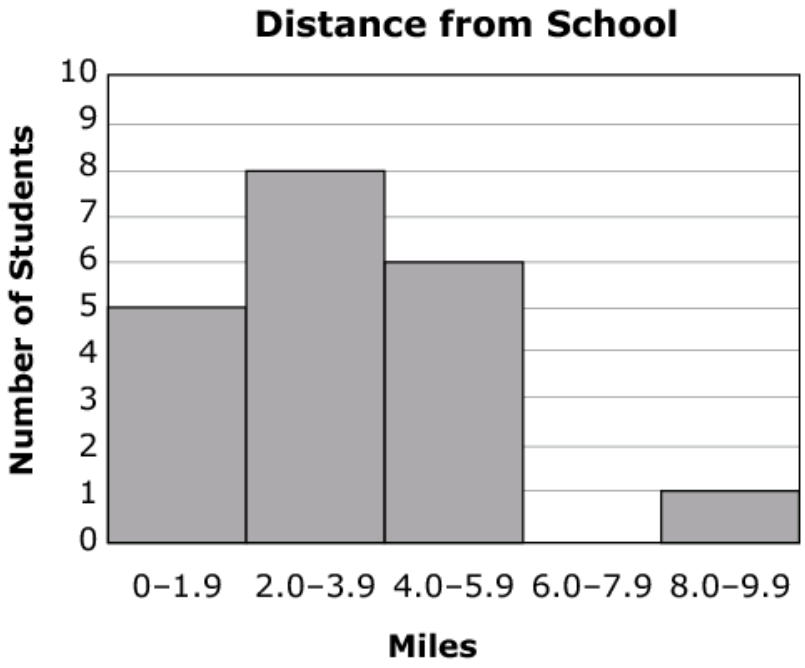
	Supports	Does not support
$x = -15, y = 14$	☐	☐
$x = -0.9, y = -0.8$	☐	☐
$x = \frac{1}{2}, y = \frac{1}{3}$	☐	☐

Key: D, D, S

Rubric: (1 point) The student correctly identifies each set of values as "supports" (S) or "does not support" (D) David's claim.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP
#21	1	SP	I	2	6.SP.A.2, 6.SP.B.5	N/A

Alyssa surveyed her classmates to determine how many miles they live from the school. The results are shown in the histogram below.



Determine whether each statement about the data is true. Select True or False for each statement.

	True	False
The shape of the data is skewed to the right.	☐	☐
The median of the data values is between 4.0 and 5.9 miles.	☐	☐
The interquartile range of the data values is greater than 6.0.	☐	☐

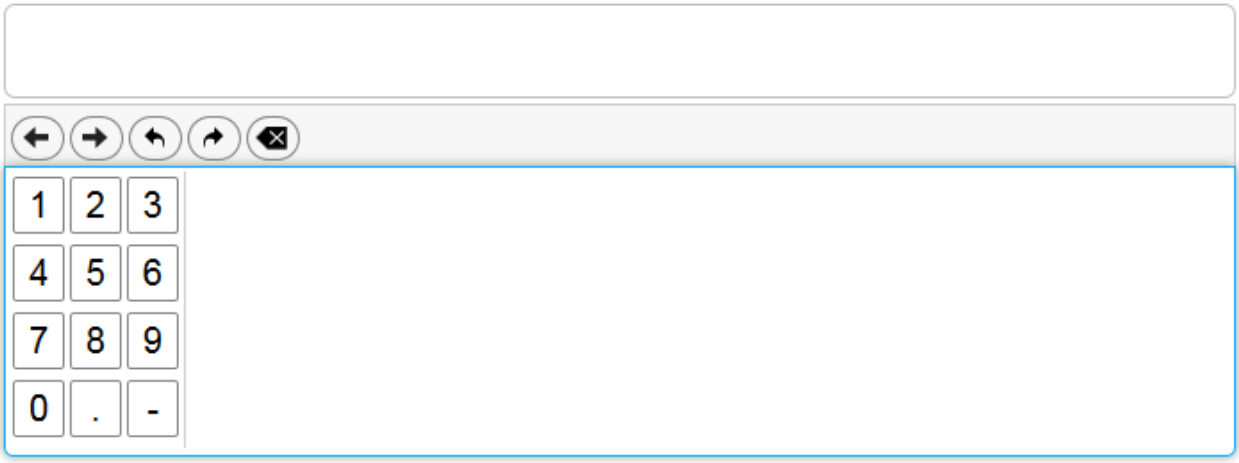
Key: T, F, F

Rubric: (1 point) The student correctly identifies the true and false statements.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP
#22	1	RP	A	2	6.RP.A.3b	N/A

A bus travels 36 miles in 45 minutes.

Enter the number of miles the bus travels in 60 minutes at this rate.

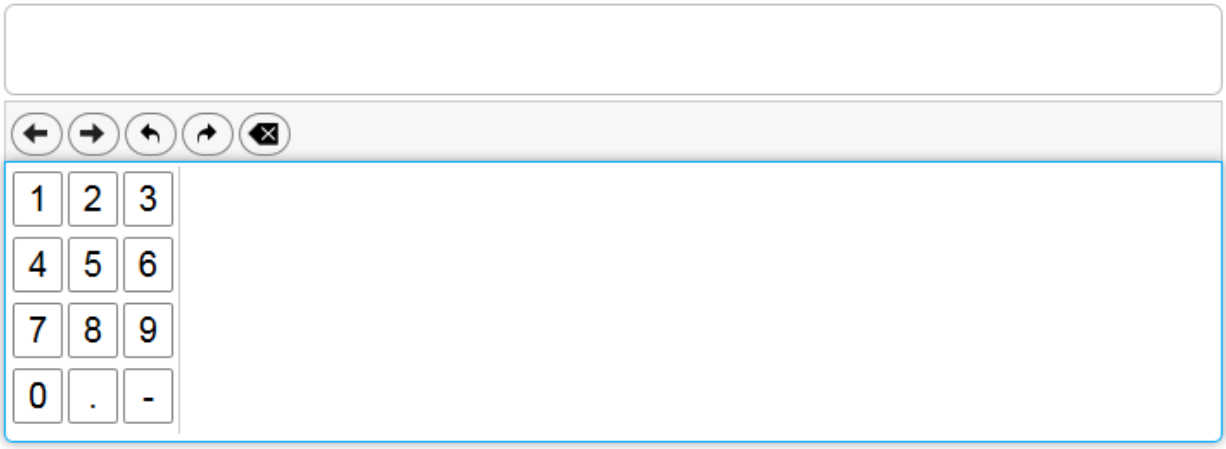


Key: 48

Rubric: (1 point) The student enters the correct number of miles.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP
#23	2	RP	C	2	6.RP.A	6

A factory makes 1,200 shirts every 6 hours. The factory makes shirts for 9 hours each workday.
Enter the **fewest** number of workdays the factory will need to make 12,600 shirts.



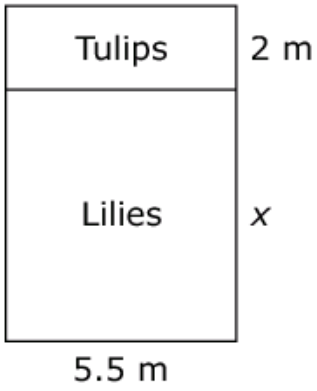
Key: 7

Rubric: (1 point) The student enters the correct number of days.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP
#24	4	EE, G	E	3	6.EE.A.3, 6.G.A.1	3

Jeremiah planted tulips and lilies in a field with a width of 5.5 meters. The field of flowers is shown.

Area of Flowers



Identify each equation that could be used to find the area, in square meters, of the field of flowers for any length x, in meters.

- ☐ $A = x^2(5.5)$
- ☐ $A = 2x + 5.5$
- ☐ $A = 5.5x + 11$
- ☐ $A = 5.5(x + 2)$
- ☐ $A = x + 2 + 5.5$

Key: C and D

Rubric: (1 point) The student identifies the correct equations.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP
#25	4	RP	A	2	6.RP.A.3b	2, 4

Vicki bought some items from the store. The table shows the store price for these items.

Item	Store Price
Potato salad	\$2.25 per $1\frac{1}{2}$ pounds
Ham	\$2.00 per $\frac{1}{2}$ pound
Cheese	\$0.60 per $\frac{1}{4}$ pound
Turkey	\$3.50 per pound
Shrimp salad	\$5.50 per pound

Vicki spent between \$18 and \$20. Which combinations could she have purchased? Select **all** that apply.

- ☐ 4 pounds of turkey, 1 pound of ham, and $\frac{1}{2}$ pound of shrimp salad
- ☐ $1\frac{1}{2}$ pounds of cheese, 2 pounds of ham, and $1\frac{1}{2}$ pounds of shrimp salad
- ☐ $3\frac{1}{2}$ pounds of potato salad, $\frac{3}{4}$ pound of ham, 1 pound of cheese, and 2 pounds of turkey
- ☐ 2 pounds of shrimp salad, $\frac{1}{2}$ pound of ham, 1 pound of turkey, and 2 pounds of potato salad

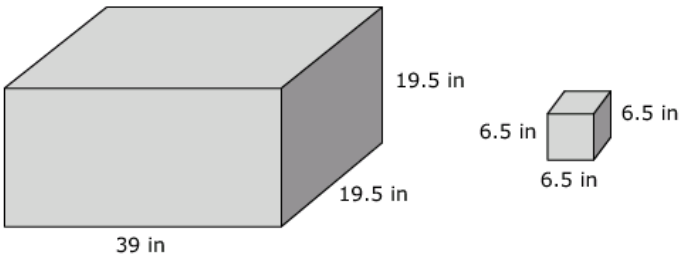
Key: B and D

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

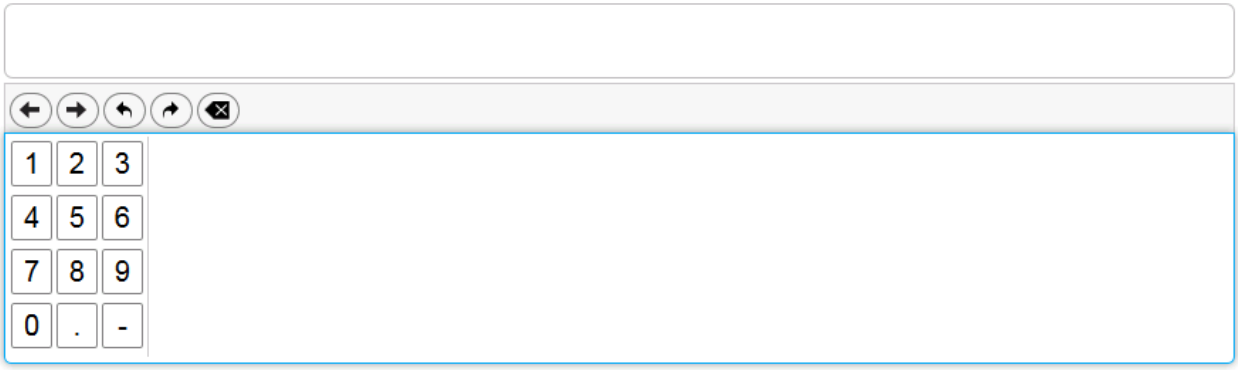
Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP
#26	2	G	A	2	6.G.A.2	1,5,7

Cube-shaped boxes of tissue are shipped to stores in containers. The containers are rectangular prisms.

- The edges of each tissue box measure 6.5 inches.
- The dimensions of the shipping container are 19.5 inches by 39 inches by 19.5 inches.



What is the greatest number of tissue boxes that will fit into one shipping container?

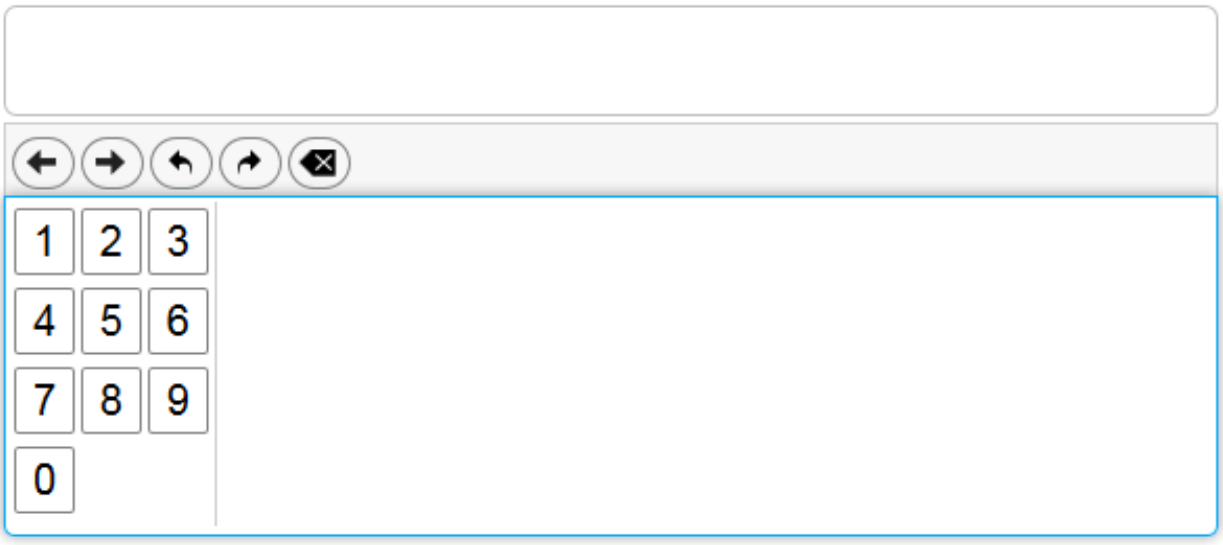


Key: 54

Rubric: (1 point) The student correctly determines the number of 6.5 by 6.5 by 6.5 tissue boxes the shipping container can hold.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP
#27	3	NF	F	3	5.NF.C.7	2, 7

Enter the lowest whole number in the numerator to make the comparison $\frac{\square}{5} > \frac{1}{4}$ true.



Key: 2

Rubric: (1 point) The student identifies the lowest whole number to make the comparison true.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP
#28	3	RP	E	2	6.RP.A.3	1, 3

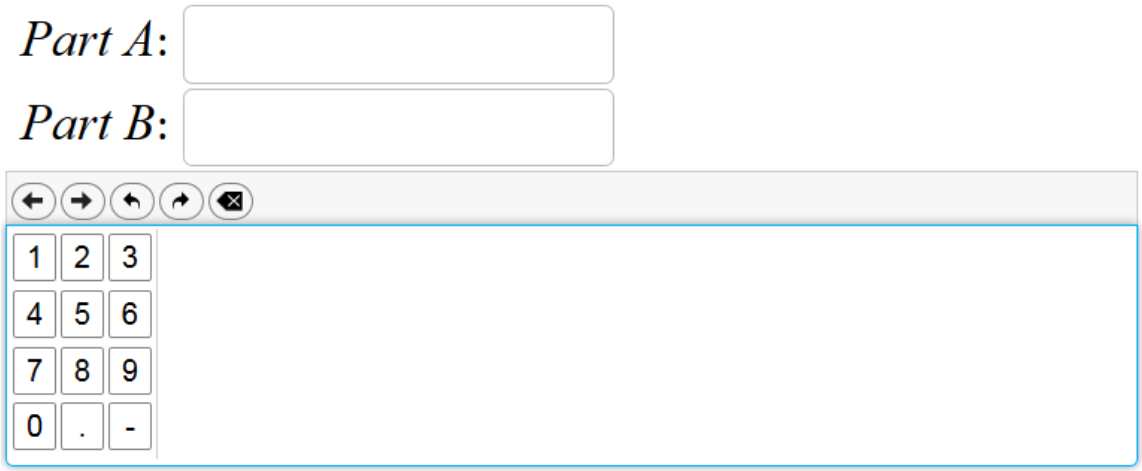
Toni made a table that shows a relationship between the total number of apples and the number of boxes of apples. Each box has the same number of apples. Toni made an error in one row.

Toni's Table

Row Number	Number of Apples	Number of Boxes
1	15	2
2	75	5
3	105	7
4	150	10
5	180	12

***Part A*:** Which row contains Toni's error? Enter the row number in the first response box.

***Part B*:** What is the correct **number of apples** for the row you selected? Enter your answer in the second response box.



Key: Part A: 1

Part B: 30 (or any number equivalent to 30)

Rubric: (2 points) Student enters 1 in the first response box and 30 in the second response box.

(1 point) Student enters 1 in the first response box or 30 in the second response box.

(1 point) Student enters 30 in the first response box and 1 in the second response box.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP
#29	1	RP	A	1	6.RP.A.1	N/A

A quiz contains history and geography questions. The ratio of history questions to total questions is 4:5.

Select **all** the statements that are true about the quiz.

- ☐ The ratio of total questions to history questions is 5:4.
- ☐ The ratio of history questions to geography questions is 4:1.
- ☐ There is 1 more history question than geography questions.

Exemplar: (shown below)

- ☑ The ratio of total questions to history questions is 5:4.
- ☑ The ratio of history questions to geography questions is 4:1.
- ☐ There is 1 more history question than geography questions.

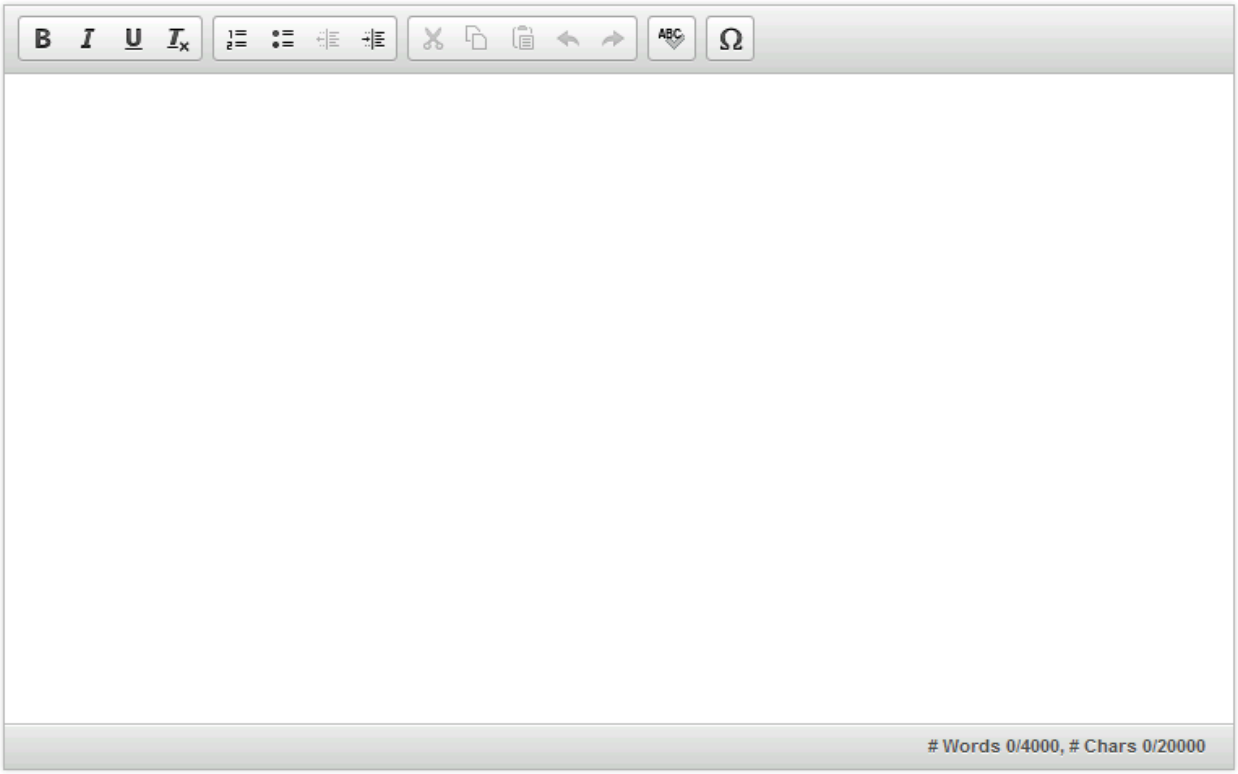
Rubric: (1 point) The student correctly identifies the true statements.

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP
#30	3	EE	B	2	6.EE.A.1	3, 7

The expressions $4(4^2)(8 \cdot 2)$ and 4^5 are equivalent.

Show that the two expressions are equivalent. Describe the steps that can be applied to $4(4^2)(8 \cdot 2)$ to create the equivalent expression 4^5.

Type your answer in the space provided.



Exemplar: 4^2=4 x 4 and (8 x 2) = (4 x 2 x 2) = (4 x 4);

therefore, $4(4^2)(8 \times 2) = 4 \times (4 \times 4) \times (4 \times 4) = 4 \times 4 \times 4 \times 4 \times 4 = 4^5$

Rubric: (1 point) The student describes steps with sufficient detail to show that the two expressions are equivalent.

Smarter Balanced Assessment Consortium:

Practice Test Scoring Guide

Grade 6 Performance Task

Published August 15, 2013

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CEREAL BOXES

A cereal company uses cereal boxes that are rectangular prisms The boxes have the dimensions shown.

- 12 inches high
- 8 inches wide
- 2 inches deep

The managers of the company want a new size for their cereal boxes. The new boxes have to be rectangular prisms. You will evaluate one box design the company proposed. Then you will create and propose your own design for the company.

Requirements for the new boxes:

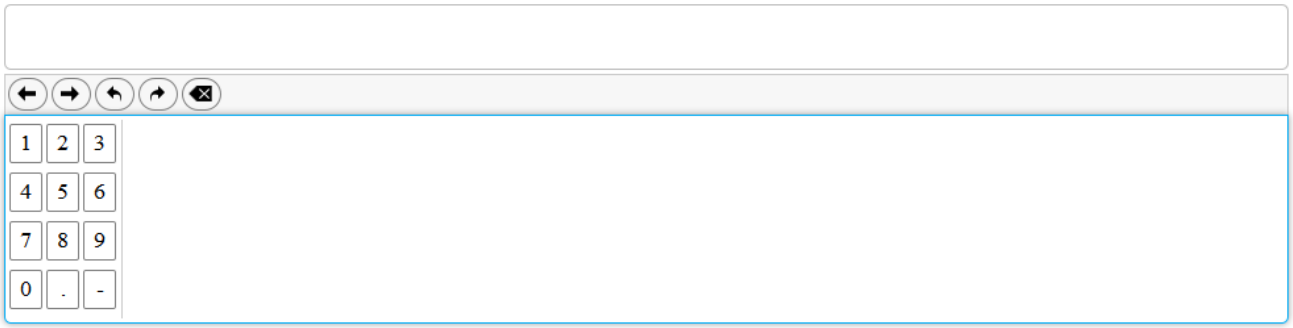
- The new boxes have to use less cardboard than the original boxes.
- The new boxes have to hold the same or a greater volume of cereal as the original boxes.

1.

Determine the volume of the current cereal box with the dimensions 12 inches high, 8 inches wide, and 2 inches deep.

Find the volume, V, in cubic inches, of each box.

Volume of Original Box: V = __ in^3



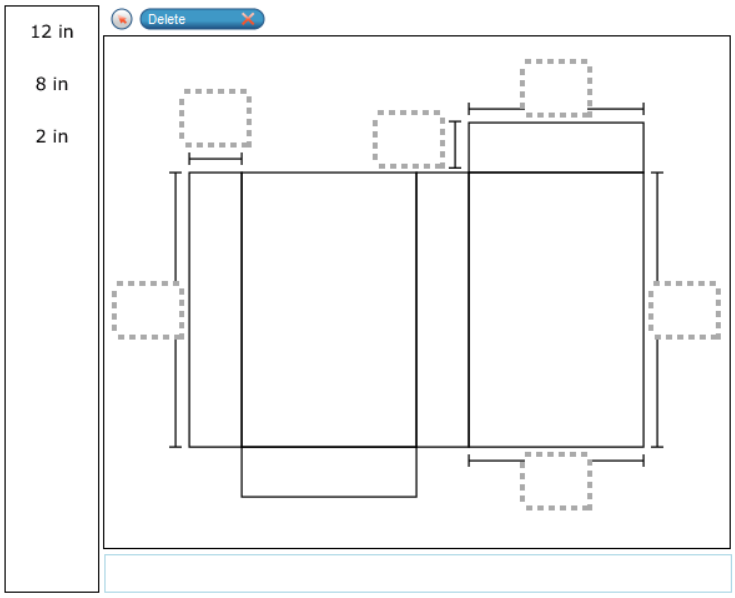
For this item, a full-credit response (1 point) includes

- 192.

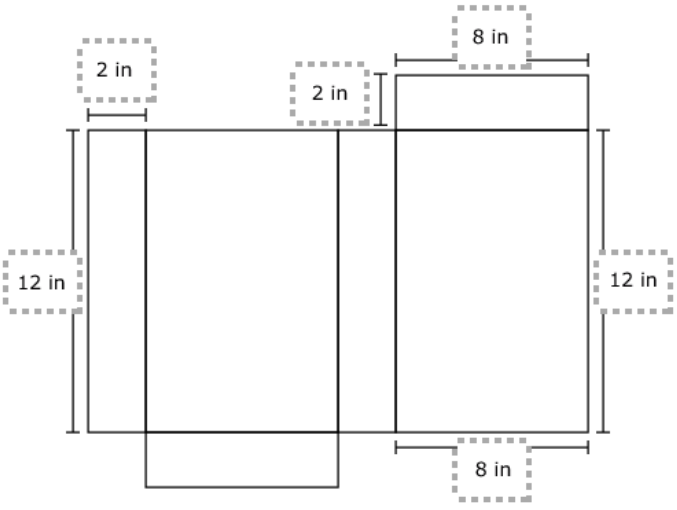
For this item, a no-credit response (0 points) includes none of the features of a full-credit response.

2.

Label the dimensions of the net for the current cereal box with dimensions 12 inches high, 8 inches wide, and 2 inches deep.

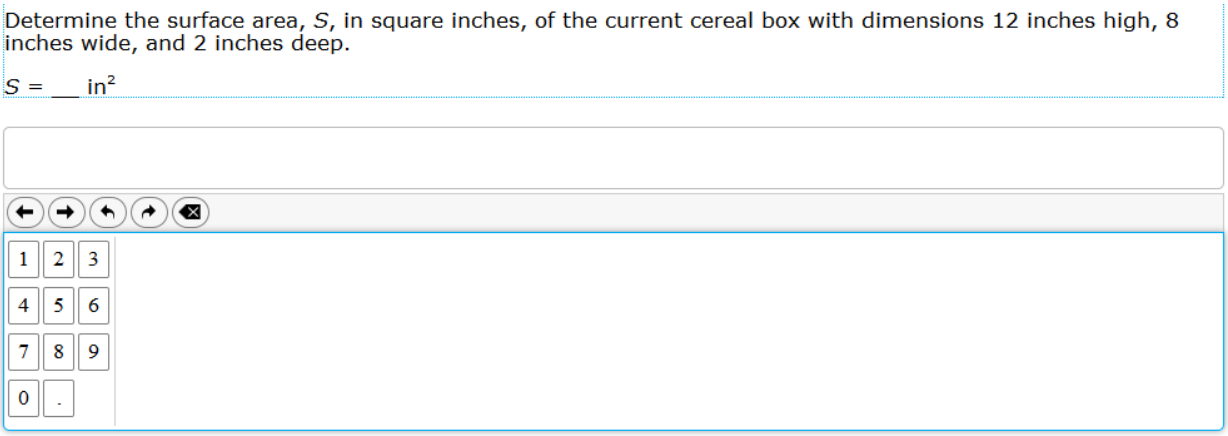


For this item, a full-credit response (1 point) includes:

- 

For this item, a no-credit response (0 points) includes none of the features of a full-credit response.

3.



For this item, a full-credit response (2 points) includes

- 272.

For this item, a partial-credit response (1 point) includes all of the following common mistakes:

- 136
- 176
- 248
- 256
- 80
- 224
- 240 or square inches consistent with an error in Item 3

For this item, a no-credit response (0 points) includes none of the features of a full- or partial-credit response.

4.

The company proposes a new cereal box with dimensions 10.5 inches high, 7.5 inches wide, and 4 inches deep. The new cereal box is a rectangular prism. Determine if this new box meets each of the requirements. Explain why or why not.

For this item, a full-credit response (2 points) includes:

- comparing the proposed volume to the requirements

  AND
- comparing the proposed surface area to the requirements

  AND
- judging the proposed dimensions to be inappropriate.

For example,

- V = 315 cubic inches and 315 > 192. S = 301.5 square inches and 272 < 301.5. The box should not be used because the surface area is too large.

Continued on next page

For this item, a partial-credit response (1 point) includes either:

- comparing the proposed volume to the requirements

  AND
- comparing the proposed surface area to the requirements

(1 point for making the valid comparisons but no judgment call)

OR

- judging the proposed dimensions to be inappropriate.

(1 point for making the correct judgment but not showing evidence to support it)

For example,

- V = 315 cubic inches and 315 > 192. S = 301.5 square inches and 272 < 301.5.
  OR
- The box should not be used because the surface area is too large

For this item, a no-credit response (0 points) includes none of the features of a full- or partial-credit response.

For example,

- The box can be used because it meets the requirements.

This item is not graded on spelling or grammar.

5.

Design a new cereal box for this company. All cereal boxes are rectangular prisms. Then explain why your design is better for the company, based on the requirements.

In your response,
- give the dimensions of your box;
- explain how your box meets each of the requirements for new boxes.

For this item, a full-credit response (3 points) includes:

- giving the dimensions for the cereal box design
  AND
- explaining how the design meets the volume requirement
  AND
- explaining how the design meets the surface area requirement.

For example,

- "The new box should have a length of 10 inches, a width of 8 inches, and a depth of 3 inches. These dimensions will give a greater volume of 240 cubic inches, and a lesser surface area of 268 inches."

Continued on next page

For this item, an incorrect response (2 points) includes two of the following:

- Student gives the dimensions for the cereal box design.
- Student explains how the design meets the volume requirement.
- Student explains how the design meets the surface area requirement.

For example,

- "The new box should have a length of 10 inches, a width of 8 inches, and a depth of 3 inches. These dimensions will give a greater volume of 240 cubic inches."

For this item, a partial response (1 point) includes one of the following:

- Student gives the dimensions for the cereal box design.
- Student explains how the design meets the volume requirement.
- Student explains how the design meets the surface area requirement.

For example,

- "The new box should have a volume of 240 cubic inches."

Continued on next page

For this item, a no-credit response (0 points) includes none of the features of a full- or partial-credit response.

For example,

- "The new box should have a length of 10 inches. This will result in a greater volume."

This item is not graded on spelling or grammar.

Smarter Balanced Assessment Consortium:

ELA Practice Test Scoring Guide
Grade 6

08/01/2016

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 information[1]:

- 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?

Ⓐ Tricking a king can be dangerous.

Ⓑ Creating a beautiful object is challenging.

Ⓒ Problems can be solved in unusual ways.

Ⓓ 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?

Ⓐ majority

Ⓑ mass

Ⓒ part

Ⓓ 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	A response: • 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	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 pound of silver mixed with three pounds of gold. Therefore he tested by mesuring 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.
1	A response: • 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	Archimedes sees his bath overflowing because of him taking up room in the bath. Archemedes creates an idea of finding out if the crown is solid gold or not. Archemedes finds out not the whole crown is gold because he put the crown in water to test the weight.
0	A response: • 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 OR • Gives the theme/central idea/message or summary, but includes no examples or no examples/details that make reference to the text OR • Gives the theme/central idea/message or summary, but includes no explanation or no relevant information from the text	An idea clicks in his head.

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?

Ⓐ Both receive praise, and both are very private about their work.

Ⓑ Both take pride in their work, but one deceives and the other is truthful.

Ⓒ Both are awed by the power of the king, and both are eager to please him.

Ⓓ 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 form 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	A response: • Gives sufficient evidence of the ability to make a clear inference/conclusion • Includes specific examples/details that make clear reference to the text • Adequately explains inference/conclusion with clearly relevant information based on the text	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.
1	A response: • Gives limited evidence of the ability to make an inference/conclusion • Includes vague/limited examples/details that make reference to the text • Explains inference/conclusion with vague/limited information based on the text	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.
0	A response: • Gives no evidence of the ability to make an inference/conclusion OR • Gives an inference /conclusion but includes no examples or no examples/ details that make reference to the text OR • Gives an inference/conclusion but includes no explanation or relevant information from the text	Archimedes is a dumb guy. He puts the crown in water. If I had a crown, I'd put it in a safe.

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"?

Ⓐ It emphasizes the triumph Archimedes feels.

Ⓑ It demands that everyone admire him for his discovery.

Ⓒ It warns others that he has made a dangerous discovery.

Ⓓ 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 to support a given inference 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 summarize a central idea in a text.

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

Ⓐ The spacesuit has changed and adapted to become more complex over time.

Ⓑ The spacesuit is made up of several parts that are made up of different materials.

Ⓒ The spacesuit was developed to allow astronauts to go outside of their spacecraft to walk in space.

Ⓓ 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 form a conclusion about an informational text and identify evidence within the text that support 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?

Ⓐ The author wants to inform the reader that astronauts regularly walk in space.

Ⓑ The author wants to describe to the reader the importance of astronauts walking in space.

Ⓒ The author wants to explain to the reader that astronauts wear spacesuits during flights in space.

Ⓓ 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?

Ⓐ "The spacesuit protects the astronaut from the dangers of being outside in space."

Ⓑ "The spacesuit consists of several pieces."

Ⓒ "The Mercury suits were worn only inside the spacecraft."

Ⓓ "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 and use evidence from the text to support the answer.

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	A response: • Gives sufficient evidence of the ability to determine/ summarize the author's message/central idea, or to explain the support for a central idea • Includes specific examples/details that make clear reference to the text • Adequately explains the author's message/central idea or explanation with clearly relevant information based on the text	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.
1	A response: • Gives limited evidence of the ability to determine/summarize the author's message/central idea, or to explain the support for a central idea • Includes vague/limited examples/details that make reference to the text • Explains the author's message/central idea or explanation with vague/limited information based on the text	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.
0	A response: • Gives no evidence of the ability to determine/summarize the author's message/central idea, or to explain the support for a central idea OR • Gives the author's message/central idea or explanation, but includes no examples or no examples/details that make reference to the text OR • Gives the author's message/central idea or explanation, but includes no explanation or no relevant information from the text	To talk about how space suits help astronouts in space.

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 and identify evidence within the text 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?

Ⓐ The author explains the many spacesuit features used by the astronauts.

Ⓑ The author describes different types and parts of spacesuits to explain how they protect astronauts.

Ⓒ The author uses spacesuit details to highlight space technology accomplishments of other countries.

Ⓓ 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?

Ⓐ "The spacesuit protects the astronaut from the dangers of being outside in space."

Ⓑ "Underneath the spacesuit, astronauts wear a Liquid Cooling and Ventilation Garment."

Ⓒ "This suit is the Russian version of the EMU and is used for spacewalks."

Ⓓ "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 form a conclusion about an informational text and identify evidence within the text 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	A response: • Gives sufficient evidence of the ability to make a clear inference/conclusion • Includes specific examples/details that make clear reference to the text • Adequately explains inference/conclusion with clearly relevant information based on the text	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.
1	A response: • Gives limited evidence of the ability to make an inference/conclusion • Includes vague/limited examples/details that make reference to the text • Explains inference/conclusion with vague/limited information based on the text	The conclusion I could draw is that space suits are very important for an anstronaut 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 astronaour 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.
0	A response: • Gives no evidence of the ability to make an inference/conclusion OR • Gives an inference /conclusion but includes no examples or no examples/ details that make reference to the text OR • Gives an inference/conclusion but includes no explanation or relevant information from the text	If there were no space suits we would never get to the moon or anywhere else

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

Evidence Statement
The student will revise argumentative text by identifying improved organizational elements such as providing a conclusion that is appropriate to purpose and audience and follows from the argument.

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.

Ⓐ For the most part, there is a place for technology in every classroom.

Ⓑ Finally, there are many reasons to explore the use of technology in learning.

Ⓒ After all, technology is in our communities, homes, and lives, so it should be in our classrooms as well.

Ⓓ 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 informational/explanatory text by identifying improved organizational elements by 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.

Ⓐ I was curious about the speed of roller coasters too because I think they will go slower on wood tracks.

Ⓑ I predicted that the speed of the car would be slower on carpet than on cardboard.

Ⓒ We wondered if we put it on different surfaces, what would happen to the speed of the car.

Ⓓ 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 establishing a context and/or setting and/or point of view. b. Introducing a narrator and/or 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	A response: • Provides an adequate opening or introduction to the narrative that may establish setting and/or point of view,* set up the action to come, establish the mood/tone,** and/or introduce the narrator and/or other characters for audience and purpose • Adequately connects to or sets up the body of the narrative	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.
1	A response: • Provides an opening or introduction to the narrative that may partially establish setting and/or point of view,* or partially set up the action to come, partially establish the mood/tone,** and/or partially introduce the narrator and/or other characters • Provides a limited and/or awkward connection to the body of the narrative	Andy, helps his mother by making a soup on a Saturday morning because his mother broke her wrist.
0	A response: • Provides a minimal opening or introduction to the narrative that may fail to establish setting and/or point of view,* and/or fail to set up the action to come, fail to establish the mood/tone,** and/or fail to introduce the narrator and/or other characters • Provides no connection to the body of the narrative	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.

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

Evidence Statement
The student will choose the correct general academic or domain-specific words/phrases to use in a text to convey precisely actions, emotions, or states of being that are basic to a particular topic.

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 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.1a

Evidence Statement
The student will identify and/or edit for correct 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 (soundness of reasoning, relevance or 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?

Ⓐ what pottery was used for

Ⓑ when pottery was invented

Ⓒ what people did to find food

Ⓓ when people started farming

Part B

Which change should the speaker make to correct the error?

Ⓐ include the ages of some ancient pieces of pottery

Ⓑ include information about what people cooked in pots

Ⓒ include evidence showing when the first crops were planted

Ⓓ 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?

Ⓐ Van Gogh wanted people to think someone else painted the picture.

Ⓑ The owner knew more about van Gogh's style than the experts.

Ⓒ The owner was convinced the painting was a lost van Gogh.

Ⓓ 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?

Ⓐ "At the time, the experts at the museum said it was a fake."

Ⓑ "But in 2011, the owner took the painting back to the museum."

Ⓒ "The painting was in fact an original by van Gogh."

Ⓓ "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?

Ⓐ to describe to the reader how experts determine real works of art from fakes

Ⓑ to entertain the reader with a real-life mystery story about recovering a lost painting

Ⓒ to persuade the reader that the painting in question was indeed created by van Gogh

Ⓓ 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.9a

Evidence Statement
The student will cite evidence to support analyses, arguments, or critiques.

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.

Smarter Balanced Assessment Consortium:

English/Language Arts Practice Test Scoring Guide
Grade 6 Performance Task

08/01/2016

Student Directions

Hiking in the Grand Canyon Narrative Performance Task

Task:
Your school writing club is holding a short story contest about "The Great Outdoors." You have often thought about hiking and you wonder what it would be like to hike in Grand Canyon National Park. You decide to do more research about hiking in Grand Canyon National Park. As part of your initial research, you find four sources about the Grand Canyon and hiking.

After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and finalize your research. You may click on the Global Notes button to take notes on the information you find in the sources as you read. You may also use scratch paper to take notes.

In Part 2, you will write a story on a topic related to the sources.

Directions for Beginning:
You will now examine several sources. You can re-examine any of the sources as often as you like.

Research Questions:
After examining the research sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read and viewed, which should help you write your story.

You may click on the Global Notes button or refer back to your scratch paper to review your notes when you think it would be helpful. Answer the questions in the spaces below the items.

Both the Global Notes on the computer and your written notes on scratch paper will be available to you in Part 1 and Part 2 of the performance task.

Part 1

Sources for Performance Task:

Source #1
This article from *Appleseeds* magazine is about the formation of the Grand Canyon.

The Three "R"s of Folding Time
Grand Canyon Style
by Leigh Anderson

There is a place—like no other in the world—where time seems to fold in on itself. Where the past meets the here-and-now, mountains meet oceans, beauty meets danger, and discovery meets mystery. This place is the Grand Canyon.

The Grand Canyon is 277 river miles long. At certain points, it's more than a mile deep and as much as 18 miles wide. Going 50 miles per hour, it would take over five hours to drive its entire length! At such speed, you'd hardly see any of what makes the canyon truly grand: dazzling, glittering colors; fossils and wildlife; a great river snaking through . . . rock; and many-layered canyon walls giving glimpses of Earth's history.

Geologists[1] have many, different . . . [ideas] about how and when the Grand Canyon was formed. The story of the canyon's beginnings is like a jigsaw puzzle with many pieces missing. There are a few things geologists do agree on. We'll call them the three "R"s: Rocks, River, and 'Rosion (actually, Erosion,[2] but we're going to cheat a bit!).

Rocks
The Grand Canyon's walls are made up mainly of three types of rock: limestone, sandstone, and shale. Over . . . [thousands of] years, the rock built up layer by layer. Each new layer of rock pressed down on the layers beneath it. Then the Colorado River began to cut through these layers like a knife, exposing them for us to see. At the Grand Canyon today, 18 or more layers of Earth's history are laid out for us to see. We can see backward in time! The rocks near the top of the canyon are . . . [very] old, but those toward the bottom of the canyon are . . . [thought to be over six times older]. What an amazing place for scientists to study the history of Earth.

Limestone, sandstone, and shale: Each of these types of rock was formed in a different way. Limestone is made from the fossilized skeletons of tiny organisms that lived in ancient seas. (Fossils are the super hard remains of plants or animals . . .) Sandstone is actually sand, pressed so hard over . . . [thousands of] years that it stuck together into rock. And shale is basically mud, left over from the bottoms of ancient lakes and marshes. Some rock is softer, some is harder, and they erode at different rates. When a layer of hard rock is on top of a layer of softer rock, amazing cliffs are created. . . .

River

Without the Colorado River, there would be no Grand Canyon. The river flows southwest from the Rocky Mountains to the Gulf of California, crossing through an area called the Colorado Plateau. As it flows, the river crosses Colorado, Utah, Arizona, and Nevada before flowing into Mexico and the Gulf. But the ancient Colorado was not the same river we know today. In fact, long ago it was probably more than one river. When those ancient rivers joined, the newly formed Colorado began flowing southwest. It bucked over dangerous rapids and frothed like chocolate milk in a blender as it carried mountains of dirt downstream. Like sandpaper repeatedly rubbing the same piece of wood, the fast-moving, sand-filled water slowly carved a groove in the rock beneath it.

But the Colorado River didn't carve the canyon by itself. As ancient glaciers melted, the river and its tributaries[3] flooded again and again. The floods cleared away the sand, gravel, and other sediment at the bottom of the river. Then, rocks and boulders, which had tumbled into the river, were able to grind and scrape the bedrock at the river's bottom, further deepening the canyon.

As water moves through the canyon, it flows "downhill," dropping in elevation. This makes the water flow faster, with more power to carve out the rock. Also, long ago, the land around the Colorado River began to rise bit by bit, bubbling upward like a giant blister. Known as uplift, this process continued over . . . [many] years. Uplift helped form the canyon we know today.

What Do You Think? The Colorado River Today

Today, the Glen Canyon and Hoover Dams tightly control the Colorado River. The river now runs more slowly. Floods no longer sweep away the sediment at the bottom of the river. The river-bottom sediment is 75 feet deep in some places! Because of the slower water and the thick "blanket" of sediment, the carving of the canyon has slowed down. . . .

‘Rosion

When rain falls on rocks, water seeps into the cracks in the rock. When the weather gets cold and that water freezes, it expands, or gets bigger. Over and over, water freezes and expands in the cracks. And slowly, the rock splits apart. Pieces of broken rock (from tiny to huge) fall into the canyon below. As they fall, they might hit another rock and send it tumbling too. When they finally reach bottom, some rocks are carried away by the Colorado. Others remain where they landed.

Heavy rains send great slabs of sediment, mud, and rock crashing down cliff faces, widening the canyon and carving new shapes into the giant red walls. The Colorado’s tributaries are busy, too, carving smaller side canyons. Sometimes these side canyons erode into each other, further widening the canyon. This is all part of the process of rocks, river, and ‘rosion that makes this canyon so GRAND!

[1]geologists: people who study rocks, minerals, and soils of the earth or a particular area
[2]erosion: a process by which rock, soil, or sand is gradually worn away by water, wind, or ice
[3]tributaries: smaller rivers and streams that flow into a larger river

The Three “R”s of Folding Time Grand Canyon Style by Leigh Anderson. Copyright © 2008 by Carus Publishing Company. Reprinted by permission of Carus Publishing Company.

Source #2

This article from *Appleseeds* magazine is about how to take a nature walk. The article talks about John Muir, a man who loved nature and encouraged leaders to preserve land in the United States so people could enjoy its natural beauty for many years. The article explains what John Muir did on a nature hike. One place that he loved to explore was the land that is now known as Yosemite National Park.

Follow in Muir’s Footsteps—Take a Nature Walk

by Michelle Schaub

“In every walk with nature, one receives far more than he seeks.”
—John Muir

From the steamy swamps of Florida to the icy glaciers of Alaska, John Muir loved exploring wild places. Wherever he went, he carried a notebook to describe the wonders he discovered. You don't have to walk a thousand miles to follow in Muir's footsteps. You can connect with nature by taking a simple walk and recording your observations in a journal.

Just follow these steps:

1. **Pick a "wild" place**—A nature trail, arboretum (a place where you can see special trees), park, or even your own back yard.
2. **Bring a notebook**—Large enough to fit your writings and drawings but small enough to carry comfortably.
3. **Pack a snack**—While John Muir brought only tea and bread on some of his journeys, you might want to pack a tastier treat. Just remember not to litter.
4. **Be alert**—Let the sights, sounds, smells, and textures of nature fill your senses.
5. **Look high and low**—Notice the big picture, like landscapes and trees, but also the little details, like flower petals and insect wings.
6. **Write it down**—Use plenty of description to record your observations. Add your thoughts, feelings, and questions. Don't forget to put the date, time, and location on each entry.
7. **Add drawings**—Muir filled his journals with sketches of the plants and animals he encountered. Sketching will help you focus on details you might otherwise miss.
8. **Collect plants**—Try pressing flowers and leaves between the pages of your journal, just like Muir did!
9. **Take pictures**—If you can't collect plants where you are hiking, take pictures and tape them into your journal instead.
10. **Learn more**—Did you observe something on your walk that sparked your interest? A bird's feather? A strange fungus? Use the descriptions and drawings in your journal to look up more information.

Next time you take a walk in a wild place, you'll be a keen nature observer!

Follow in Muir's Footsteps—Take a Nature Walk by Michelle Schaub.
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Source #3
This article from *Appleseeds* magazine is about hiking in the Grand Canyon.

Take a Hike!
by Kathiann M. Kowalski

Each year, more than 250 hikers need assistance at the Grand Canyon. If you plan ahead and use safety smarts, you can avoid becoming number 251! And you can have a great hiking adventure.

The Lay of the Land
• Know what to expect. The Grand Canyon is like "an upside-down mountain," notes National Park Service Ranger Marc Yeston. Hiking down is much easier than climbing out. The park's website suggests allowing twice as long to climb up as it took to go down.
• Be realistic about your abilities. Start with short hikes. DON'T try hiking all the way down the Grand Canyon and back in one day.
• Get trail maps and read rules. Day hikes in the canyon require no permits, but overnight hikes do. Some trails have bathrooms and water during parts of the year.
• Kids: Always hike with an adult.
• Tell friends or family members about your plans.

"Know what the weather is going to be like," says Ranger Yeston. Then prepare for the worst. Carry extra clothes and flashlights in case it's dark when you return.

"People hike every day of the year," notes Ranger Yeston, but each season brings special risks. Ice is a danger in winter. In the summer, temperatures at the bottom of the canyon can soar to 115° F! When it's hot, smart hikers travel before dawn or after sunset during the cooler times of day. Spring and fall have warm, pleasant days, but nights get frigid. And storms can crop up any time, in any season.

On the Trail—Do's and Don'ts
• **Don't** hike alone. **Do** use common sense and safety smarts. Avoid the trail edges.
• **Do** carry plenty of food, water, and salty snacks. They provide energy and replace water and salts lost through sweat. Enough water can make the difference between an enjoyable experience and a dangerous situation.
• **Do** rest often in the shade.

• **Do** wear good, comfortable hiking shoes and socks.
• **Do** carry hiking poles if you can, especially in steep spots.
• **Do** watch out for wild animals. If you are lucky enough to encounter one, **don't** feed or try to touch it.
• **Do** remember that mules use hiking trails too. To avoid accidents, wait quietly on the inner side of the trail until they pass.
• **Don't** litter. **Do** respect the environment and carry out all trash. Then everyone can enjoy nature's beauty!

Take a Hike! by Kathiann M. Kowalski. Copyright © 2008 by Carus Publishing Company. Reprinted by Carus Publishing Company.

Source #4
This article from *Appleseeds* magazine is about preserving the Grand Canyon.

How to Be a Green Traveler
by Katherine Swarts

Every year, between four and five million tourists visit Grand Canyon National Park. Even with 1.2 million acres to explore, all those people strain the park's ecosystem.[1] Many overlooks and trails have been badly eroded by millions of feet. Winds bring smog from cities. Planes cause noise pollution. Dams on the Colorado River slow the flow of the water, causing many unnatural changes.

When you visit the Grand Canyon, you won't be able to solve these problems. But there are a lot of things you can do to be sure you don't make them worse.

• Never feed or try to touch wild animals, no matter how cute they might be. Human food is not good for wild animals, and too much of it can make animals dependent on people.
• Never pick plants or collect rocks. Many are rare or delicate. It's also against the law!
• Ask your parents to leave the car in Williams, Arizona. From there, you can take the Grand Canyon Railway to the South Rim.
• Stay on well-traveled trails. Never take shortcuts—they damage the land

by contributing to erosion. And some rare plants can take a hundred years to recover from being stepped on! Shortcuts can also lead you into dangerous places.

• Use recycling bins and litter cans. At the North Rim and other areas with few bins, take along bags to carry your trash out. Never toss anything on the ground, not even an apple core.

• If you're lucky enough to encounter a California condor—one of the biggest and rarest birds on Earth—stay at least a hundred yards away. And tell park rangers about any condors you see. That helps scientists keep track of the birds.

• Don't use more water than you need. This is your chance to go without a bath! (Remember to *drink* lots of water though.)

• Don't drive anywhere you can walk—or take the free shuttle buses.

• If you want to do something big for the park, ask visitor services about the Junior Ranger Program or Habitat Restoration Program.

• If you see other visitors doing things that hurt the park, speak up in a friendly way. Remind them that it takes everyone's efforts to keep the Grand Canyon beautiful.

[1]ecosystem: a group of plants and animals and the environment they live in

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Item	Grade	Claim	Target	DOK	Item Standard	Evidence Statement
1	6	4	4	4	W-9	The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.

105672

Some of the sources suggest there are certain rules that people should follow when they decide to go on a hike. Provide **two** pieces of evidence, one piece of evidence each from two different sources, which support this idea and explain how each piece of evidence supports the idea that there are certain rules that people should follow when they decide to go on a hike. Identify the source for each piece of evidence by title or number.

Key Elements

Source #3 (Take a Hike!)
• Know what type of hiking terrain you are going to encounter.
• Know what you are able to do and make sure that you rest often in the shade.
• Check out maps before going so you can plan your route and know where you want to go.

• Know the rules of the place you are hiking and ensure that you are following those rules.
• Always hike with an adult, a small group of people is a good idea.
• Make sure someone that is not going on the hike knows where you are going and when you plan on returning.
• Carry plenty of food and water with you.
• Wear appropriate, comfortable clothing.
• Take any equipment that you might need.
• Do not litter, make sure you take all of your garbage with you.

Source #4 (How to Be a Green Traveler)
• Do not touch or feed wild animals.
• Do not pick plants or collect rocks.
• Stay on well-traveled trails and do not take short cuts.
• Do not throw litter on the ground. Put in a bin if they are provided and if not, take it with you.
• Take lots of water to drink.
• Remind others to care for nature if you see them doing something they should not.

Rubric:

(2 points) Response is an identification of two pieces of evidence from different sources that support there are certain rules that people should follow when they decide to go on a hike and an adequate evidence-based explanation of how each piece of evidence supports the idea there are certain rules that people should follow when they decide to go on a hike. Student cites the source for each piece of evidence.

(1 point) Response is an identification of two pieces of evidence from different sources that support there are certain rules that people should follow when they decide to go on a hike but does not provide an evidence-based explanation of how each piece of evidence supports the idea there are certain rules that people should follow when they decide to go on a hike. Student cites the source for each piece of evidence.
OR
Response is an identification of two pieces of evidence from different sources that support there are certain rules that people should follow when they decide to go on a hike and a limited/partial evidence-based explanation of how each piece of evidence supports the idea there are certain rules that people should follow when they decide to go on a hike. Student cites the source for each piece of evidence.

OR

Response is an identification of one piece of evidence from one source that supports there are certain rules that people should follow when they decide to go on a hike and an adequate evidence-based explanation of how that piece of evidence supports the idea there are certain rules that people should follow when they decide to go on a hike. Student cites the source for the piece of evidence.

OR

Response is an identification of two pieces of evidence from different sources that support there are certain rules that people should follow when they decide to go on a hike and an adequate evidence-based explanation of how each piece of evidence supports the idea there are certain rules that people should follow when they decide to go on a hike. Student does not cite sources.

(0 points) Response is an explanation that is insufficient, incorrect, irrelevant or blank.

Exemplar:

(2 point) When someone decides to go on a hike they should follow certain rules. According to Source #4 it is important not to feed or touch the wild animals. This can be dangerous for the hiker and the animal. Wild animals can be dangerous and bite. Also if the animals get used to being fed by humans they become dependent on people and they won't look for food on their own. Also, Source #3 says that you should know the type of terrain you are hiking on. If the terrain is too difficult, you may not be able to finish the hike, and then someone may need to come and rescue you.

(1 point) When someone decides to go on a hike they should follow certain rules. According to Source #4 it is important not to feed or touch the wild animals. This can be dangerous for the hiker and the animal. Wild animals can be dangerous and bite. Also if the animals get used to being fed by humans they become dependent on people and they won't look for food on their own.

(0 points) It is fun to see wild animals when you are hiking.

Item	Grade	Claim	Target	DOK	Item Standard	Evidence Statement
1	6	4	3	4	W-8	The student will evaluate the relevance of information from multiple sources to support research.

105674

Most of the sources provide information about hiking in national parks. Which source would be **most** relevant to students researching how to get the most enjoyment out of hiking in a national park? Justify and support your answer with **two** pieces of evidence from the **most** relevant source.

Key Elements

Source #2 (Follow in Muir's Footsteps—Take a Nature Walk)

- suggests recording your observations in a journal
- encourages the reader to take in the sights, sounds, smells, and textures of what is around him/her on the walk
- encourages the reader to notice all things (i.e., the landscapes and the trees, as well as the little flowers and insects)
- suggests that the reader write about and sketch what was seen on the hike
- suggests that the reader take pictures of what he/she sees
- suggests looking up additional information about things of interest that were seen on the hike

Source #3 (Take a Hike!)

The source provides a list of important things to remember when going on a hike that will keep you safe (and safety is essential for an enjoyable trip):

- Know what to expect on your hike.
- Do not attempt a hike you are not physically prepared for.
- Know the path you plan to take in advance by looking at maps.
- Follow the rules of the place you are hiking.
- Always hike with an adult.
- Tell someone that is not going on the hike about your plans.
- Check the weather forecast and prepare accordingly.
- Take plenty of food and water.
- Wear comfortable shoes and clothing.

Source #4 (How to Be a Green Traveler)

• Stay away from wild animals.
• Stay on well-traveled trails.
• Inquire about participating in the Junior Ranger Programs at national parks.
• Inquire about participating in the Habitat Restoration Program

Rubric

(2 points) Response is an identification and an adequate evidence-based justification of which source has the most relevant information for students researching how to get the most enjoyment out of hiking in a national park supported by two pieces of evidence from the identified source.

(1 point) Response is an identification and a limited/partial evidence-based justification of which source has the most relevant information for students researching how to get the most enjoyment out of hiking in a national park supported by two vague or loosely related pieces of evidence from the identified source.

OR

Response is an identification and an adequate evidence-based justification of which source has the most relevant information for students researching how to get the most enjoyment out of hiking in a national park supported by one piece of evidence from the identified source.

(0 points) Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Exemplar:

(2 point) Source #2 would be the most relevant source to students who are researching how to get the most enjoyment out of hiking in a national park. This would be the most relevant source because it encourages readers to

take in all of the things that are going on around them. The author of Source #2 writes, “Notice the big picture . . . but also the little details.” This source also encourages readers to do some further research on things that they saw and found interesting on a hike. The author advises, “Use the descriptions and drawings in your journal to look up more information.”

(1 point) Source #2 would be the most relevant source to students who are researching how to get the most enjoyment out of hiking in a national park. This would be the most relevant source because it encourages readers to take in all of the things that are going on around them. The author of Source #2 advises, “Notice the big picture . . . but also the little details.”

(0 points) Source #2 would be the most relevant source to students who are researching how to get the most enjoyment out of hiking in a national park.

Item	Grade	Claim	Target	DOK	Item Standard	Evidence Statement
1	6	4	4	3	W-8	The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.

107121

Click on the boxes to show the idea(s) that each source supports. Some sources may have more than one box selected.

	Source #1: The Three "R"s of Folding Time Grand Canyon Style	Source #2: Follow in Muir's Footsteps—Take a Nature Walk	Source #3: Take a Hike!	Source #4: How to Be a Green Traveler
It is a good idea to bring food when you hike.	☐	☐	☐	☐
Try to conserve water while you are in the park.	☐	☐	☐	☐
Primarily, three types of rock make up the Grand Canyon.	☐	☐	☐	☐

Key Elements:

It is a good idea to bring food when you hike.

1. Source #2
2. Source #3

Try to conserve water while you are in the park.

1. Source #4

Primarily, three types of rock make up the Grand Canyon.

1. Source #1

Rubric:

(1 point) 4 cells completed correctly

(0 points) Fewer than X cells completed correctly, any cell incorrect, or blank.

Item	Grade	Claim	Target	DOK	Item Standard	Evidence Statement
1	6	2	2	4	W-3	The student will write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story).

105676

Student Directions

Hiking in the Grand Canyon Narrative Performance Task

Part 2
You will now review your notes and sources, and plan, draft, revise, and edit your writing. You may use your notes and refer to the sources. Now read your assignment and the information about how your writing will be scored; then begin your work.

Your Assignment:
Your school writing club is creating an online magazine that is a collection of fictional stories about "The Great Outdoors." You choose to write a story that is several paragraphs long to include in the online magazine. For your story, imagine that you are hiking in Grand Canyon National Park. In your story tell about an exciting adventure that you have during your hike.

The online magazine will be read by parents, teachers, and the other students in your school. When writing your story, find ways to use information and details from the sources to improve your story. Make sure

you develop your character(s), the setting, and the plot. Use details, dialogue, and description where appropriate.

Narrative Story Scoring:
Your story will be scored using the following:

1. Organization/purpose: How effective was your plot, and did you maintain a logical sequence of events from beginning to end? How well did you establish and develop a setting, narrative, characters, and point of view? How well did you use a variety of transitions? How effective were your opening and closing for your audience and purpose?
2. Development/elaboration: How well did you develop your narrative using description, details, dialogue? How well did you use relevant details or information from the sources in your story?
3. Conventions: How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

Now begin work on your story. Manage your time carefully so that you can
• plan your multi-paragraph story.
• write your multi-paragraph story.
• revise and edit the final draft of your multi-paragraph story.

Word-processing tools and spell check are available to you.

For Part 2, you are being asked to write a story that is several paragraphs long, so please be as thorough as possible. Type your response in the space provided. The box will expand as you type.

Remember to check your notes and your prewriting/planning as you write and then revise and edit your story.

4-Point
Narrative
Performance Task Writing Rubric (Grades 3–8)

Score	4	3	2	1	NS
Organization/Purpose	**The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout:** • an effective plot helps to create a sense of unity and completeness • effectively establishes a setting, narrator/characters, and/or point of view* • consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas • natural, logical sequence of events from beginning to end • effective opening and closure for audience and purpose	**The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained:** • an evident plot helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected • adequately establishes a setting, narrator/characters, and/or point of view* • adequate use of a variety of transitional strategies to clarify the relationships between and among ideas • adequate sequence of events from beginning to end • adequate opening and closure for audience and purpose	**The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus:** • there may be an inconsistent plot, and/or flaws may be evident • unevenly or minimally establishes a setting, narrator/characters, and/or point of view* • uneven use of appropriate transitional strategies and/or little variety • weak or uneven sequence of events • opening and closure, if present, are weak	**The organization of the narrative, real or imagined, may be maintained but may provide little or no focus:** • there is little or no discernible plot or there may just be a series of events • may be brief or there is little to no attempt to establish a setting, narrator/characters, and/or point of view* • few or no appropriate transitional strategies may be evident and may cause confusion • little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident • opening and/or closure may be missing or unsatisfactory	• Insufficient (incudes copied text) • In a language other than English • Off-topic • Off-purpose

*point of view begins at grade 7

4-Point
Narrative
Performance Task Writing Rubric (Grades 3–8)

Score	4	3	2	1	NS
Development/Elaboration	**The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and/or description:** • experiences, characters, setting and/or events are clearly developed • connections to source materials may enhance the narrative • effective use of a variety of narrative techniques that advance the story or illustrate the experience • effective use of sensory, concrete, and figurative language that clearly advances the purpose • effective, appropriate style enhances the narration	**The narrative, real or imagined, provides adequate elaboration using details, dialogue, and/or description:** • experiences, characters, setting, and/or events are adequately developed • connections to source materials may contribute to the narrative • adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience • adequate use of sensory, concrete, and figurative language that generally advances the purpose • generally appropriate style is evident	**The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and/or description:** • experiences, characters, setting, and/or events are unevenly developed • connections to source materials may be ineffective, awkward, or vague but do not interfere with the narrative • narrative techniques are uneven and inconsistent • partial or weak use of sensory, concrete, and figurative language that may not advance the purpose • inconsistent or weak attempt to create appropriate style	**The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description:** • experiences, characters, setting, and/or events may be vague, lack clarity, or confusing • connections to source materials, if evident, may detract from the narrative • use of narrative techniques may be minimal, absent, incorrect, or irrelevant • may have little or no use of sensory, concrete, or figurative language; language does not advance and may interfere with the purpose • little or no evidence of appropriate style	• Insufficient (incudes copied text) • In a language other than English • Off-topic • Off-purpose

2-Point Narrative Performance Task Writing Rubric (Grades 3-8)				
Score	**2**	**1**	**0**	**NS**
Conventions	**The response demonstrates an adequate command of conventions:** • adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates a partial command of conventions:** • limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates little or no command of conventions:** • infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Insufficient (incudes copied text) • In a language other than English • Off-topic • Off-purpose

Holistic Scoring:

- **Variety**: A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.