

Session 3, Reading Selection #1

You have seen birds use their wings to fly. Do you know what else they use? Read the article below. Use information from the article to answer the questions that follow.

Feet for Flight

by Michael L. May

- 1 Birds fly with their wings, right? But did you know that many birds also use their feet to fly? Some birds need them for takeoffs and landings. Other birds use their feet to control flight speed or body temperature.
- 2 In order for the American coot to get off the ground, it must make a running start across the water. Other birds, such as the mallard duck, can jump right out of the water and into flight. But coots are too heavy and need to build up speed. Like an airplane rolling down the runway, a coot runs across the surface of the water until it reaches flight speed, then lifts off and flaps away.
- 3 Being airborne doesn't mean that the footwork is over. Some birds use their feet to slow down in flight. Now, it might seem that a bird could just stop flapping its wings and reduce speed. But it's not that simple. If you stop pedaling your bicycle when you're going downhill, you'll eventually slow down when you reach the bottom. But you still need brakes. Without brakes, flying birds and speeding bicycles can't stop fast enough.



- 4 One bird that uses its feet as air brakes is the graylag goose. When this bird comes in for a landing, it dangles its feet like small parachutes. The rushing air pushes against the broad, webbed feet and slows the goose down, allowing it to make a smooth landing in the water.
- 5 For some birds, even air brakes are not enough. Mute swans extend their webbed feet forward when landing. When their feet hit the water, the swans ski across the surface until they gradually slow and plop safely into the pond or lake.
- 6 Flying is a tough business that requires lots of energy. Because birds work hard when they fly, they get hot. And if they can't cool down, they overheat like a car on a hot summer day. During flight, hot blood flows

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into their feet from the body. The wind cools the feet off, and the feet cool the blood before it returns to the bird's body, much as a radiator cools a car engine. Pigeons can release over half of their extra heat through their feet. Herring gulls rely on their feet to remove 80 percent of the heat generated by flight.

- 7 So bird flight is more than just feathers and wings. It's feet, too. Whether taking off or landing, reducing speed or body temperature, birds depend on their feet for flight.

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Session 3, Multiple-Choice Questions

Read the question in the box below.

Birds fly with their wings, right?

- 29 The author PROBABLY begins the article with the question in the box above
- A. because he wants an answer.
 - B. because it is about birds.
 - C. to state the main idea.
 - D. to gain the reader's attention.

Reporting Category/Learning Standard for Item 29: Literature/Learning Standard 13

- 30 According to the article, bird feet can be used like
- A. brakes.
 - B. car engines.
 - C. wings.
 - D. airport runways.

Reporting Category/Learning Standard for Item 30: Literature/Learning Standard 8

- 31 In paragraph 4, the author writes, "it dangles its feet like small parachutes." This is an example of a
- A. synonym.
 - B. simile.
 - C. summary.
 - D. subject.

Reporting Category/Learning Standard for Item 31: Literature/Learning Standard 15

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- 32 According to the article, how are the American coot, the graylag goose, and the mute swan similar?
- A. the way they take off
 - B. their weight and size
 - C. they use their feet for flight
 - D. the way they land in water

Reporting Category/Learning Standard for Item 32: Literature/Learning Standard 8

- 33 The author compares a bird's feet during flight to a car's
- A. bumper.
 - B. radiator.
 - C. trunk.
 - D. hood.

Reporting Category/Learning Standard for Item 33: Literature/Learning Standard 8

- 34 The last sentence in the article is important because it
- A. summarizes the main points of the article.
 - B. asks questions to be answered in the next selection.
 - C. gives new information about feathers and wings.
 - D. tells you what to do about bird's feathers.

Reporting Category/Learning Standard for Item 34: Literature/Learning Standard 13

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Read the sentence in the box below.

Herring gulls rely on their feet to remove 80 percent of the heat generated by flight.

- 35 In the sentence in the box above, the word *generated* means
- A. caused.
 - B. used.
 - C. stopped.
 - D. allowed.

Reporting Category/Learning Standard for Item 35: *Language/Learning Standard 5*

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Session 3, Open-Response Question

- 36 Describe **THREE** ways that birds use their feet in flight. Use information from the article to support your answer.

*Reporting Category/Learning Standard for Item 36: **Literature/Learning Standard 8***

Feet for Flight

Overlay (highlighting) Key:

First way given

Support for first way

Second way given

Support for second way

Third way given

Support for third way

One way birds use their feet in flight is to help them take off. Some birds are too heavy to just jump in the air and start flying. American coots are very heavy, so they have to run across the water to gain enough speed to fly. Birds also use their feet as brakes while they fly. To slow down, a graylag goose sticks its feet out in front of itself. The webbing in between the toes of a goose easily stretches. When a graylag goose sticks its feet out, air gathers beneath the goose's feet, causing the webbing to expand and act like a parachute. A third way birds use their feet in flight is to cool down. Because flying is hard work, birds get very hot and can become overheated. While a bird is flying, the hot blood from its body travels to its feet. The wind cools down the birds feet, and the feet then cool off the hot blood. In doing this, many birds release much of the heat they generate while flying.

Score Analysis: Score Point 4

This response develops a full explanation by providing three ways that birds use their feet in flight and using specific details from the text to support each way.

The first way, *to help them take off*, is supported with details from the text: *American coots are very heavy, so they have to run across the water to gain enough speed to fly*. The second way, *use their feet as brakes*, is supported with details from the text: *To slow down, a graylag goose sticks its feet out in front of itself...air gathers beneath the goose's feet, causing the webbing to expand and act like a parachute*. The third way, *to cool down*, is also supported with details from the text: *birds get very hot...the hot blood from its body travel to its feet. The wind cools down the birds feet....* Correctly providing three ways that birds use their feet in flight and supporting each way with details from the text earns this response 4 points.

Here are three way birds use feet in flight. First, they use their feet like brakes one example is the graylag goose it dangles its feet like a parachute before landing. Another way is they use feet for take off the American coot runs along the water before taking off. The last thing is they use their feet like radiators the herring gulls rely on their feet to remove 80 percent of the heat gained during flight. That was three way birds use their feet in flight.

Score Analysis: Score Point 4

This response develops a full explanation by providing three ways that birds use their feet in flight and using specific details from the text to support each way.

The first way, *they use their feet like brakes*, is supported with details from the text: *the graylag goose it dangles its feet like a parachute before landing*. The second way, *they use feet for take off*, is supported with details from the text: *the American coot runs along the water before taking off*. Finally, the third way, *they use their feet like radiators*, is also supported with details from the text: *the herring gulls rely on their feet to remove 80 percent of the heat gained during flight*. Correctly providing three ways that birds use their feet in flight and supporting each way with details from the text earns this response 4 points.

One way that birds use their feet in flight is by using their feet for brakes, without brakes speeding birds wouldn't be able to stop fast enough. Another way is to use their feet by landing, like the Mute swan. The Mute swan uses its webbed feet to land in the water. The last way is by using their feet for running like the American coot. The American coot takes off like an airplane.

That is three ways that birds can fly.

Score Analysis: Score Point 4

This response develops a full explanation by providing three ways that birds use their feet in flight and using specific details from the text to support each way.

The first way, *for brakes*, is supported with details from the text: *without brakes speeding birds wouldn't be able to stop fast enough*. The second way, *by landing*, is supported with details from the text: *like the Mute swan. The Mute swan uses its webbed feet to land in the water*. The third way, *to take off*, is embedded within the supporting details from the text: *by using their feet for running like the American Coot. The American coot takes off like an airplane*. Correctly providing three ways that birds use their feet in flight and supporting each way with details from the text earns this response 4 points.

Birds use their feet to help them fly by helping with takeoffs. The Coot bird runs like an airplane on a runway to help himself take-off. The graylag Goose uses it feet for brakes when it flying so it can stop and land. The Herring Gull uses it's feet to help reduce 80% of the heat that is caused by flying. So birds use their feet in alot of different ways to help them fly.

Score Analysis: Score Point 4

This response develops a full explanation by providing three ways that birds use their feet in flight and using specific details from the text to support each way.

The first way, *takeoffs*, is supported with details from the text: *The coot bird runs like an airplane on a runway to help himself take-off*. The second way, *for brakes*, is supported with details from the text: *The graylag Goose uses it feet for brakes when it flying so it can stop and land*. The third way, *to control body temperature*, is embedded within the supporting details from the text: *The Herring Gull uses it's feet to help reduce 80% of the heat that is caused by flying*. Correctly providing three ways that birds use their feet in flight and supporting each way with details from the text earns this response 4 points.

1. Brds you's thare fete to tack of
and land

2. thay allso you's thare feet
to ckool of and to slow
down in the air

One additional
way is given.

3. all bird's you's not omly
thayer wing to fly and
thay you's thair feet

Score Analysis: Score Point 3

This response develops an adequate explanation by listing three ways that birds use their feet in flight without using specific details from the text to support any of them.

The first part of the response actually lists two ways: *to tack of and land*. The second part of the response also lists two ways: *to ckool of and to slow down in the air*. The third part of the response does not provide any additional information from the text, but rather is a summary statement. No details from the texts are used to support any of the listed ways. Correctly providing three or more ways that birds use their feet in flight but not providing support from the text for any of the ways earns this response 3 points.

flight are. Three ways that birds use their feet

1. To cool down its body.
2. To slow down
3. To use to take off.

feet. These are three ways birds use their

Score Analysis: Score Point 3

This response develops an adequate explanation by listing three ways that birds use their feet in flight without using specific details from the text to support any of them.

This response lists three ways birds use their feet in flight: *To cool down its body...To slow down...To use to take off*. However, no attempt is made to support those ideas with details from the text. Correctly providing three ways that birds use their feet in flight but not providing support from the text for any of the ways earns this response 3 points.

Three ways that birds use their feet in flight are first birds use their feet to slow down. They also use it to stop. Last the birds use their feet to take off in flight.

Score Analysis: Score Point 3

This response develops an adequate explanation by listing three ways that birds use their feet in flight without using specific details from the text to support any of them.

The response provides three text-based ways birds use their feet in flight: *to slow down [brakes]*, *to stop [landing]*, and *to take off in flight*. However, no attempt is made to use details from the text to support those ways. Correctly providing three ways that birds use their feet in flight but not providing support from the text for any of the ways earns this response 3 points.

One way is the birds need to have a running start to take off. Another way is with out there feet they could not stop. The last way is the feet control the body temperature.

Score Analysis: Score Point 3

This response develops an adequate explanation by listing three ways that birds use their feet in flight without using specific details from the text to support any of them.

The response provides three text-based ways birds use their feet in flight: *to take off...with out there feet they could not stop...the feet control the body temperature*. However, no attempt is made to use details from the text to support those ways. Correctly providing three ways that birds use their feet in flight, but not providing support from the text for any of the ways, earns this response 3 points.

These are three ways birds
use their feet in flight. The
first way is to glide across
the water when they stop.
The second way is to
land. The final one is
to get the correct body
temperature. Those are three
ways birds use their
feet in flight.

Score Analysis: Score Point 3

This response develops an adequate explanation by listing three ways that birds use their feet in flight without using specific details from the text to support any of them.

The response provides three text-based ways birds use their feet in flight: *when they stop [brakes]...to land...to get the correct body temperature*. However, no attempt is made to use details from the text to support those ways. Correctly providing three ways that birds use their feet in flight, but not providing support from the text for any of the ways, earns this response 3 points.

I am going to tell you three ways a bird uses it's feet to fly. One way for a bird use it's feet is it use it's feet as brakes. Which is how some birds can brake in it's feet. Birds also use there feet to help them land because there feet dangles like small parachutes. A way a Mute swans extend their webbed feet forward when landing and when they hit the lake or the pond and ski the surface till they really hit the water. That are some ways birds use there feet. They are so cool ways how they use there feet.

Score Analysis: Score Point 2

This response develops a limited explanation by providing two ways that birds use their feet in flight and using specific details from the text to support each way.

The first way, *use it's feet as brakes*, is supported with a specific detail from the text: *there feet dangles like small parachutes*. The second way, *to help them land*, is supported with a well-paraphrased detail from the text: *Mute swans extend their webbed feet forward when landing and when they hit the lake or the pond and ski the surface till they really hit the water*.

Although this response slightly mixes up the two ways birds use their feet in flight with the corresponding support for each, the minor confusion does not detract from the points earned. Correctly providing two ways that birds use their feet in flight and supporting each way with details from the text earns this response 2 points.

Three ways birds use thier feet
 in flight are... One they use there
 feet for brakes, two they use thier
 feet for Skees, and three they use thier
 feet for parachutes.

Score Analysis: Score Point 2

This response develops a limited explanation by providing two ways that birds use their feet in flight without using specific details from the text to support either of them.

This response gives the appearance of providing three ways birds use their feet in flight, but two of the ways are repetitive. The first way, *use there feet for brakes*, and the third way, *use thier feet for parachutes*, refer to the same point even though they are presented as two different ideas. The second way, *use thier feet for skees*, refers to landing and is an acceptable way birds use their feet in flight. No attempt is made to support these ways with details from the text. Correctly providing two ways that birds use their feet in flight without supporting each way with details from the text earns this response 2 points.

Three ways bird use there feet.
to land on the ground. To stop where
they need to stop. And to swim in the
water.

Score Analysis: Score Point 2

This response develops a limited explanation by providing two ways that birds use their feet in flight without using specific details from the text to support either of them.

The first way, *to land on the ground*, and the second way, *To stop where they need to stop [brakes]*, are both acceptable ways birds use their feet in flight. The third way, *to swim in the water*, is not text-based and therefore earns no credit. Correctly providing two ways that birds use their feet in flight without supporting each way with details from the text earns this response 2 points.

birds are very good with
their feet. the birds can use
there feet in many ways.
1. they can use them for
brakes. 2. they could use
them for steering in the air.
3. for keeping their bodies
warm.

Score Analysis: Score Point 2

This response develops a limited explanation by providing two ways that birds use their feet in flight without using specific details from the text to support either of them.

The first way, *they can use them for brakes*, and the third way, *for keeping their bodies warm*, are both acceptable ways birds use their feet in flight. The minor confusion about a bird using its feet to stay warm rather than to cool off does not detract from the overall understanding that birds use their feet to control body temperature. The second way, *they could use them for steering in the air*, is not text-based and, therefore, earns no credit. Correctly providing two ways that birds use their feet in flight without supporting each way with details from the text earns this response 2 points.

Birds use their feet like a brake to stop them from the water.

Score Analysis: Score Point 1

This response develops a minimal explanation by listing one way that birds use their feet in flight without using specific details from the text to support it.

One way is given: *Birds use their feet like a brake*. The rest of the sentence, *to stop them from the water*, merely completes the thought, but is not a supporting detail from the text.

Correctly providing one way that birds use their feet in flight but not providing support from the text earns this response 1 point.

Coot's run across the water to take off. The gray lag goose take off by jumping. The pigeons jump to fly.

Score Analysis: Score Point 1

This response develops a minimal explanation by listing one way that birds use their feet in flight with a specific detail from the text to support it.

One way is given, *to take off*, and is supported with one detail from the text: *Coot's run across the water...* Although two more specific birds from the text are identified, *The gray lag goose* and *pigeons*, the attempt to explain how they use their feet in flight is not text-based: *take off by jumping* and *jump to fly*. Correctly providing one way that birds use their feet in flight and providing specific support from the text earns this response 1 point.

Birds use thare feet to swim to take off and to walk they use thare wing to fly to swim and not leSst to do evrey thing they can do with there wing, and feet that's all rocks.

Score Analysis: Score Point 1

This response develops a minimal explanation by listing one way that birds use their feet in flight without using specific details from the text to support it.

One way is given: *to take off*. The other two ways birds use their feet are not text-based and, therefore, receive no credit: *use thare feet to swim...and to walk*. The remainder of the response is extraneous commentary that neither adds to nor detracts from the score earned: *they use thare wing to fly to swim and not leSst to do evrey thing they can do with there wing, and feet....* Correctly providing one way that birds use their feet in flight but not providing support from the text earns this response 1 point.

Birds use they to fly. when they are flying they use they feet fore brakes to stop and some birds use they feet to flight. Some of them can't fly.

Score Analysis: Score Point 1

This response develops a minimal explanation by listing one way that birds use their feet in flight without using specific details from the text to support it.

One way is given, *they use they feet fore brakes to stop*, but no attempt is made to use details from the text as support. The extraneous comment at the end of the response, *Some of them can't fly*, neither adds to nor detracts from the score earned. Correctly providing one way that birds use their feet in flight but not providing support from the text earns this response 1 point.

So they could go faster. When it gets too cold and snowy they could go North and South. They fly a lot because they are birds.

No ways are text-based.

Score Analysis: Score Point 0

This response does not develop an explanation about how birds use their feet in flight.

Although this response provides some general knowledge about birds, *they could go faster...they could go North...They fly a lot*, the information is not text-based and does not answer the question that was asked. Not developing an explanation about how birds use their feet in flight earns this response no points.

The birds use their feet in ~~many~~ ^{many} ways. they can pick up food. They can use for fighting. Their also use for swimming like ducks But it's a kind of bird. See birds use their feet for all kinds of things.

Score Analysis: Score Point 0

This response does not develop an explanation about how birds use their feet in flight.

Although this response attempts to provide an explanation for how birds use their feet in general, *pick up food...for fighting...use for swimming*, none of those ideas is text-based, nor are they an attempt to discuss how birds use their feet in flight. Not developing an explanation about how birds use their feet in flight earns this response no points.

One way a bird used it's wings
to fly is to run up from the water.
Another way is to just jump
out of the water and fly.
The last why is to fly out of
something high like a tree.

Score Analysis: Score Point 0

This response does not develop an explanation about how birds use their feet in flight.

Although this response attempts to provide an explanation for how birds use their feet, the first way, *a bird used it's wings to fly*, refers to a bird's wings, not feet. The remaining two ways, *to just jump out of the water...to fly out of something high like a tree*, may refer to taking off but are not relevant to the question and, therefore, receive no credit. Not developing an explanation about how birds use their feet in flight earns this response no points.

Session 1, Reading Selection #3

Read this poem about December. Use information from the poem to answer the questions that follow.

December Days Are Short

December days are short, and so
there's not much time to play,
the fun has hardly started
when the sun has gone away.

5 Today, right after breakfast,
while the sky was growing light,
I ran to meet my friends outside
and have a snowball fight.

We began to build a fortress
10 then raced our wooden sleds,
we belly-whopped and spun like tops
and tumbled on our heads.

We stopped for lunch, then once again
threw snowballs for a while,
15 we made a giant snowman
with a really silly smile.

We fed some hungry pigeons
and went sliding on the ice,
my mother brought some cake for us,
20 a dog ate half my slice.

We made another snowman
and we finished off our fort,
then suddenly, the sun went down...
December days are short.

—Jack Prelutsky

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Session 1, Multiple-Choice Questions

- 17 The reader can tell from the poem that the weather is cold because
- A. the children stopped for lunch.
 - B. the mother brought some cake.
 - C. the children slid on the ice.
 - D. there is not much time to play.

Reporting Category/Learning Standard for Item 17: Literature/Learning Standard 14

- 18 According to the poem, the MAIN problem with playing outside in December is that
- A. the days are long.
 - B. there is too much snow on the ground.
 - C. there are not enough hours of daylight.
 - D. the sun melts the ice.

Reporting Category/Learning Standard for Item 18: Literature/Learning Standard 14

- 19 The rhyming pattern in each stanza is
- A. first and third lines rhyme.
 - B. second and third lines rhyme.
 - C. second and fourth lines rhyme.
 - D. third and fourth lines rhyme.

Reporting Category/Learning Standard for Item 19: Literature/Learning Standard 14

- 20 Which word shows that something happened in the PAST?
- A. ate
 - B. are
 - C. meet
 - D. will

Reporting Category/Learning Standard for Item 20: Language/Learning Standard 5

Open-Response Question

The poet says, "December days are short," but he does many things during this poem.

Describe FOUR things that the poet does, using details from the poem to support your answer.

December Days are Short

Overlay (highlighting) Key:

Acceptable text-based activity

Unacceptable text-based detail

Activity not text-based

One thing that the poet does is make a snowman. The snowman has a rather silly smile. Their snowman was a giant one. After they feed the pigeons, slide on ice and eat their cake they make another snowman.

The second thing is they went sliding. They raced on their wooden sleds. They belly-whopped and spun like tops. They also tumbled on their heads.

The third thing they did was make a fort. They began to make a fortress but then raced on the sleds. After a little while they finished their fort. Just in time because the sun went down after that.

The fourth thing they did was have snowball fights. All meet together and started a snowball fight. Shortly after that they stopped and made a fortress.

Score Analysis: Score Point 4

This response develops a thorough description by identifying more than four specific activities the speaker in the poem does during the day.

Several relevant activities the speaker engages in throughout the day are identified in the first paragraph of the response, although only four are required to earn full credit: *make a snowman...after they feed the pigeons, slide on ice and eat their cake they make another snowman...* Additional relevant activities are identified: *they went sliding...make a fort...have snowball fights...* Correctly providing four or more specific activities from the poem earns this response 4 points.

He was having a snowball
fight with his friends. Night
after he had breakfast.
They began to build a fortress
and then they raced down a
hill with their wooden sleds.
They make a giant snowman
and later they made another
one.

Score Analysis: Score Point 4

This response develops a thorough description by identifying more than four specific activities the speaker in the poem does during the day.

Four relevant activities the speaker engages in throughout the day are identified: *having a snowball fight...build a fortress...raced down a hill with their wooden sleds...make a giant snowman...made another one*. Correctly providing four or more specific activities from the poem earns this response 4 points.

The author mentions many things to do in winter times. The children had a snowball fight when he said, "I ran to meet my friends outside and had a snowball fight." They built a fort when Jack said, "We began to build a fort." The kids made a snowman when "We made a giant snowman." Also they went sliding down ice when "And went sliding down ice."

Score Analysis: Score Point 4

This response develops a thorough description by identifying four specific activities the speaker in the poem does during the day.

Four relevant activities the speaker engages in throughout the day are identified: *had a snowball fight...built a fort...made a snowman...they went sliding down ice*. These activities are duplicated using quotes from the poem; however, this neither adds to nor detracts from the score earned. Correctly providing four specific activities from the poem earns this response 4 points.

First, the narrator has a snowball fight with his or her friends. Also, they made a fortress. Furthermore, they went sledding. Finally, they slid on ice.

Score Analysis: Score Point 4

This response develops a thorough description by identifying four specific activities the speaker in the poem does during the day.

Four relevant activities the speaker engages in throughout the day are identified: *has a snowball fight...they made a fortress...they went sledding...they slid on ice*. Correctly providing four specific activities from the poem earns this response 4 points.

In the poem "December days are short," The poet does many fun activities during what he calls a "short day." He had a cold, wet, snowball fight, a race on wooden sleds, feeding like a bird, He began to build a neat fortress with all of his friends. He made a silly smiled snowman, and slid on the ice. I think December days are short because of all the fun things you can do. My mother tells me "Time Flies by when your having fun!"

Score Analysis: Score Point 4

This response develops a thorough description by identifying more than four specific activities the speaker in the poem does during the day.

Four relevant activities the speaker engages in throughout the day are identified: *He had a cold, wet, snowball fight, a race on wooden sleds...to build a neat fortress...made a silly smiled snowman...slid on the ice.* Correctly providing four or more specific activities from the poem earns this response 4 points.

Right after breakfast while the sky got lighter he ran outside to have a snowball fight with his friends. They made a giant snowman that had a really silly smile. They finished off a fort they were making when the sun went down.

Score Analysis: Score Point 3

This response develops an adequate description by identifying three specific activities the speaker in the poem does during the day.

Three relevant activities the speaker engages in throughout the day are identified: *he ran outside to have a snowball fight...made a giant snowman...finished off a fort they were making*. Correctly providing three specific activities from the poem earns this response 3 points.

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The kids in the poem make a fort out of snow. They also have a big snowball fights. And the kids built a big snowman. And at the end of the poem the sun goes down. The title of this story is "Are December days Are Short"

Score Analysis: Score Point 3

This response develops an adequate description by identifying three specific activities the speaker in the poem does during the day.

Three relevant activities the speaker engages in throughout the day are identified: *make a fort out of snow...have a big snowball fights...built a big snowman*. The additional detail, *at the end of the poem the sun goes down*, is not an activity the speaker engaged in and receives no credit. Correctly providing three specific activities from the poem earns this response 3 points.

There's not much time to play outside.
They feed some hugrey pigeons
and then go a snowman and went
sladding on the ice

Score Analysis: Score Point 3

This response develops an adequate description by identifying three specific activities the speaker in the poem does during the day.

Three relevant activities the speaker engages in throughout the day are identified: *feed some hugrey pigeons...go [build] a snowman...sladding on the ice*. Although the second activity is missing the word "build," it is clear that both the poem and the question have been understood. Correctly providing three specific activities from the poem earns this response 3 points.

General discussion
of why days are short

The days are short because the poem said "The sun went down December's days are short. That means the sun goes down early and it gets dark so December's days are over because they have to go inside

The days are short because it said in the first stanza "December's days are short, and so there's not much time to play. That means the day is almost over.

December's days are short because they had finished everything I know that because it said "We made another snow man and we finished off our fort!"

December's days are short because of the whole poem tells why the December's days are always short

Score Analysis: Score Point 2

This response develops a partial description by identifying two specific activities the speaker in the poem does during the day.

Two relevant activities the speaker engages in throughout the day are identified: *We made another snow man and we finished off our fort!* The remainder of the response discusses how the poem describes the shortness of the day. However, no additional activities are identified. Correctly providing two specific activities from the poem earns this response 2 points.

"December days are short"; In this passage the poet is writing about why December days are short. December days are short because there is hardly any time to play outside. Some kids say and another kid says that you have to go to bed early and that you get too much cold weather. And it's fun because you get to make snow men and snow forts and snow angles. So that is why the December days are short.

Score Analysis: Score Point 2

This response develops a partial description by identifying two specific activities the speaker in the poem does during the day.

Two relevant activities the speaker engages in throughout the day are identified: *make snow men...snow forts*. Although stated as if these are activities the writer has participated in, this awkward wording does not detract from the score earned since these are also activities that the speaker in the poem engaged in throughout the day. The additional activity listed, *make...snow angles*, receives no credit because it is not based on the activities identified in the text. Correctly providing two specific activities from the poem earns this response 2 points.

He describes snowmen and snowball fights. Those are somethings you can do

Score Analysis: Score Point 2

This response develops a partial description by identifying two specific activities the speaker in the poem does during the day.

Two relevant activities the speaker engages in throughout the day are identified: *snowmen and snowball fights*. *Those are somethings you can do*. Although briefly stated, this does not detract from the credit earned. Correctly providing two specific activities from the poem earns this response 2 points.

One of the things that Jack Prelutky wrote is that in december when it snows kids go out to play have fun have snowball fights. Then they stop to go in for lunch then they go back out side to play. By the time there finished playing the sun is going down.

Score Analysis: Score Point 2

This response develops a partial description by identifying two specific activities the speaker in the poem does during the day.

Two relevant activities the speaker engages in throughout the day are identified: *have snowball fights...stop to go in for lunch*. Although the remainder of the response demonstrates an understanding that the poem was about having fun during the day, *kids go out to play have fun...then they go back out side to play*, no additional specific activities are identified. Correctly providing two specific activities from the poem earns this response 2 points.

These are four things the poet explains. The first thing the poet does is tell you how you can do a lot of things in one day but still not do every-thing you want to do. The second thing the poet does is explain how much fun you can have on a short day. The third thing the poet tells is how you think the fun has only just started when you have to go inside because the sun went down. The last thing he says is how hard it is for animals to find food, like when the poet said, "We fed some hungry pigeons and a dog ate half of my cake." These are the four most important things the poet explains.

Score Analysis: Score Point 1

This response develops a minimal description by identifying one specific activity the speaker in the poem does during the day.

The beginning of the response is vague and does not identify any specific activities: *you can do a lot of things...how much fun you can have...* Credit is given for *We fed some hungry pigeons* even though the response incorrectly concludes that the poet is describing how *hard it is for animals to find food*. No credit is given for the final detail, *a dog ate half of my cake*, because it is not an activity the speaker did; rather, it is something the dog did. Correctly providing one specific activity from the poem earns this response 1 point.

December days are short because
there's not a nough time to play
it seems like theres only four hours
in the day we **make snowmen**
and then sun goes down.

Score Analysis: Score Point 1

This response develops a minimal description by identifying one specific activity the speaker in the poem does during the day.

Although the response identifies one activity the speaker engages in, *make snowmen*, the rest of the response describes how short the days are rather than naming additional specific activities. Correctly providing one specific activity from the poem earns this response 1 point.

1. He means when the days
 are short the snow
 is melting, 2. You have enough
 time to play, 3. It is fun
 to play in the snow
 4. my favorite thing is
 a snow ball fight

Score Analysis: Score Point 1

This response develops a minimal description by identifying one specific activity the speaker in the poem does during the day.

One relevant activity the speaker engages in throughout the day is identified: *My favorite thing is a snow ball fight*. Although the remainder of the response demonstrates an understanding that the poem was about having fun during the day, *You have enough time to play*. 3. *It is fun to play in the snow*, no additional specific activities are identified. Correctly providing one specific activity from the poem earns this response 1 point.

The four things are some of the days of December
 are sort but then some other things are not sort.
 When the kids are having a snowball fight
 time is flying. When the kids are doing all of that
 stuff they are having the time fly by. Those are some
 of the four things I wrote about.

Score Analysis: Score Point 1

This response develops a minimal description by identifying one specific activity the speaker in the poem does during the day.

One relevant activity the speaker engages in throughout the day is identified: *the kids are having a snowball fight*.... The remainder of the response describes the shortness of the day, and no additional specific activities are identified. Correctly providing one specific activity from the poem earns this response 1 point.

No activities
identified

4R1302

They didn't have a real lot of time to play.
The time went by fast for them.
The sun came up fast and spoiled their fun.
The children think that winter days are short.

Score Analysis: Score Point 0

This response does not develop a description of an activity the speaker in the poem does during the day.

Although the response demonstrates an understanding that time went by quickly, *they didn't have a real lot of time to play. The time went by fast for them*, no specific activities engaged in by the speaker are identified. Not developing a description of a specific activity from the poem earns this response no credit.

4R1303

In December there is a lot
of snow in the grass in
the top of the houses.

Score Analysis: Score Point 0

This response does not develop a description of an activity the speaker in the poem does during the day.

The response describes the weather in the poem, *there is a lot of snow in the grass in the top of the houses*. However, no specific activities are identified. Not developing a description of a specific activity from the poem earns this response no credit.

No activities
identified

No the poet does not mean many things that he says because in the first stanza it says "December days are short and so there not much time to play," but really they were ~~old~~ there the whole day, but they were having so much fun so time flew by. It also says "the fun has hardly started when the sun has gone away which is another reason why they were having fun so time flew by. That is why the poet does not mean many things that he says.

Score Analysis: Score Point 0

This response does not develop a description of an activity the speaker in the poem does during the day.

Although the response demonstrates an understanding that the poem was about having fun, *they were having so much fun so time flew by*, no specific activities are identified. Not developing a description of a specific activity from the poem earns this response no credit.

When they sed that December
day is short they ment it's not
lik ragler days. Its diffrent.

Score Analysis: Score Point 0

This response does not develop a description of an activity the speaker in the poem does during the day.

The response attempts to explain what is meant by the speaker's description of December days as short: *they ment it's not lik ragler days. Its diffrent.* However, no specific activities engaged in by the speaker are identified. Not developing a description of a specific activity from the poem earns this response no credit.

English Language Arts

READING COMPREHENSION: SESSION 1

DIRECTIONS

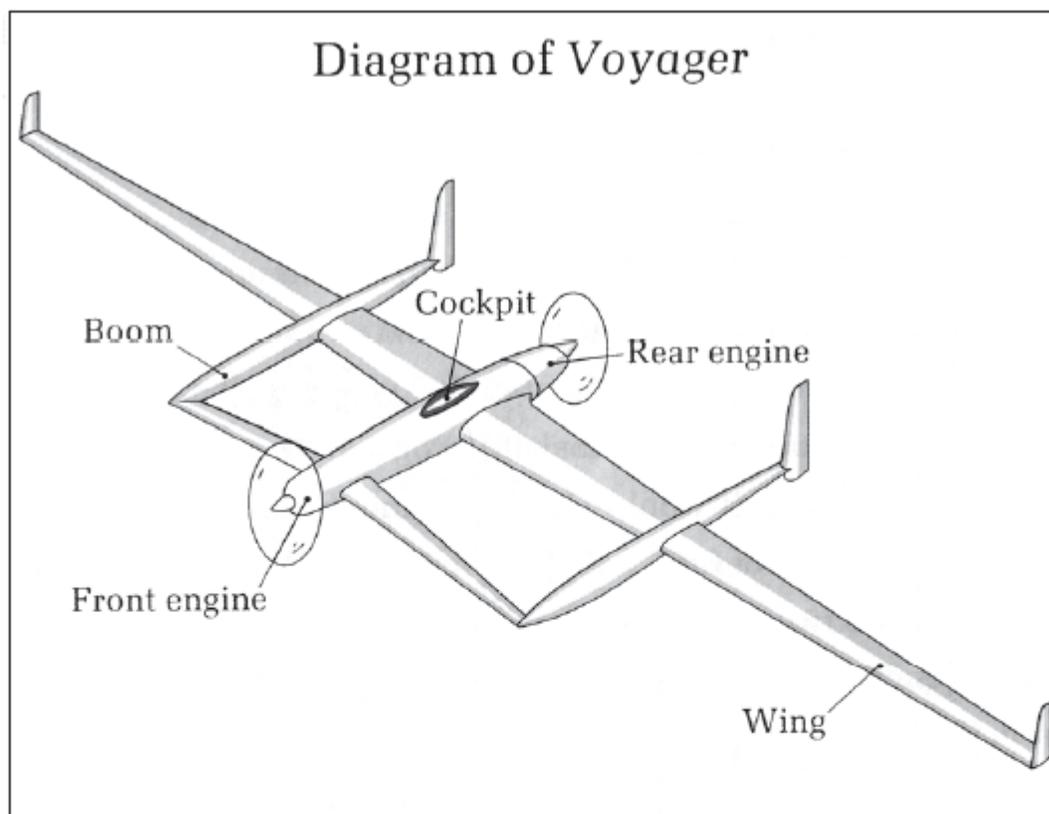
This session contains three reading selections with fifteen multiple-choice questions and two open-response questions. Mark your answers to these questions in the spaces provided in your Student Answer Booklet.

Sitting at a restaurant in Mojave, California, in 1981, brothers Burt and Dick Rutan and their friend Jeana Yeager came up with an idea. They wanted to design an airplane that could fly nonstop all the way around the world. Would it be possible? Read the article to find out if they were able to make their dream happen. Answer the questions that follow.

Voyager's Amazing Journey

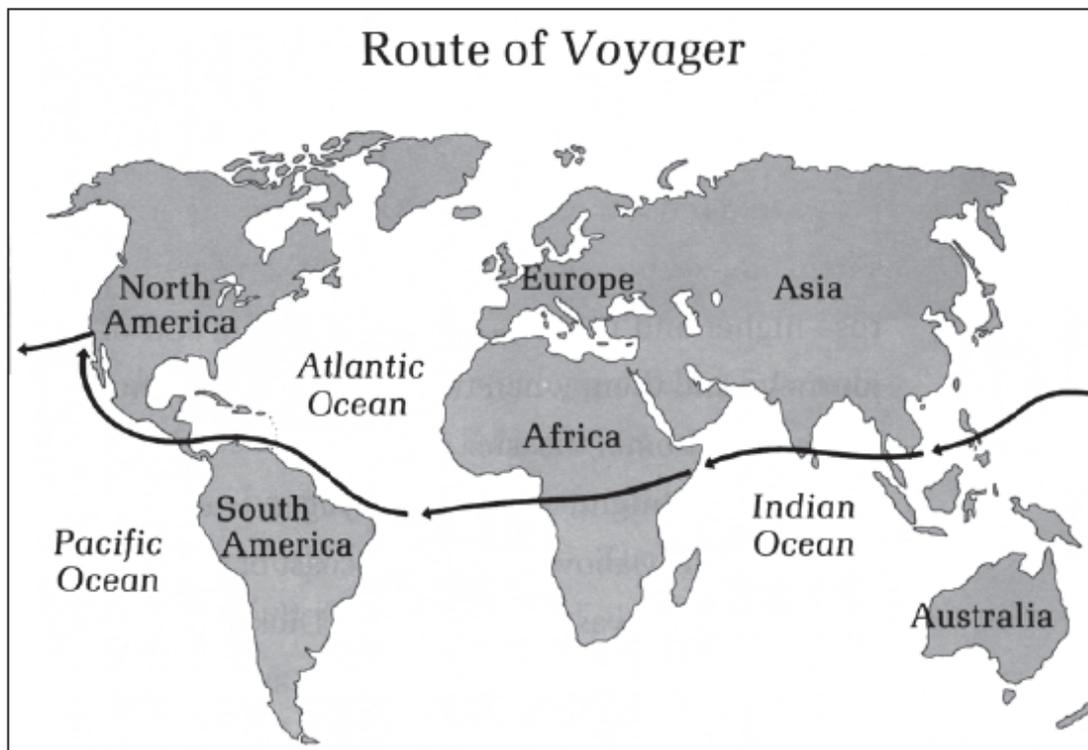
by Steve Osborn

- 1 Ever since the Wright brothers built the first airplane in 1903, planes had been getting bigger and faster. By the time Burt designed *Voyager*, some planes could carry hundreds of passengers, while others could go more than 2,000 miles an hour. Almost all these planes were built of a lightweight metal called aluminum. Yet, despite their size and speed, no plane had ever been able to fly nonstop around the world.
- 2 *Voyager* was neither big nor fast. In fact, its top speed was only 120 miles an hour. But *Voyager* could carry fuel—lots of fuel. It could carry so much fuel that Dick once called it a “flying gas tank.”
- 3 *Voyager* was made of a material called Hexcel honeycomb. This material is lighter than aluminum and seven times as strong. Thanks to Hexcel honeycomb, *Voyager*'s body weighed only 2,000 pounds, yet it could carry 7,000 pounds of fuel. If *Voyager* had been made of aluminum, it would have been able to carry only 1,000 pounds of fuel.
- 4 *Voyager* had two very long wings, a cockpit, and two propellers. It also had two smaller wings near the front propeller and two body parts called *booms*. The fuel was stored in the wings and the booms. Small pipes carried the fuel to the engines, which used the fuel to make the propellers move.
- 5 In the cockpit, Dick and Jeana used simple controls to steer the airplane and start the engines. The cockpit itself was very small—only three-and-a-half feet wide and seven-and-a-half feet long. It was also very loud



because it was so close to the engines. Dick and Jeana had to wear special headphones so they wouldn't become deaf from all the noise.

- 6 Soon after Burt designed the plane in 1981, the three of them started trying to raise enough money to build the plane. But no one was interested in their project. Some people said it wouldn't work, while others thought it was just a waste of money. Finally, a few airplane companies started donating materials. For example, one company donated lots of Hexcel honeycomb.
- 7 The free materials were nice, but they didn't pay all the bills. It took five years to build *Voyager*, and it cost almost two million dollars. Some of this money came from Burt, Dick, and Jeana; the rest came from sales of *Voyager* T-shirts and other souvenirs, as well as a few donations.
- 8 While they were building *Voyager*, Dick and Jeana prepared for their long flight. They did exercises to improve their muscles. They ate special foods to make their bodies stronger. And, most of all, they learned how to stay up for long periods of time. Dick and Jeana figured that their flight would last for at least nine days and nights. They would have to be wide awake during most of that time.



- 9 On December 14, 1986, *Voyager* was finally ready for its flight around the world. The plane sat at one end of a long runway at Edwards Air Force Base, just a few miles from the restaurant where it was created. Dick and Jeana walked around the plane one last time and then crawled into the small cockpit. Dick steered the plane, while Jeana worked the radio. They planned to switch back and forth throughout the long flight.
- 10 “Okay, you are cleared for takeoff,” said a voice from the control tower. Dick started the engines and moved the plane slowly down the runway. . . .
- 11 The map shows the route the *Voyager* took around the world. On the map, the route looks simple and direct, but the real story was quite different.
- 12 At the end of the second day of its flight, *Voyager* ran into a gigantic storm called a typhoon. The typhoon had winds of up to seventy-five miles an hour.
- 13 Dick and Jeana held on for dear life as the typhoon bounced their tiny plane back and forth like a boxer hitting a punching bag. Jeana was hurled around the cockpit and was soon covered with bruises. Somehow, Dick and Jeana managed to go on. They passed the storm and got back on course—but not for long.
- 14 A few short hours later, *Voyager* neared another storm. Dick and Jeana quickly decided to steer the plane in a giant circle and wait for the storm to

pass. Their plan worked, but it used up a lot of fuel. They began to wonder if they would have enough fuel left to make it home.

15 Everything went well for the next six days. Dick and Jeana gazed in wonder as they passed over the beautiful landscapes of Asia, Africa, and the Americas. Their fuel seemed to be holding out, and their spirits rose higher and higher as they neared the end of their journey. And then, when they were just a few hundred miles from home, disaster struck.

16 It was midnight, and the *Voyager* was humming along smoothly above the Pacific coast of Mexico. Only the rear engine was going, because Dick and Jeana had turned off the front engine in order to save fuel. All of a sudden, the rear engine stopped working. With both engines off, *Voyager* had nowhere to go but down.

17 Dick frantically tried to start the front engine as *Voyager* plunged lower and lower in the pitch-black sky. It fell a thousand feet, then two thousand, then three thousand. Finally, after a 3,500 foot drop, the front engine roared to life. If it hadn't, *Voyager* would have crashed into a watery grave.

18 The skies were cloudy as *Voyager* circled Edwards Air Force Base and came in for a perfect landing. Dick and Jeana had been flying nonstop for nine days, three minutes, and forty-four seconds. They had flown 25,012 miles—all the way around the world. What began as a conversation in a restaurant had ended as a triumph beyond Burt, Dick, and Jeana's wildest dreams.

19 They had set out to do the impossible and they had done it.

1 Based on paragraph 3, how did Hexcel honeycomb improve *Voyager's* chances of flying nonstop around the world?

- A. It allowed the airplane to travel faster.
- B. It allowed the airplane to carry more fuel.
- C. It allowed the airplane to have two engines.
- D. It allowed the airplane to glide more smoothly.

2 Based on paragraph 5, how would the cockpit of *Voyager* best be described?

- A. warm and dark
- B. noisy and crowded
- C. bright and colorful
- D. safe and comfortable

3 Read the sentence from paragraph 13 in the box below.

Dick and Jeana held on for dear life as the typhoon bounced their tiny plane back and forth like a boxer hitting a punching bag.

Why does the author **most likely** use the simile, or comparison, in the sentence?

- A. to show that boxing is dangerous
- B. to show how the pilots were injured
- C. to show that flying a plane is an exciting sport
- D. to show how the plane was affected by the storm

4 Read the sentence from paragraph 17 in the box below.

Dick frantically tried to start the front engine as *Voyager* plunged lower and lower in the pitch-black sky.

What does the sentence tell about Dick?

- A. He was not familiar with the area.
- B. He was not sure how to fly a plane.
- C. He was worried about another storm.
- D. He was scared that the plane would crash.

- 5 Read the sentence from paragraph 18 in the box below.

What began as a conversation in a restaurant had ended as a triumph beyond Burt, Dick, and Jeana's wildest dreams.

What is the main purpose of the sentence?

- A. to show that the team reached its goal
- B. to describe the team's work on the project
- C. to describe the plans for building *Voyager*
- D. to show that *Voyager's* flight was imagined

- 6 Which of the following facts does the map of *Voyager's* flight **best** show?

- A. The flight was mostly over water.
- B. The flight took nine days to complete.
- C. The flight began at Edwards Air Force Base.
- D. The flight ran into a typhoon in the Pacific Ocean.

- 7 Read the words from the article in the box below.

runway
headphones
honeycomb
takeoff

Which of the following statements is true about the words in the box?

- A. They are adjectives.
- B. They are contractions.
- C. They are proper nouns.
- D. They are compound words.

Question 8 is an open-response question.

- Read the question carefully.
- Explain your answer.
- Add supporting details.
- Double-check your work.

Write your answer to question 8 in the space provided in your Student Answer Booklet.

- 8 Based on the article, describe the problems that *Voyager's* team faced, both before **and** during the flight. Support your answer with important details from the article.

A. The airplane called "Voyager" faced problems both during the flight and before the flight. Before the flight, the Voyager's problem was how to get money to build it. Most people thought the plane would not work so why give money to it. They thought it was a waste of money. Boy, were they wrong. In the end, the plane was built from small donations of parts and of money collected from shirts and souvenirs with the "Voyager" on it. Another problem was that the voyager needed special items for it. Finally, in 1986, Voyager was ready to take off.

B. The problems during the flight were dangerous storms. Once it got caught in a typhoon! Sometimes it went in a circle around the storm, but that wasted fuel, and they thought they would run out of fuel and never reach their target! The worst problem was when they were almost home, the voyager's engines stopped working! They almost died, but luckily, they didn't. Those are the problems the Voyager faced.

Score Analysis: Score Point 4

This response is a clear, complete, and accurate description of the problems faced by the Voyager's team both before and during flight.

It includes many important details from the article including raising money by selling shirts before the flight and the events that occurred after encountering the typhoon during the flight.

In the article "Voyager's Amazing Journey," the Voyager's team faced a lot of problems, even before they were in the air. The first problem was no one was interested in their project, so no one donated any materials or money to build the plane. People said it wouldn't work, while others said it was a waste of money. Then some airplane companies donated some materials. Also to raise money, they sold Voyager T-shirts and other stuff. Finally they started building the plane.

When the Voyager was in the air, it ran into a typhoon. Dick and Jeana were bounced in the tiny plane. Jeana was hurled around the cockpit. Somehow they were able to move on. Then Dick and Jeana ran into another storm. They made a big circle around the storm. They began to wonder if they had enough fuel to make it home.

After that Jeana turned off the front engine to save fuel. Suddenly the rear engine stopped working and they started falling. After 3,500 ft. of falling, the front engine roared to life. These are all of the problems that the team faced.

Score Analysis: Score Point 4

This response is a clear, complete, and accurate description of the problems faced by the Voyager's team both before and during flight.

It explains the initial lack of interest in the project and how the team raised money and acquired materials. It addresses problems that occurred because of the storms and describes the turbulence of the typhoon, how the team dealt with the low fuel problem, and the 3500 ft. fall.

One of the problems the voyagers team faced was they had to find a material light enough to make the body of the plane light and strong enough to carry 7,000 pounds of fuel. Another problem that the team faced was that during the flight they ran into two storms that cost time and sucked up a lot of fuel to keep the plane steady. Another problem they faced was the rear engine stalled and quit and they had to go through a 3,500 foot dive while frantically starting the front engine.

Score Analysis: Score Point 3

This response is mostly clear, complete, and accurate.

It describes the problems faced by the Voyager's team both before and during the flight with information that is relevant but often general. The problems before the flight focus only on finding a light material. The problems during the flight include the two storms but there are no details relating to the typhoon or how they attempted to save fuel.

The problem before the flight was that Burt, Dick, and Jeana didn't have enough money to build the plane so they raised money and some people donated some money too.

The problem on the flight was that they got stuck into two different storms and was afraid that they didn't have enough fuel to make it home but they did.

Score Analysis: Score Point 2

This response is a partial discussion of problems faced by the Voyager's team. Problems before and during the flight are stated, but not fully explained.

It does not describe how the team raised the money, what happened in the storms, or why the fuel was low.

the problems they faced were that they weren't getting any money, they had no materials. and they faced two storms.

Score Analysis: Score Point 1

This is a minimal response.

Problems faced by the Voyager's team are vaguely identified, but no details from the article are used to support the answer.

The map shows the route the Voyager took around the world. On the map, the route looked simple and direct, but the real story was quite different.

Score Analysis: Score Point 0

This response is irrelevant.

It is direct copy of paragraph 11, and does not relate to the question.

English Language Arts

READING COMPREHENSION: SESSION 3

DIRECTIONS

This session contains two reading selections with thirteen multiple-choice questions and one open-response question. Mark your answers to these questions in the spaces provided in your Student Answer Booklet.

Dirt is not only fun to play in, but it is also a very important part of nature. Read the article about dirt, using the box of science terms to help you. Answer the questions that follow.

Diggin' Dirt

by Ellen R. Braaf

Science Terms

organic — made from living things
stresses — pushes and pulls on
crevices — cracks or splits in something
primitive — very simple
complex — having a large number of parts

- 1 **Dirt's gotten a bad rap.** How many times have you been warned “Don’t get dirty” or been scolded for tracking dirt into the house? No one wants to be called “as dull as dirt” or to be treated “like dirt.”

...

- 2 **B**ut if you’ve ever felt oozy mud squishing between your toes or planted seeds in soil and watched them bloom into beautiful flowers, you know that dirt is amazing stuff!

- 3 Most of the things you see around you can be traced back to dirt—from the pizza you ate for lunch to the microchips in your computer. Dirt holds the roots of plants and supplies them with nutrients

so the plants can grow. (And without green plants, we’d have no food to eat and no oxygen to breathe.) Dirt is the home for countless living organisms. Just a handful contains more living things than all the men, women, and children on the face of the earth. And dirt is nature’s great recycler. When plants and animals die, organisms in the dirt feed on them, releasing their

chemicals and energy into the soil for use by future generations.

- 4 So dirt is really one of the most important things there is! We need dirt as much as we need water and air and sunshine.



Lots of animals dig dirt. A pig's tough, flexible snout is as sensitive to touch as a human hand. It makes a great tool for digging up food.

Endangered Dirt

- 5 But there isn't as much dirt around as it might seem. The layer of soil covering the earth is only a few feet deep. It's like the thin skin on an apple—except this skin doesn't cover the whole apple.
- 6 Remember that 75 percent of the earth's surface is water. And mountains and deserts and ice-covered polar regions take up their share of the remaining land. Scientists estimate that only about 10 percent of the earth is covered with soil that is useful for farming. People, however, use lots of that valuable land not for farms but for their homes, highways, schools, and shopping malls.
- 7 Far from being "as common as dirt," soil is precious. Some types are even so rare as to be listed as endangered.

A Rocky Start

- 8 There hasn't always been dirt on earth. Like plants and animals, dirt had to evolve.
- 9 Scientists believe that life on earth first appeared in the oceans about two billion years ago, but living things didn't begin to make their way to dry land for another billion and a half years or more. During all that time, most dry land was very rocky. There may have been windblown sand dunes in desert regions and some gravelly rock particles in mountain valleys, but no fine dirt and rich soil as we know it today. Why not?
- 10 Because fertile soil—soil in which plants can grow—is made up of two kinds of components: finely crumbled rocks, which are rich in minerals, and organic material from rotting plants and animals, which is rich in energy and nutrition. These components had to work together over millions and millions of years to make today's dirt.

Life Depends on Dirt and Dirt Depends on Life

- 11 How is dirt made? When rock is exposed to the forces of nature, it breaks down into smaller and smaller pieces in a process called "weathering." During the heat of the day, a rock expands. At night, when the temperature cools, the rock contracts. This cycle stresses the rock and eventually cracks it apart. Or water can get into rock crevices and freeze. As the

ice expands, the rock fractures. Wind and rushing water can wear down rocks, too. The growth of plants, which send their roots into the soil, helps complete this weathering process. Over time, the roots break up the rocks into fine particles of dirt.

12 When, millions of years ago, primitive plants and animals moved out of the oceans to the land nearby, soil that could support an abundance of life began to form. The first land plants were small and simple. They could survive on the minerals in rocks along with air, sunlight, and rain. When they died and rotted, they left behind organic material, called humus, that would help feed other plants. Over time, as plants began to spread further inland, they became larger and more complex. Their roots broke up more rocks to help create more soil. Slowly, the world was covered with plants and soil.

13 Animals also began to inhabit the land, living off the plants. When they died, their bodies added to the organic

components of the soil, making it richer and able to support a greater variety of life. Eventually, the land became as full of life as the oceans.

...

Playing in the Dirt

14 It takes an amazingly long time for the weathering of rocks and the activities of animals and plants to produce dirt—as much as 1,000 years to form just one inch of fertile soil. So, give dirt some respect. Remember, the whole history of humanity is wrapped up in the history of dirt. But sometimes the best thing to know about dirt is just that it's so much fun to play in.



- 27 Read the sentences from paragraph 3 in the box below.

Dirt is the home for countless living organisms. Just a handful contains more living things than all the men, women, and children on the face of the earth.

The author **most likely** compares the number of organisms in a handful of dirt to the number of people on the earth to show that

- A. many things live in dirt.
- B. dirt and humans are the same.
- C. there are not many different types of people.
- D. people have not lived as long as there has been dirt.

- 28 According to the article, how is the layer of soil covering the earth different from the skin of an apple?

- A. Soil covers only part of the surface of the earth.
- B. Soil has more minerals than the skin of an apple.
- C. Soil is a different color than the skin of an apple.
- D. Soil forms a thick coating over the surface of the earth.

- 29 According to the article, fertile soil is made of

- A. water and plants.
- B. water and oxygen.
- C. crushed rocks and plants.
- D. crushed rocks and oxygen.

- 30 According to the article, what effect does weathering have on rock?

- A. It helps form humus.
- B. It makes organic material.
- C. It causes the rock to split apart.
- D. It allows the rock to become stronger.

- 31 Which of the following phrases is an opinion from the article?

- A. “. . . dirt had to evolve.”
- B. “. . . dirt is amazing stuff!”
- C. “. . . 75 percent of the earth’s surface is water.”
- D. “. . . roots broke up more rocks to help create more soil.”

- 32 In the article, how do headings like “Endangered Dirt” help the reader?
- A. They introduce a new topic in the article.
 - B. They show that the article presents opinions.
 - C. They use words that are defined in the article.
 - D. They explain information that is in the pictures.
- 33 What makes the article nonfiction?
- A. It takes place in the past.
 - B. It introduces facts about dirt.
 - C. It presents a problem and solution.
 - D. It describes dirt in an informal way.

- 34 Read the sentence from paragraph 11 in the box below.

As the ice expands, the rock fractures.

Which of the following words could replace the word *fractures*?

- A. cools
- B. grows
- C. breaks
- D. strengthens

Question 35 is an open-response question.

- Read the question carefully.
- Explain your answer.
- Add supporting details.
- Double-check your work.

Write your answer to question 35 in the space provided in your Student Answer Booklet.

- 35** The article states that “dirt is amazing stuff!” Based on the article, explain why dirt is so important. Support your answer with important information from the article.

Dirt is really important to the earth. Even though dirt has a bad reputation, it does a lot of important things. Dirt provides food for plants. Without plants, there would be no oxygen, or food, and all humans would perish. A lot of useful things, (like computers) can be traced back to dirt. Dirt is nature's great recycler. When things die, the dirt's organisms feed on the thing releasing chemicals, even energy, into the soil for later use. No matter how precious dirt is, there is only ten percent of dirt on the earth. People are using that good, rich, farming soil, to build highways, buildings, even houses. That makes this soil even more important. We need dirt as much as water, air, or sunshine.

Score Analysis: Score Point 4

This response is a clear, complete, and accurate explanation of why dirt is important.

It identifies the importance of dirt to plant life and recognizes that human life would perish without the oxygen and food that plants provide. The role of dirt in recycling is also explained.

Dirt is really important and amazing. It is important because most of the things around us come from dirt. Plants grow in dirt. The dirt contains the nutrients the plants need to grow. Without green plants, we won't have oxygen to breathe nor food to eat. We need plants to live and plants need dirt. Dirt is important in order to live.

Dirt is amazing because it contains all kinds of living things. Dirt also helps recycle. When plants and animals die, dirt releases energy and nutrients into the soil to use. We need soil to grow crops. We live on crops and we use crops for food. That's why dirt provides us with food.

Dirt provides us with plants that provides us with oxygen to breathe and food to eat. We won't be able to live without dirt. Dirt is just as important as water, air, or sun's shine. We need dirt! Dirt is more amazing than you think!

Score Analysis: Score Point 4

This response is a clear, complete, and accurate explanation of why “dirt is amazing stuff.”

It identifies the importance of dirt to plant life and includes details relating plants to the production of oxygen and food crops. The role of dirt in recycling is also explained with supporting details from the article.

Dirt is so important because without it we would not have any food to eat or oxygen to breathe! Without dirt, we would be starving to death! If there was no dirt if you tried to plant something it would not grow because there is no nutrience to feed the plant. Even if the plant did grow, it would fall over because there would be nothing to hold the roots. Dirt, what would we do without it?

Score Analysis: Score Point 3

This response is mostly complete.

It indicates an understanding of why dirt is important, but the support is general and lacks some detail. The idea of dirt as nature's recycler is implied but not explained.

Dirt is important because dirt supplies nutrients to plants and without green plants, we'd have no food to eat and no oxygen to breathe. That is why dirt is so important.

Score Analysis: Score Point 2

This response is a partial explanation of why dirt is important.

Most of the information provided is copied from paragraph 3 without any explanation.

Dirt is amizing stuff because
you can make crops and plants and
animals like in dirt to.

Score Analysis: Score Point 1

This is a minimal attempt to explain why dirt is important.

There is a vague reference to plants and animals but very little information from the article is included.

Diggin' Dirt did amazing stuff because
he/her must of taken good care of Diggin' Dirt
because if it wasn't for the one they wood
not had a good pig for a pet.

Score Analysis: Score Point 0

This response is incorrect.

It does not answer the question.

The animals activities are similar to Sam's activities because Sam is beginning to live like a squirrel and a weasel. Here are 2 things that makes him sort of live like them.

One thing is that he is beginning to eat like them because he is eating the same kind of things as a squirrel. Sam eats turtle soup, acorn pancakes and just plain acorns. Then in paragraph 7 it said that he feels just like a squirrel because he is living just like one.

Another thing is in paragraph 9 it talked about how he was going to get out without making his tree a mess. He was also trying to imagine himself as a weasel because he was wondering how a weasel got out without making a mess of his house. So there it talked about how he was living like a weasel also.

Those are 2 things that shows that he has the same activities as the animals. Thanks! Bye!

Score Analysis: Score Point 4

This response develops a thorough comparison by providing one specific detail attributed to the squirrel and one specific detail attributed to the weasel and connecting them both to Sam's activities.

A specific detail from the text is attributed to the squirrel and connected to Sam's activities: *he is eating the same kind of things as a squirrel...just plain acorns*. This clearly refers to the squirrel eating stored nuts from paragraph 7 of the text. The response further explains that Sam eats *turtle soup, acorn pancakes* and that *he feels just like a squirrel because he is living just like one*. Neither of these ideas is considered a specific detail from the text that develops the comparison. However, their presence in the response does not take away from the points earned. A specific detail from the text is attributed to the weasel and connected to Sam's activities: *he was going to get out without making his tree a mess...he was wondering how a weasel got out without making a mess of his house*. This is an acceptable paraphrase of paragraphs 9 and 10 of the text in which Sam is wondering how to dig out of the snow like the weasel does. Correctly providing one specific detail attributed to the squirrel and one specific detail attributed to the weasel and connecting them both to Sam's activities earns this response 4 points.

Overlay Key: Detail - both Sam and squirrel, Detail - both Sam and weasel, Detail - "they", Detail - only Sam
Detail - only squirrel, Detail - only weasel

Sam and other animals are alike because

1. Sam is borrowed in and the squirrel and weasel are too.
2. Sam eats nuts and stores food like a squirrel.
3. Sam lives in a tree like a squirrel
4. Sam stores food in the tree with him like the squirrel.
5. Sam has to borrow out to see if the storm stoped so does the weasel.
6. Sam has to put the snow somewhere and so does the weasel.

Sam and the other animals are very alike.

Score Analysis: Score Point 4

This response develops a thorough comparison by providing more than one specific detail attributed to the squirrel and more than one specific detail attributed to the weasel and connecting them both to Sam's activities.

The first specific detail from the text is attributed to both the squirrel and the weasel and is connected to Sam's activities: *Sam is borrowed in and the squirrel and weasel are too*. This clearly refers to paragraph 7 which refers to the squirrels being "holed up" and to paragraph 8 which refers to the weasel being "denned up." Two more specific details from the text are attributed to the squirrel and connected to Sam's activities: *Sam eats nuts and stores food like a squirrel*. This clearly refers to paragraphs 6 and 7 which refer to Sam feeling like a squirrel storing nuts when he sees his pockets of supplies in the tree and Sam and squirrels both eating nuts. The attempt to provide another detail, *Sam lives in a tree like a squirrel*, receives no credit because the text does not indicate where the squirrels live. However, its presence in the response does not take away from the credit earned. An additional detail attributed to the squirrel and connected to Sam's activities has already been stated and given credit: *Sam stores food in the tree with him like the squirrel*. The final details from the text are attributed to the weasel and connected to Sam's activities: *Sam has to borrow out...so does the weasel. Sam has to put the snow somewhere...so does the weasel*. This is an acceptable paraphrase of paragraphs 9 and 10 of the text where Sam is thinking about how to dig out after the storm and where the weasel puts the snow when he digs out. Correctly providing more than one specific detail attributed to the squirrel and more than one specific detail attributed to the weasel and connecting them both to Sam's activities earns this response 4 points.

Overlay Key: Detail - both Sam and squirrel, Detail - both Sam and weasel, Detail - "they", Detail - only Sam
Detail - only squirrel, Detail - only weasel

The activities that Sam and the weasel and the squirrel are that all of them stash food to eat during the winter. They all have a place to live to keep warm and dry. They all have a type of hair that keeps them warm.

Score Analysis: Score Point 3

This response develops an adequate comparison by providing two specific details connected to Sam's activities but uses the pronouns "them" and "they" without naming the animals individually.

The first specific detail provided from the text, *all of them stash food to eat during the winter*, accurately refers to paragraphs 6 and 7 of the text where Sam keeps his "supplies in the wall of the tree" and he is wondering if the squirrels are "eating their stored nuts, too." Although no specific animal is named, the use of "all of them" is an implied comparison. The second specific detail provided from the text, *They all have a place to live to keep warm and dry*, accurately refers to paragraphs 2, 7 and 8 of the text where Sam is warm "here inside my tree," the squirrels "are holed up," and the weasel "is also dened up." The remainder of the response is not text-based and does not further develop the comparison between Sam and the animals: *They all have a type of hair that keeps them warm*. However, it does not detract from the score already earned. Correctly providing two specific details connected to Sam's activities but using the pronoun "they" without naming the animals individually earns this response 3 points.

Overlay Key:

Detail - both Sam and squirrel

Detail - both Sam and weasel

Detail - "they"

Detail - only Sam

Detail - only squirrel

Detail - only weasel

They all denned or put themselves in a shelter somewhere. They all kept their food supplies somewhere in their home. They all wanted to peak their heads out from the snow. Sam didn't want to get out from the snug tree but the weasel did want to get out. Sam came out when the storm was over but the others didn't

Score Analysis: Score Point 3

This response develops an adequate comparison by providing two specific details connected to Sam's activities but uses the pronoun "they" without naming the animals individually.

The first specific detail provided from the text, *they all denned or put themselves in a shelter*, accurately refers to paragraphs 2, 7 and 8 of the text where Sam is warm "here inside my tree," the squirrels "are holed up," and the weasel "is also denned up." Although no specific animal is named, the use of "they all" is an implied comparison. The second specific detail provided from the text, *They all kept their food supplies somewhere in their home*, is an acceptable paraphrase of the ideas in paragraphs 6 and 7 where Sam keeps his "supplies in the wall of the tree" and the squirrels are "eating their stored nuts, too." The remainder of the response is not text-based and does not further develop the comparison between Sam and the animals. However, it does not detract from the score already earned. Correctly providing two specific details connected to Sam's activities but using the pronouns "them" and "they" without naming the animals individually earns this response 3 points.

Overlay Key:

Detail - both Sam and squirrel

Detail - both Sam and weasel

Detail - "they"

Detail - only Sam

Detail - only squirrel

Detail - only weasel

The way that the squirrel and weasel's activities are similar to Sam's activities are that Sam took nuts to save and other food that both the squirrel and weasel will eat, too. The squirrel and weasel both have the same kind of house that Sam does. Another way that the squirrel and the weasel are like Sam is that they would all probably make things out of nature. They are all alike, because they live on the same mountain. That is how all three are alike.

Score Analysis: Score Point 2

This response develops a partial comparison by providing one specific detail from the text attributed to the squirrel and connecting it to Sam's activities.

The acceptable specific detail provided, *Sam took nuts to save and other food that both the squirrel and weasel will eat, too*, accurately compares Sam's activities to the squirrel's but not to the weasel's activities. The text does not indicate the weasel saved food, but an incorrect detail or details based on outside knowledge do not detract from the credit earned. Although it is not clear if this statement is referring to saving nuts or eating them, either one is an appropriate comparison. The remaining details attempt to continue the comparison but do not receive credit. *The squirrel and weasel both have the same kind of house that Sam does* is not correct because the text does not indicate where the squirrel lives, but it does indicate that Sam lives in a tree and that the weasel lives behind a boulder. Two additional details, *they would all probably make things out of nature...they live on the same mountain*, receive no credit because the first does not clearly reference the text and the second is information from the prompt. Correctly providing one specific detail attributed to only one of the animals and connecting it to Sam's activities earns this response 2 points.

Detail - both Sam and squirrel

Detail - both Sam and weasel

Detail - "they"

Detail - only Sam

Detail - only squirrel

Detail - only weasel

In the seventh paragraph, sam says he feels like a squirrel because he's couped up in a tree for the winter. He also has only natures food such as acorns. Sam feels like a squirrel because the way he's living is truly similar to a squirrels life.

Score Analysis: Score Point 2

This response develops a partial comparison by providing one specific detail from the text attributed to the squirrel and connecting it to Sam's activities.

The acceptable specific detail provided, *He also has only natures food such as acorns*, compares Sam's activities to the squirrel's because the squirrel is individually named: *the way he's living is truly similar to a squirrel's life*. The other detail, *he feels like a squirrel because he's couped up in a tree*, is not acceptable because it is not from the text. Details which come from outside knowledge do not receive credit; however, they do not detract from the score earned. Correctly providing one specific detail attributed to only one of the animals and connecting it to Sam's activities earns this response 2 points.

Overlay Key:

Detail - both Sam and squirrel

Detail - both Sam and weasel

Detail - "they"

Detail - only Sam

Detail - only squirrel

Detail - only weasel

He lives in a part of a tree. He made pouches in the trunk of the tree. He is scared of the storm. He make acorn pancakes.

Score Analysis: Score Point 1

This response develops a minimal comparison by providing details only about Sam.

Although the specific details provided are text-based, *He lives in a part of a tree. He made pouches in the trunk*, they only relate to Sam's activities and do not further the comparison between Sam and the animals. Correctly providing specific details for only Sam earns this response 1 point.

a squal and a weasel
by staying in a tree when it is
snowing and eating nuts,

Score Analysis: Score Point 1

This response develops a minimal comparison by providing details only about the squirrel.

A specific detail based on the text is provided: *squal and a weasel...eating nuts*. However, this only relates to the squirrel's activities because the text does not indicate what the weasel ate and it does not further the comparison between Sam and the animals. The additional detail provided, *staying in a tree when it is snowing*, is not a text-based description of either the squirrel's or the weasel's activities and receives no credit.

Correctly providing specific details for only the squirrel earns the response 1 point.

Detail - both Sam and squirrel

Detail - both Sam and weasel

Detail - "they"

Detail - only Sam

Detail - only squirrel

Detail - only weasel

They are both some sort of animals.
 They both are usually out in the winter
 They both like going outside in the
 winter.

Details are not
text-based.

Score Analysis: Score Point 0

This response does not develop a comparison between Sam and the animals.

Although an attempt is made to provide a comparison, the details are incorrect and not text-based. In addition, the use of "they" together with the details provided seem to imply a comparison between the squirrel and the weasel rather than between Sam and the animals: *They are both some sort of animals...are usually out in the winter...like going outside....* Not developing a comparison between Sam and the animals earns no credit.

I think he is acting like a
 squirrel because he probably
 stayed up th for to long,
 it's probably getting to his head.

Details are not
text-based.

Score Analysis: Score Point 0

This response does not develop a comparison between Sam and the animals.

An attempt is made to provide a comparison: *he is acting like a squirrel because he probably stayed up th for to long, it's probably getting to his head.* However, this detail is not text-based and receives no credit. Not developing a comparison between Sam and the animals earns no credit.

Detail - both Sam and squirrel

Detail - both Sam and weasel

Detail - "they"

Detail - only Sam

Detail - only squirrel

Detail - only weasel

