Georgia Milestones

Assessment System

**Ninth Grade Literature
and Composition
Item and Scoring Sampler
2018**

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INTRODUCTION

The Georgia Milestones Ninth Grade Literature and Composition End of Course (EOC) assessment is a criterion-referenced test designed to provide information about how well a student has mastered the grade-level state-adopted content standards in English language arts (ELA). These assessments consist of a variety of item types, including selected-response, constructed-response, extended constructed-response, and extended writing-response items.

TYPES OF ITEMS INCLUDED IN THE SAMPLER AND USES OF THE SAMPLER

The purpose of this sampler is to provide samples of the types of items that will appear on the operational Georgia Milestones Ninth Grade Literature and Composition assessment. The items in this sampler may be used for classroom instruction purposes. The samples may be copied, and classroom teachers may find it beneficial to have students respond to one or more of the samples. Teachers can then use the information in this sampler as a guide to score responses written by their own students.

ELA ITEM TYPES

A **selected-response** item, sometimes called a multiple-choice item, is defined as a question, problem, or statement that appears on a test followed by several answer choices, sometimes called options or response choices. The incorrect choices, called distractors, usually reflect common errors. The student's task is to choose, from the alternatives provided, the best answer to the question posed in the stem (the question). The ELA selected-response items will have four answer choices.

A **constructed-response** item asks a question and solicits the student to provide a response constructed on his or her own, as opposed to selecting a response from options provided. On the Ninth Grade Literature and Composition EOC assessment, these items are worth two points, and partial credit may be awarded if part of the response is correct. On the Ninth Grade Literature and Composition EOC assessment, an **extended constructed-response** item elicits a longer, more complex and detailed response from the student. The four-point narrative extended constructed-response item requires the student to write a narrative in response to a prompt based on a literary or informational passage or a paired passage set he or she has read. A paired passage set may consist of two literary passages, two informational passages, or one of each passage type. The student's response will fully develop a real or imagined experience based on the text and will be scored for the Writing and Language domain.

A seven-point **extended writing-response** item, also called an extended writing task, requires the student to write an argumentative essay or develop an informational/explanatory essay. The student is required to draw from reading experiences when writing the response and to cite evidence from two passages to support claims or examine a topic. The extended writing task is worth up to seven points that contribute to the Writing and Language domain.

Extended writing tasks and extended constructed-response items are considered "on-demand writing in response to text." Students write their responses in a somewhat limited amount of time without the benefit of time allocated for revision and rewrites. For this reason, the scoring process takes into account that the student responses are to be viewed as first drafts and are not expected to be polished papers. The scoring process is approached in such a manner as to award students for what they do well according to the prompt and rubric. Students are not penalized for errors unless they permeate the response and impact or interfere with overall understanding.

Section 1 of the Georgia Milestones Ninth Grade Literature and Composition EOC assessment consists of the Reading and Evidence-Based Writing (REBW) portion of the assessment. A sample REBW set is included within this item sampler, along with an overview of the item specifications found within the REBW set.

ITEM ALIGNMENT

Each item included in this sampler has been through a rigorous review process with Georgia educators to ensure alignment with the content standards. The content standard for each sample item is provided in this sampler in the item information tables.

DEPTH OF KNOWLEDGE

In addition to being aligned to the standards, the sample items included in this sampler were developed with a particular emphasis on cognitive complexity, or Depth of Knowledge (DOK). The DOK level is provided for each item in this sampler in the item information table. DOK measures the level of cognitive demand required to complete an assessment item. The following descriptions show the expectations of the DOK levels in greater detail.

Level 1 (Recall of Information) generally requires students to identify, list, or define, often asking them to recall who, what, when, and where. Consequently, this level usually asks students to recall facts, terms, concepts, and trends and may ask them to identify specific information contained in documents, excerpts, quotations, maps, charts, tables, graphs, or illustrations. Items that require students to "describe" and/or "explain" could be classified at Level 1 or Level 2, depending on what is to be described and/or explained. A Level 1 "describe" and/or "explain" would require students to recall, recite, or reproduce information.

Level 2 (Basic Reasoning) includes the engagement of some mental processing beyond recalling or reproducing a response. A Level 2 "describe" and/or "explain" would require students to go beyond a description or explanation of recalled information to describe and/or explain a result or "how" or "why."

Level 3 (Complex Reasoning) requires reasoning, using evidence, and thinking on a higher and more abstract level than Level 1 and Level 2. Students will go beyond explaining or describing "how and why" to justifying the "how and why" through application and evidence. Level 3 questions often involve making connections across time and place to explain a concept or "big idea."

Level 4 (Extended Reasoning) requires the complex reasoning of Level 3 with the addition of planning, investigating, applying significant conceptual understanding, and/or developing that will most likely require an extended period of time. Students should be required to connect and relate ideas and concepts within the content area or among content areas in order to be at this highest level. The distinguishing factor for Level 4 would be evidence (through a task, a product, or an extended response) that the cognitive demands have been met.

ITEM AND SCORING SAMPLER FORMAT

Sample selected-response and constructed-response items are provided in this sampler, along with any related stimulus information, such as a passage or graphic. Following each constructed-response item is the scoring guide for that item.

The scoring guide includes the item information table, the scoring rubric, and annotated sample student responses at each score point. An item information table is also provided for selected-response items.

The Georgia Milestones assessment may be administered in paper-and-pencil format or online. As a result, this sampler includes samples of students' responses in both formats. This symbol is used to note the format of a sample online item. It also indicates a sample online response.

Example Constructed-Response Item Information Table

Standard:	Item Depth of Knowledge:

Example Selected-Response Item Information Table

Item	Standard	DOK	Key
1			
2			
3			

NINTH GRADE LITERATURE
AND COMPOSITION

Sample Constructed-Response Items

Read the excerpt and answer items 1 and 2.

Betsy Holds the Reins

from *Understood Betsy*

by Dorothy Canfield

Betsy, here called Elizabeth Ann, is a nine-year-old girl who has traveled from the home of her Aunt Frances in a "medium-sized city in a medium-sized state in the middle of this country" to visit her uncle Henry at his farm in Vermont. In this excerpt, Betsy has just gotten off the train and is riding to the farm in a horse-drawn wagon.

Uncle Henry looked down at her soberly, his hard, weather-beaten old face quite unmoved. "Here, you drive, will you, for a piece?" he said briefly, putting the reins into her hands, hooking his spectacles over his ears, and drawing out a stubby pencil and a bit of paper. "I've got some figgering to do. You pull on the left-hand rein to make 'em go to the left and t'other way for t'other way, though 'tain't likely we'll meet any teams."

Elizabeth Ann had been so near one of her wild screams of terror that now, in spite of her instant absorbed interest in the reins, she gave a . . . little yelp. She was all ready with the explanation, her conversations with Aunt Frances having made her very fluent in explanations of her own emotions. She would tell Uncle Henry about how scared she had been, and how she had just been about to scream and couldn't keep back that one little . . . But Uncle Henry seemed not to have heard her little howl, or, if he had, didn't think it worth conversation, for he . . . oh, the horses were *certainly* going to one side! She hastily decided which was her right hand (she had never been forced to know it so quickly before) and pulled furiously on that rein. The horses turned their hanging heads a little, and, miraculously, there they were in the middle of the road again.

Elizabeth Ann drew a long breath of relief and pride, and looked to Uncle Henry for praise. But he was busily setting down figures as though he were getting his 'rithmetic lesson for the next day and had not noticed . . . Oh, there they were going to the left again! This time, in her flurry, she made a mistake about which hand was which and pulled wildly on the left line! The horses docilely walked off the road into a shallow ditch, the wagon tilted . . . help! Why didn't Uncle Henry help! Uncle Henry continued intently figuring on the back of his envelope.

Elizabeth Ann, the perspiration starting out on her forehead, pulled on the other line. The horses turned back up the little slope, the wheel grated sickeningly against the wagonbox—she was *sure* they would tip over! But there! somehow there they were in the road, safe and sound, with Uncle Henry adding up a column of figures. If he only knew, thought the little girl, if he only *knew* the danger he had been in, and how he had been saved . . . ! But she must think of some way to remember, for sure, which her right hand was, and avoid that hideous mistake again.

And then suddenly something inside Elizabeth Ann's head stirred and moved. It came to her, like a clap, that she needn't know which was right or left at all. If she just pulled the way she wanted them to go—the horses would never know whether it was the right or the left rein!

It is possible that what stirred inside her head at that moment was her brain, waking up. She was nine years old, and she was in the third grade at school, but that was the first time she had ever had a whole thought of her very own. At home, Aunt Frances had always known exactly what she was doing, and had helped her over the hard places before she even knew they were there; and at school her teachers had been carefully trained to think faster than the scholars. Somebody had always been explaining things to Elizabeth Ann so industriously that she had never found out a single thing for herself before. This was a very small discovery, but an original one. Elizabeth Ann was as excited about it as a mother-bird over the first egg that hatches.

She forgot how afraid she was of Uncle Henry, and poured out to him her discovery. "It's not right or left that matters!" she ended triumphantly; "it's which way you want to go!" Uncle Henry looked at her attentively as she talked, eyeing her sidewise over the top of one spectacle-glass. When she finished—"Well, now, that's so," he admitted, and returned to his arithmetic.

It was a short remark, shorter than any Elizabeth Ann had ever heard before. Aunt Frances and her teachers always explained matters at length. But it had a weighty, satisfying ring to it. The little girl felt the importance of having her statement recognized. She turned back to her driving.

The slow, heavy plow horses had stopped during her talk with Uncle Henry. They stood as still now as though their feet had grown to the road. Elizabeth Ann looked up at the old man for instructions. But he was deep in his figures. She had been taught never to interrupt people, so she sat still and waited for him to tell her what to do.

But, although they were driving in the midst of a winter thaw, it was a pretty cold day, with an icy wind blowing down the back of her neck. The early winter twilight was beginning to fall, and she felt rather empty. She grew very tired of waiting, and remembered how the grocer's boy at home had started his horse. Then, summoning all her courage, with an apprehensive glance at Uncle Henry's arithmetical silence, she slapped the reins up and down on the horses' backs and made the best imitation she could of the grocer's boy's cluck. The horses lifted their heads, they leaned forward, they put one foot before the other . . . they were off! The color rose hot on Elizabeth Ann's happy face. If she had started a big red automobile she would not have been prouder. For it was the first thing she had ever done all herself . . . every bit . . . every smitch! She had thought of it and she had done it. And it had worked!

Now for what seemed to her a long, long time she drove, drove so hard she could think of nothing else. She guided the horses around stones, she cheered them through freezing mud-puddles of melted snow, she kept them in the anxiously exact middle of the road. She was quite astonished when Uncle Henry put his pencil and paper away, took the reins from her hands, and drove into a yard, on one side of which was a little low white house and on the other a big red barn. He did not say a word, but she guessed that this was Putney Farm.

ITEM 1: CONSTRUCTED-RESPONSE

ELAGSE9-10RL3

1. Elizabeth Ann's character changes after her ride with Uncle Henry. Analyze the interaction between these two characters and how that interaction shaped the development of Elizabeth Ann.

   Use details from the excerpt to support your answer. **Type your answer in the space provided.**

Scoring Guide

Item 1 Information

Standard: ELAGSE9-10RL3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Item Depth of Knowledge: 3 Strategic Thinking Student uses reasoning and develops a plan or sequence of steps; process has some complexity.

ITEM-SPECIFIC SCORING RUBRIC

Score	Description
2	• Gives sufficient evidence of the ability to understand how characters interact and change throughout a passage • Includes specific examples/details that make clear reference to the text • Adequately supports examples with clearly relevant information Exemplar Response: *References how Elizabeth Ann starts the passage as scared and nervous, but by the end has gained confidence in her ability to think and solve problems. This is supported through details that reference how Uncle Henry allows Elizabeth Ann to drive the team of horses without his help even when she runs into problems.*
1	• Gives limited evidence of the ability to understand how characters interact and change throughout a passage • Includes limited examples/details that make clear reference to the text
0	• Gives no evidence of the ability to understand how characters interact and change throughout a passage

STUDENT RESPONSES

ELAGSE9-10RL3

Response Score: 2 points

1. Elizabeth Ann's character changes after her ride with Uncle Henry. Analyze the interaction between these two characters and how that interaction shaped the development of Elizabeth Ann.

   Use details from the excerpt to support your answer. **Type your answer in the space provided.**

> Initially Elizabeth Ann is terrified of driving the horse-drawn wagon, being "near one of her wild screams," but by evaluating Uncle Henry's skimpy instructions and her own driving errors, she solved a problem without help for the first time. No matter how dangerous her driving was, though, Uncle Henry remained silent, busy, and unflinching. His calmness helped her control her fear and the horses, though she didn't understand why Uncle didn't help. When she "poured out to him her discovery" about "it's which way you want to go!" he broke his silence with, "Well, now, that's so." His few words of recognition gave her pride and courage to drive till Uncle Henry silently took over.

- The response gives sufficient evidence of the ability to understand how characters interact and change throughout a passage by describing how Uncle Henry's calmness helped Elizabeth Ann solve the issue herself and become more confident ("No matter how dangerous her driving was, though, Uncle Henry remained silent, busy, and unflinching. His calmness helped her control her fear and the horses, though she didn't understand why Uncle didn't help" and "His few words of recognition gave her pride and courage").
- The response uses specific details from the text for support ("Initially Elizabeth Ann is . . . 'near one of her wild screams,' but by evaluating Uncle Henry's skimpy instructions and her own driving errors, she solved a problem without help for the first time" and "When she 'poured out to him her discovery' about 'it's which way you want to go!' he broke his silence with, 'Well, now, that's so.' His few words of recognition gave her pride and courage").

ELAGSE9-10RL3

Response Score: 1 point

1. Elizabeth Ann's character changes after her ride with Uncle Henry. Analyze the interaction between these two characters and how that interaction shaped the development of Elizabeth Ann.

    Use details from the excerpt to support your answer. **Write your answer on the lines on your answer document.**

> Elizabeth Ann and Uncle Henry did not have much to say to each other, but Elizabeth learned to overcome her fears and correctly drive and control the horses, without getting her uncle's direct help. What helped her was Uncle Henrys' calmness while he was busy and he recognized her, which gave her confidence.

- The response gives limited evidence of the ability to understand how characters interact and change throughout a passage by describing the impact that Uncle Henry has on Elizabeth Ann ("Elizabeth Ann and Uncle Henry did not have much to say to each other, but Elizabeth learned to overcome her fears and correctly drive and control the horses, without getting her uncle's direct help").
- The response includes limited support from the text ("learned to . . . correctly drive and control the horses, without getting her uncle's direct help" and "he recognized her, which gave her confidence").

ELAGSE9-10RL3

Response Score: 0 points

1. Elizabeth Ann's character changes after her ride with Uncle Henry. Analyze the interaction between these two characters and how that interaction shaped the development of Elizabeth Ann.

   Use details from the excerpt to support your answer. **Type your answer in the space provided.**

   > Elizabeth Ann is very scared and has lotsa accidents. Horses are scary. then she makes the bad horses do what she wants them to, but they run away and her Uncle is happy to finally get to his house.

   - The response gives no evidence of the ability to understand how characters interact and change throughout a passage. There is no analysis of the interaction between Elizabeth Ann and Uncle Henry.
   - While the response is a brief summary of the text, it does not describe the interactions between Elizabeth Ann and Uncle Henry or the change in Elizabeth Ann from the beginning of the story to the end.

ITEM 2: EXTENDED CONSTRUCTED-RESPONSE

ELAGSE9-10W3

2. Imagine how the excerpt would be different if it were told from the point of view of Uncle Henry. Write an original story from the point of view of Uncle Henry about Elizabeth Ann driving the team of horses.

   Use ideas and information from the excerpt to help develop your own story. **Type your answer in the space provided.**

Scoring Guide

Item 2 Information

Standard: ELAGSE9-10W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Item Depth of Knowledge: 4 Extended Thinking Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.

FOUR-POINT HOLISTIC RUBRIC

Genre: Narrative

Writing Trait	Points	Criteria
This trait examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.	**4**	*The student's response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.* • Effectively establishes a situation, one or more points of view, and introduces a narrator and/or characters • Creates a smooth progression of events • Effectively uses multiple narrative techniques such as dialogue, description, pacing, reflection, and plot to develop rich, interesting experiences, events, and/or characters • Uses a variety of techniques consistently to sequence events that build on one another • Uses precise words and phrases, details, and sensory language consistently to convey a vivid picture of the events • Provides a conclusion that follows from the narrated experiences or events • Integrates ideas and details from source material effectively • Has very few or no errors in usage and/or conventions that interfere with meaning*
	3	*The student's response is a complete narrative that develops a real or imagined experience based on text as a stimulus.* • Establishes a situation, a point of view, and introduces one or more characters • Organizes events in a clear, logical order • Uses narrative techniques such as dialogue, description, pacing, reflection, and plot to develop experiences, events, and/or characters • Uses words and/or phrases to indicate sequence • Uses words, phrases, and details to convey a picture of the events • Provides an appropriate conclusion • Integrates some ideas and/or details from source material • Has few minor errors in usage and/or conventions with no significant effect on meaning*

FOUR-POINT HOLISTIC RUBRIC

Genre: Narrative
(continued)

Writing Trait	Points	Criteria
This trait examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.	2	*The student's response is an incomplete or oversimplified narrative based on text as a stimulus.* • Introduces a vague situation and at least one character • Organizes events in a sequence but with some gaps or ambiguity • Attempts to use a narrative technique such as dialogue, description, reflection, and plot to develop experiences, events, and/or characters • Inconsistently uses occasional signal words to indicate sequence • Inconsistently uses some words or phrases to convey a picture of the events • Provides a weak or ambiguous conclusion • Attempts to integrate ideas or details from source material • Has frequent errors in usage and conventions that sometimes interfere with meaning*
	1	*The student's response provides evidence of an attempt to write a narrative based on text as a stimulus.* • Response is a summary that includes narrative techniques in the summary • Provides a weak or minimal introduction • May be too brief to demonstrate a complete sequence of events • Shows little or no attempt to use dialogue or description • Uses words that are inappropriate, overly simple, or unclear • Provides few if any words that convey a picture of the events, signal shifts in time or setting, or show relationships among experiences or events • Provides a minimal or no conclusion • May use few if any ideas or details from source material • Has frequent major errors in usage and conventions that interfere with meaning*
	0	*The student will receive a condition code for various reasons:* • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the "Language Progressive Skills, by Grade" chart for those standards that need continued attention beyond the grade in which they were introduced.

STUDENT RESPONSES

ELAGSE9-10W3

Response Score: 4 points

2. Imagine how the excerpt would be different if it were told from the point of view of Uncle Henry. Write an original story from the point of view of Uncle Henry about Elizabeth Ann driving the team of horses.

   Use ideas and information from the excerpt to help develop your own story. **Write your answer on the lines on your answer document.**

"You pull on the left-hand rein to make 'em go to the left and t'other way for t'other way." That's sufficient instructions. Now let's see what this city-bred niece of mine can do with my horses. She'll toughen up quick with the responsibility, smart thinking, and strenth needed for hard farm living. My horses have a reasonable measure of good sense, but like any other living thing, they need strong guidance. Think I'll do my figgering and let her drive.

Humph! It's good I got a cast iron stomach or I'd've upchucked my breakfast by now. This wild driver's going every which way but straight! Betsy'll have to get over her nerves and make it work. I'll wait on giving help. She's got a firm grip. That's a good start. I almost see her working things out in her head, just as plain as my wagon wheels are churning.

"Uncle Henry!"

Well, we're back on track. I reckon she's figgered out how to make those horses do what she wants 'em to.

"It's not right or left that matters! It's which way you want to go."

"Well, now, that's so." Bright girl. She'll do just fine.

- The response effectively establishes a situation (Betsy driving the horses for the first time), a point of view, and a narrator (the story is a first-person narrative from Uncle Henry's perspective).
- A smooth progression of events is established (Uncle Henry's instructions, Betsy's rocky start, wild driver going every which way, Uncle Henry's observances and thoughts, Betsy's realization of how to handle the horses, and Uncle Henry's satisfaction that Betsy will "do just fine").
- Multiple narrative techniques, such as dialogue (" 'It's not right or left that matters' ") and reflection ("It's good I got a cast iron stomach or I'd've upchucked my breakfast by now" and "I reckon she's figgered out how to make those horses do what she wants 'em to"), are used to develop rich, interesting experiences, events, and characters.
- Precise word choice and sensory language are used consistently to convey a vivid picture of events ("She'll toughen up quick with the responsibility, smart thinking, and strenth needed for hard farm living," "She's got a firm grip," and "wheels are churning").
- The conclusion follows the sequence of events presented ("Bright girl. She'll do just fine").
- There are many ideas are that are effectively integrated from the source material (Uncle Henry's "figgering," most of the dialogue, Betsy's nerves and rocky start).
- There are a few minor errors in conventions, none of which interfere with meaning. Some of the spelling errors are intentional to maintain Uncle Henry's voice.

ELAGSE9-10W3

Response Score: 3 points

2. Imagine how the excerpt would be different if it were told from the point of view of Uncle Henry. Write an original story from the point of view of Uncle Henry about Elizabeth Ann driving the team of horses.

    Use ideas and information from the excerpt to help develop your own story. **Type your answer in the space provided.**

> After giving his niece the drivin responsibility, Uncle Henry got to his figgering. Running a farm required good business sense. The girl let the horses wonder off to the left, but Uncle Henry wasn't flinching. He expected Betsy to get over her jitters quickly. Uncle Henry wouldn't abide by her screaming, but he ignored her little squeak because it didn't scare the horses. When they drifted left again, Henry refrained from offering a hand, even when she pulled the wrong rein, but left her to steer the horses straight. Finally! She figured out how to control the horse and drove down the middle of the road. Satisfied, henry took the reins and drove into his yard.

- The response establishes the situation (Elizabeth driving the horses for her first time) using Uncle Henry's point of view.
- Events are organized in a clear, logical order (Elizabeth driving the horses for her first time) using Uncle Henry's point of view ("He expected Betsy to get over her jitters," "wouldn't abide by her screaming," "refrained from offering a hand," "left her to steer . . . straight," "satisfied").
- Narrative techniques, such as description ("get over her jitters quickly" and "he ignored her little squeak"), are used to develop characters and experiences.
- Phrases are used to indicate sequence when there is a gap in time ("When they drifted left again").
- The response integrates some ideas from source material (Uncle Henry gives Betsy the responsibility and lets her make mistakes without interfering, even when she pulls on the wrong rein, and Henry's satisfaction that Betsy figured out how to control the horses).
- There are a few minor errors in conventions that do not have a significant effect on meaning.

ELAGSE9-10W3

Response Score: 2 points

2. Imagine how the excerpt would be different if it were told from the point of view of Uncle Henry. Write an original story from the point of view of Uncle Henry about Elizabeth Ann driving the team of horses.

   Use ideas and information from the excerpt to help develop your own story. **Write your answer on the lines on your answer document.**

Elizabeth Ann's learning to drive the reens so I can do my work. I think she's nervous, but I'm gonna let her trey and see how she does. In my town you gotta know about horses. Oh, No, she's going to the left instead of the middle. I'll let her figger it out. Now the horses are going straight and the girl is pulling the reens. Shes got it down pat now.

- The response introduces a vague situation and two characters ("Elizabeth Ann's learning to drive the reens so I can do my work").
- Events progress quickly and are somewhat ambiguous (Betsy is nervous, she goes left, she straightens out the cart).
- There is an attempt to use narrative techniques, such as reflection ("I think she's nervous"), to develop characters and experiences.
- There is one attempt to use a signal word to indicate sequence ("Now").
- A sudden, weak conclusion is provided ("Shes got it down pat now").
- There are a few minor errors in conventions ("reens" instead of "reins" and "Shes" instead of "She's") that have little effect on the intended meaning.

ELAGSE9-10W3

Response Score: 1 point

2. Imagine how the excerpt would be different if it were told from the point of view of Uncle Henry. Write an original story from the point of view of Uncle Henry about Elizabeth Ann driving the team of horses.

   Use ideas and information from the excerpt to help develop your own story. **Type your answer in the space provided.**

   > Uncle henry picked up Elizabeth ann and told her driving the horse's. He told her to pull the rines. He got busy with his arithmatic. But his nice drove crazy. Going straight now.

   - The response is a retelling of the passage that minimally establishes Henry's point of view and the situation.
   - The response is too brief to demonstrate a complete sequence of events.
   - The response uses no dialogue or description, overly simple words, few words that convey a picture or signal shifts in time, and few details from the text.
   - There are frequent errors in usage and conventions that interfere with meaning, including sentence fragments ("Going straight now.") and spelling ("rines").

Read the passages and answer items 3 and 4.

Step Away from the Smartphone

With the world at our fingertips at the touch of a button or the swipe of a screen, it's no wonder that people are spending more time on electronic devices. It seems that almost every facet of life can be improved using technology. Questions can be answered, friendships can be developed, and businesses can be promoted. Online storefronts make shopping a breeze. When people want a break from devices, they can lounge in front of theater-quality televisions and enjoy movies, TV shows, or gaming. Technology clearly makes life easier. But in actuality, it is making life a bit too easy. In fact, overuse of technology is contributing to a dangerous decline in fitness and health.

Research supports this worrisome truth. One recent study reviewed physical activity in the United States, China, Brazil, the United Kingdom, and India between 1965 and 2009. Every nation showed significant drops, but the U.S. experienced the greatest decline, with total activity falling by about one-third. Notably, most of the decline in activity levels occurred between 2003 and 2009, when Internet use first blossomed in popularity.

Based on this research, scientists predict that Americans will participate in almost 42 hours a week of seated leisure activities by 2030. That's more than the average workweek. Experts link this largely to the use of digital media, which has increased to an average of 11 hours per day.

The massive reduction of activity has contributed to an overall rise of weight levels and a loss of cardiovascular fitness. According to experts, heart fitness exceeds other types of fitness, including strength and flexibility, in its importance to overall health. Alarmingly, both children and adults have experienced a serious decline in heart health. One study reveals that children and teens today are approximately 15 percent less fit than their parents were as kids. The average mile-run is about 1.5 minutes slower for children today than it was for children 30 years ago. And over time, of course, we know that increased inactivity will lead to more heart disease, a higher incidence of diabetes, and other serious illnesses.

What can be done to reverse this trend? Adults and kids alike should put down their electronic devices, get up, and move. Instead of texting a friend, we should get out and visit that friend. Instead of shopping online, we can take back the experience of actually walking through stores, handling the merchandise, and talking to people. And while it is certainly entertaining to watch professional athletes play sports on our shiny new technical gadgets, it is far healthier to get outside and take part in sports activities ourselves. Our health and well-being depend on it.

Getting Fit with Technology

For many people, staying fit is a challenge in the modern world. Careers often require people to sit for hours in front of screens. After a long workday, it is tempting to collapse on the sofa and catch up on social media or zone out with television. But more and more people are glancing at their wrist-bound fitness devices and deciding to hit the gym instead. While some aspects of our technologically driven world may encourage physical inactivity, others are actually helping people monitor and improve their fitness levels.

The fitness tech industry is growing by leaps and bounds. In fact, more than 17 million wearable fitness devices were shipped in 2014. These gadgets can check heart rate, count steps, estimate calories burned, and count calories consumed. Some even check body temperature and perspiration levels. Many such devices are strapped on like watches, so users can wear them all day to track activity, eating, and even sleep habits. Some include chest straps or shoe sensors. Manufacturers often provide free, customizable fitness plans that are integrated into the software.

Fitness devices can be linked to smartphones so wearers can input data, such as what they ate for lunch, quickly and easily. These devices offer gentle reminders to their wearers to move more and eat more healthfully. Some even provide virtual coaching during exercise sessions, such as monitoring heart rate and telling users to slow down or speed up. At the session's end, the virtual coach will offer praise for a job well done.

Most wearers find fitness devices to be very motivating and fun to use. And, as a result, the devices do help people become more aware of their habits. For example, when every step is logged, people are more likely to take the stairs than to ride the elevator. They work harder when they have personal goals to meet because they like to see positive results recorded on the devices. Some even enjoy sharing their progress on social media for virtual congratulations.

According to a recent study, 73 percent of users think that they are healthier as a result of using fitness technology. Research supports this, revealing that the use of wearable devices, smartphone apps, fitness websites, and active video games—such as virtual tennis, dancing, and boxing—are effective in increasing overall activity.

Naysayers may discount technology as a detractor of health. But in fact, technology provides tools people can use to get in the best shape of their lives.

ITEM 3: CONSTRUCTED-RESPONSE

ELAGSE9-10RI1

3. The authors of these passages have conflicting opinions about the topic. Based on your reading of both passages, what is the MOST important reason these authors disagree?

   Use evidence from BOTH passages to support your answer. **Type your answer in the space provided.**

Scoring Guide

Item 3 Information

Standard: ELAGSE9-10RI1	Item Depth of Knowledge: 3
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Concluding and Explaining Student uses reasoning and develops a plan or sequence of steps; process has some complexity.

ITEM-SPECIFIC SCORING RUBRIC

Score	Description
2	*The response gives sufficient evidence of the ability to cite strong and thorough textual evidence to support analysis of what the texts say explicitly as well as inferences drawn from the texts.* • Provides an adequate analysis of the most important reason the authors disagree • Includes specific, relevant examples/details from both passages for support Exemplar Response: *Provides an adequate analysis of the most important reason the authors disagree (e.g., The author of the first passage believes technology leads people to participating less in physical activity, while the author of the second passage believes technology provides positive opportunities for physical activities) and includes relevant textual evidence for support (e.g., Passage 1: "most of the decline in activity levels occurred between 2003 and 2009, when Internet use first blossomed in popularity," "scientists predict that Americans will participate in almost 42 hours a week of seated leisure activities by 2030"; Passage 2: "Manufacturers often provide free, customizable fitness plans that are integrated into the software," "Most wearers find fitness devices to be very motivating and fun to use").*

1	*The response gives limited evidence of the ability to cite strong and thorough textual evidence to support analysis of what the texts say explicitly as well as inferences drawn from the texts.*
	• Provides a weak analysis of the most important reason the authors disagree
	• Includes vague/limited examples/details from the passage(s) for support
	   OR
	• Provides a credible analysis based on the passages of the most important reason the authors disagree, without including examples/details from either passage for support
	   OR
	• Includes relevant examples/details from the passages that imply an analysis of the most important reason the authors disagree, without explicitly analyzing the most important reason the authors disagree

0	*The response gives no evidence of the ability to cite strong and thorough textual evidence to support analysis of what the texts say explicitly as well as inferences drawn from the texts.* • Provides no analysis of the most important reason the authors disagree • Includes no relevant examples/details from the passages that imply an analysis of the most important reason the authors disagree

STUDENT RESPONSES

ELAGSE9-10RI1

Response Score: 2 points

3. The authors of these passages have conflicting opinions about the topic. Based on your reading of both passages, what is the MOST important reason these authors disagree?

   Use evidence from BOTH passages to support your answer. **Type your answer in the space provided.**

> The most important reason these authors disagree is that one believes that smartphones are the leading factor of inactivity in modern society while the other believes that smartphones are helping the population of the world stay in shape. The author of passage one writes that "overuse of technology is contributing to a dangerous decline in fitness and health." (paragraph 1) This author discusses on the point of view that everyone has such simple access to any electronic device at almost any given point in time. He/she argues that the phone is detrimental to everyone's health worldwide. The author of the second passage rebuts by saying that "technology provides tools people can use to get in the best shape of their lives." (paragraph 6) He/she believes technology is advancing our fitness and health in our lives by "[offering] gentle reminders to their wearers to move more and eat more healthfully." (paragraph 3) He/she thinks that fitness devices working together with smartphones can help people stay active and healthy.

- The response gives sufficient evidence of the ability to analyze the most important reason the authors disagree ("one believes that smartphones are the leading factor of inactivity in modern society while the other believes that smartphones are helping the population of the world stay in shape").
- The response uses evidence from both passages to support the analysis (" 'overuse of technology is contributing to a dangerous decline in fitness and health,' " "simple access to any electronic device at almost any given point in time," "argues that the phone is detrimental to everyone's health worldwide" and "technology provides tools people can use to get in the best shape of their lives," "technology is . . . '[offering] gentle reminders to their wearers to move more and eat more healthfully' ").

ELAGSE9-10RI1

Response Score: 1 point

3. The authors of these passages have conflicting opinions about the topic. Based on your reading of both passages, what is the MOST important reason these authors disagree?

   Use evidence from BOTH passages to support your answer. **Write your answer on the lines on your answer document.**

> The authors seem to disgree on techonolgy and how its effecting our everyday liiies. One author says that technology has negative effects in the world, while the other author says it is helping people. The debate is mainly about how it effects our health. One author claims that technology increases the chance of us getting a major health risk. The other author says that technology increases the chance of us getting a major health risk.

- The response provides a vague analysis of the most important reasons the authors disagree ("One author says that technology has negative effects in the world, while the other author says it is helping people").
- The response includes limited evidence that makes reference to the passages. There is only one vague example from "Step Away from the Smartphone," which is used to support both authors' claims ("technology increases the chance of us getting a major health risk").

ELAGSE9-10RI1

Response Score: 0 points

3. The authors of these passages have conflicting opinions about the topic. Based on your reading of both passages, what is the MOST important reason these authors disagree?

Use evidence from BOTH passages to support your answer. **Type your answer in the space provided.**

> the most important reason is that the authors are trying to explain how people can use the technology becasuse the technology can help the people to do an easier work,the sometimes we have to step away from the smartphone becaue they can affect your health.

- The response provides no evidence of the ability to analyze the most important reason the authors disagree.
- Though the response provides some minimal references to the passages ("technology can help the people to do an easier work," "they can affect your health"), the evidence does not support how they disagree.

NO TEST MATERIAL
ON THIS PAGE

ITEM 4: EXTENDED WRITING-RESPONSE

WRITING TASK

Currently, there is much debate about whether the dominance of technology in our everyday lives is an advantage or disadvantage for our health.

Consider the claims on BOTH sides of the debate. Then write an **argumentative essay** in your own words supporting either side.

Be sure to use information from BOTH passages in your **argumentative essay**.

Writer's Checklist

Be sure to:

- Introduce your claim.

- Support your claim with logical reasoning and relevant evidence, including facts and details, from the passages.

- Acknowledge and address alternate or opposing claims.

- Organize the reasons and evidence logically.

- Identify the passages by title or number when using details or facts directly from the passages.

- Develop your ideas clearly and use your own words, except when quoting directly from the passages.

- Use appropriate and varied transitions to connect your ideas and to clarify the relationships among claims, counterclaims, reasons, and evidence.

- Establish and maintain a formal style.

- Provide a conclusion that supports the argument presented.

- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your argumentative essay on your answer document. Refer to the Writer's Checklist as you write and proofread your essay.

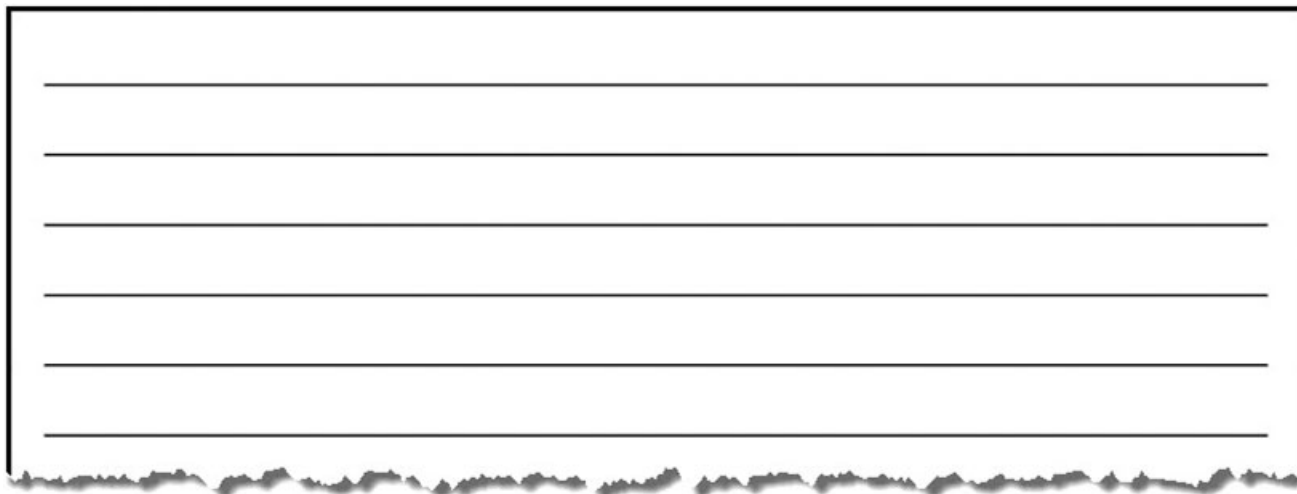4. **Writing Task (Write your essay here.)**

   Be sure to:
   - Introduce your claim.
   - Support your claim with logical reasoning and relevant evidence, including facts and details, from the passages.
   - Acknowledge and address alternate or opposing claims.
   - Organize the reasons and evidence logically.
   - Identify the passages by title or number when using details or facts directly from the passages.
   - Develop your ideas clearly and use your own words, except when quoting directly from the passages.
   - Use appropriate and varied transitions to connect your ideas and to clarify the relationships among claims, counterclaims, reasons, and evidence.
   - Establish and maintain a formal style.
   - Provide a conclusion that supports the argument presented.
   - Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Scoring Guide

Item 4 Information

Standards:	Item Depth of Knowledge: 4
ELAGSE9-10W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Extended Thinking Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.
ELAGSE9-10L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
ELAGSE9-10L2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Argumentative Genre

Writing Trait	Points	Criteria
Idea Development, Organization, and Coherence *This trait examines the writer's ability to effectively establish a claim as well as to address counterclaims, to support the claim with evidence from the text(s) read, and to elaborate on the claim with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence in order to create cohesion for an argument essay.*	4	*The student's response is a well-developed argument that develops and supports claims with clear reasons and relevant evidence based on text as a stimulus.* • Effectively introduces claim(s), acknowledges and counters opposing claim(s), and engages the audience • Uses an organizational strategy to establish clear relationships among claim(s), counterclaim(s), reasons, and relevant evidence • Uses specific and well-chosen facts, details, definitions, examples, and/or other information from sources to develop claim(s) and counterclaim(s) fully and fairly and to point out strengths and limitations of both while anticipating the audience's knowledge and concerns • Uses words, phrases, and clauses that effectively connect the major sections of the text and clarify relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaim(s) • Uses and maintains a formal style and objective tone that is appropriate for task, purpose, and audience • Provides a strong concluding statement or section that follows from and supports the argument presented
	3	*The student's response is a complete argument that relates and supports claims with some evidence based on text as a stimulus.* • Clearly introduces claim(s) and attempts to acknowledge and counter opposing claim(s) • Uses an organizational strategy to present claim(s), reasons, and evidence • Uses multiple pieces of relevant information from sources adequately to develop claim(s) and counterclaim(s) and to clarify relationships between claim(s), reasons, evidence, and counterclaim(s) while attempting to attend to the audience's knowledge or concerns • Uses words and/or phrases to connect ideas and show relationships among claim(s), reasons, and evidence • Uses an appropriate tone and style fairly consistently for task, purpose, and audience • Provides a concluding statement or section that follows from the argument presented

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Argumentative Genre (continued)

Writing Trait	Points	Criteria
	2	*The student's response is an incomplete or oversimplified argument that partially supports claims with loosely related evidence.* • Attempts to introduce claim(s), but claim(s) may be unclear; makes reference to opposing claim(s) • Attempts to use an organizational structure, which may be formulaic • Develops, sometimes unevenly, reasons and/or evidence to support claim(s) and present opposing claim(s), but shows little awareness of the audience's knowledge or concerns • Attempts to use words and/or phrases to connect claim(s), counterclaim(s), reasons, and evidence, but cohesion is inconsistent or weak • Attempts to use an appropriate tone and style are not consistently appropriate for task, purpose, and audience • Provides a weak concluding statement or section that may not follow the argument presented
	1	*The student's response is a weak attempt to write an argument and does not support claims with adequate evidence.* • May not introduce claim(s), or the claim(s) must be inferred; does not reference or acknowledge opposing claim(s) • May be too brief to demonstrate an organizational structure, or no structure is evident • Provides minimal information to develop the claim(s), little or none of which is from sources, and fails to attend to the audience's knowledge or concerns • Makes no attempt to use words and/or phrases to connect claim(s) and reasons, reasons and evidence, and claim(s) and counterclaim(s) • Uses a style and tone that are inappropriate and/or ineffective • Provides a minimal or no concluding statement or section
	0	*The student will receive a condition code for various reasons:* • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 2 for Argumentative Genre

Writing Trait	Points	Criteria
Language Usage and Conventions *This trait examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.*	3	*The student's response demonstrates full command of language usage and conventions.* • Uses clear and complete sentence structure, with appropriate range and variety • Makes an attempt to attribute paraphrases and direct quotations to their sources via in-text or parenthetical citations • Has no errors in usage and/or conventions that interfere with meaning*
	2	*The student's response demonstrates partial command of language usage and conventions.* • Uses complete sentences, with some variety • Attributes paraphrases and direct quotations inconsistently to their sources via in-text or parenthetical citations • Has minor errors in usage and/or conventions with no significant effect on meaning*
	1	*The student's response demonstrates weak command of language usage and conventions.* • Has fragments, run-ons, and/or other sentence structure errors • Makes little, if any, attempt to attribute paraphrases and direct quotations to their sources • Has frequent errors in usage and conventions that interfere with meaning*
	0	*The student will receive a condition code for various reasons:* • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the "Language Progressive Skills, by Grade" chart for those standards that need continued attention beyond the grade in which they were introduced.

STUDENT RESPONSES

ELAGSE9–10W1, ELAGSE9-10L1, ELAGSE9-10L2

Response Scores:

    Idea Development, Organization, and Coherence: 4
    Language Usage and Conventions: 3

4.   Currently, there is much debate about whether the dominance of technology in our everyday lives is an advantage or disadvantage for our health.

Consider the claims on BOTH sides of the debate. Then write an **argumentative essay** in your own words supporting either side.

Be sure to use information from BOTH passages in your **argumentative essay**. **Type your answer in the space provided.**

In recent years, people have become too dependent on technology, whether it has to do with their jobs or with their pesonal lives. They depend on it to read the daily news, to shop for groceries, and to even make new friends. However, the increasing dependence on technology is contributing to the declining health rates because of how almost every aspect of someone's life is controlled by technology in one way or the other, and people are not having to do as much as they used to, leading to less physical activity.

Technology has been proven to be the cause of the world's decline in health. In the passage "Step Away from the Smartphone," it states that a research study conducted in the United States, China, Brazil, the United Kingdom, and India showed a significant decrease in total activity between 2003 and 2009. Moreover, this time period in which the drastic decrease in activity levels occured directly correlated with when Internet usage was beginning to become more popular. Plus, the most dramatic decrease in activity occured in the United States, where technology usage is much higher than in other countries, and based on this research, the avergae number of hours someone spends on digital media had increased to eleven hours per day. Therefore, technology directly contributes to falling activity levels all over the world.

Plus, because of the falling activity levels, technology has been causing health issues as well. Studies have shown that children and teens today are about fifteen percent less fit than their parent were when they were their age. This statistic shows that as the influence of technology in people's everyday lives increases, the health of the recent generations decreases. So where does this lead to? This leads to a rise in weight levels, loss in cardiovascular fitness, and most surprisingly, a decline in heart fitness. As a result, life expectancies can go down.

On the other hand, according to "Getting Fit with Technology," the fitness tech industry produces devices that can check heart rates, count steps, estimate calories burned, count calories consumed, and even body temperature and perspiration levels. They can supposedly help motivate the wearer to go out and exercise rather than sitting on a couch and watching television. While that may be true in some cases, many people prefer to watch television or surf the internet than to go out and exercise. The only people who purchase the fitness devices are those who want to be healthier, not the ones who prefer less activity, so the fitness devices are not a complete and definate solution to the negative effects of technology, and won't be able to improve the health of the majority of technology users.

Overall, technology has many more harmful effects than beneficial effects. While using it is certainly much easier than doing everything by hand, it causes many negative, long-lasting problems, such as health and fitness problems, and if people don't change their ways now, when it is still possible to reduce the dependency on technology, it may be too late to change when it becomes hard to do virtually anything without it.

DOC: 4
- The response effectively introduces the claim ("In recent years, people have become too dependent on technology, whether it has to do with their jobs or with their pesonal lives"), acknowledges and counters the opposing claim that technology improves fitness, and engages the audience.
- There is an organizational strategy to establish clear relationships among the claim, counterclaim, reasons, and relevant evidence (an introduction, two paragraphs of the claim, one of the counterclaim, and the conclusion).
- The response uses specific details from the sources to develop the claim and counterclaim fully and fairly and to point out strengths and limitations of both while anticipating the audience's knowledge and concerns ("In the passage 'Step Away from the Smartphone,' it states that a research study conducted in the United States, China, Brazil, the United Kingdom, and India showed a significant decrease in total activity between 2003 and 2009" and "On the other hand, according to 'Getting Fit with Technology,' the fitness tech industry produces devices that can check heart rates, count steps, estimate calories burned, count calories consumed, and even body temperature and perspiration levels").
- Words and phrases are used effectively to connect major sections of the text and clarify relationships ("Moreover," "Plus," "This statistic shows," "As a result," "On the other hand").
- A formal style and objective tone that are appropriate for task, purpose, and audience are maintained throughout the response.

LUC: 3
- The response uses clear and complete sentence structure with appropriate range and variety. Simple and complex sentences are used.
- The response makes an attempt to attribute paraphrases and direct quotations to their sources via in-text citations.
- There are no errors in usage or conventions that interfere with meaning.

ELAGSE9–10W1, ELAGSE9-10L1, ELAGSE9-10L2

Response Scores:
> **Idea Development, Organization, and Coherence: 3**
> **Language Usage and Conventions: 3**

4. Currently, there is much debate about whether the dominance of technology in our everyday lives is an advantage or disadvantage for our health.

   Consider the claims on BOTH sides of the debate. Then write an **argumentative essay** in your own words supporting either side.

   Be sure to use information from BOTH passages in your **argumentative essay**. **Write your answer on the lines on your answer document.**

> Imagine waking up one morning and going straight to work. Your job is to sit in front of the computer and take calls and check your e-mails. Your plan is to hit the gym when you come home, but you get so tired and lazy that you sit on the couch and watch t.v. Some people's day goes like this, and because of technology they are harming their health.
>
> To begin with, with more technology we don't consider going out anymore. All we want do is sit inside and watch a movie or go finish our favorite show on t.v. In passage 1, the author makes a great point that "Instead of texting a friend, we should get out and visit

that friend." I think that as kids we spend too much time an our phone and not enough spending time doing activities outside with friends or families

Another key point is that technology can also bring our health down. Every moment that we spend sitting in front of the t.v and eating a bag of potato chips, we are gaining weight. In passage 1 the author mentions "One study reveals that childeren and teens today are, approximately 15 percent less fit than their parents were as kids." I think that we should start joining more sports and start thinking about our health.

On the other hand, technology can also be good. All these fitness-devices are encouraging people to go workout. In passage 2 the author claims "The fitness tech industry is growing by leaps and bounds. In fact, more than 17 million wearable fitness devices were shipped in 2014." People also work harder when the fitness-devices are setting personal goals. For example, the apple

watch, which recently came out, in the watch you can put all your health data and it can also count how much you ran or walked. However, I believe that people who don't have the money to afford these watches or just don't want it, they need more erounagement to work out.

In concluding, technology can harm us more than help. It can lower our health and make us gain more weight. We should being more proactive in our descisions and go out more often, eventhough some people can't afford the fitness-devices.

DOC: 3
- The response introduces a claim in the opening paragraph ("because of technology they are harming their health") and attempts to acknowledge and counter an opposing claim in the fourth paragraph ("technology can also be good . . . fitness devices are encouraging people to go workout . . . However . . . people who don't have the money to afford these watches or just don't want it, they need more ecouragement to work out").
- There is an organizational strategy in the essay (it includes an introduction, two main supporting paragraphs, a counterclaim, and a conclusion), but the structure is formulaic ("To begin with," "Another key point," "On the other hand," "In concluding").
- The response uses multiple pieces of evidence from the sources to adequately develop the claims, though it is generally integrated into the argument ("the author mentions," "the author claims," "For example").
- The response uses words and phrases to connect ideas and show relationships among claims and evidence ("To begin with," "Another key point," "On the other hand," "However").
- The response consistently uses an appropriate tone and style.
- The conclusion follows the argument presented. It restates the student's claim and summarizes the individual arguments presented in the body paragraphs.

LUC: 3
- The response uses clear and complete sentence structure, with appropriate range and variety.
- The response makes an attempt to attribute paraphrases and direct quotations to both sources with in-text citations.
- Though there are a few typos/spelling issues, there are no errors in usage or conventions that interfere with meaning.

ELAGSE9–10W1, ELAGSE9-10L1, ELAGSE9-10L2

Response Scores:

> **Idea Development, Organization, and Coherence: 2**
> **Language Usage and Conventions: 2**

4. Currently, there is much debate about whether the dominance of technology in our everyday lives is an advantage or disadvantage for our health.

   Consider the claims on BOTH sides of the debate. Then write an **argumentative essay** in your own words supporting either side.

   Be sure to use information from BOTH passages in your **argumentative essay**. **Type your answer in the space provided.**

Personally me i think techonolgy is a great idea and technically it does help with your daily lives physically, mentally, and just for fun. It's amazing what you can do with technology now towards the fittness level aspect of the situation. On your phone in the play store there are millions of apps relating to fittness and billions of people use those apps to maintain there own fittness level. They have apps for virtual coaches. They help you accomplish fittness goals such as a type of form or shape you want your body to look like tell have videos on the apps that show actual people doing this with you and coaching to help you reach your goals for whatever you are trying to accomplish.
 Techonolgy is so advanced and precise now that you know those old fashion rotational watches that just tell time like a normal clock you can find anywhere has totally changed due to the tremendous increase in technology that now not only can the new generation watches tell time not old time digital time with the numbers already there for you they also have built in heart rate checkers, sugar levels for diabetic patients, the steps you take, estimated calories burned, and calories consumed. Techonolgy has gradually made itself to the top and is very useful for fittness maintence and more. Techonolgy is very elaborate and useful i use it so i think you should use it to.

DOC: 2
- The response attempts to introduce a claim, but it is vague ("technology . . . does help with your daily lives physically, mentally, and just for fun").
- The response attempts to use an organizational structure, but the introduction is weak, and there is only a brief concluding statement at the end of the final paragraph.
- There is no reference to opposing claims. The student develops the topic with little relevant information drawn from either source.
- Appropriate style and tone are not maintained. The writing is fairly informal in places ("i use it so i think you should use it to").
- The informal conclusion does little more than restate the claim.

LUC: 2
- The response uses complete sentences with some variety. Some attempts at more advanced structures result in awkward sentences and run-ons ("Techonolgy is so advanced . . . and calories consumed").
- The response does not attribute paraphrased information to its source.
- There are some errors in usage and conventions ("there" for "their"), but these errors do not have a significant effect on meaning.

ELAGSE9–10W1, ELAGSE9-10L1, ELAGSE9-10L2

Response Scores:

Idea Development, Organization, and Coherence: 1
Language Usage and Conventions: 1

4. Currently, there is much debate about whether the dominance of technology in our everyday lives is an advantage or disadvantage for our health.

   Consider the claims on BOTH sides of the debate. Then write an **argumentative essay** in your own words supporting either side.

   Be sure to use information from BOTH passages in your **argumentative essay**. **Type your answer in the space provided.**

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as all of us know that technology has played a good and bad role on us.many of the new devices that have came out are now showing us the right fittness for our bodies.therefore i will tell how it is affecting us in a good way to prove them rong.

the average amount of people that use the technology is for social media ,therfore we shoule encourage peers in our socity to use this advantage to stay healthy. the new apple divices are now showing us the right amount of food , exercise, and it askes for your weight and height to calculate the right amount of fittness.

DOC: 1
- The claim is vague ("i will tell how it is affecting us in a good way to prove them rong"), and there is no reference to a counterclaim.
- The response is too brief to demonstrate an organizational structure, though the first paragraph can be taken as an introduction.
- The response provides minimal information to develop the topic, referencing fitness and social media but not providing much detail surrounding these uses of technology.
- The response uses vague and ambiguous language and lacks appropriate voice.

LUC: 1
- The response has run-ons and other sentence structure errors.
- The student does not attribute paraphrases and direct quotations to their sources.
- There are frequent errors in usage and conventions that interfere with meaning, with no capitalization used anywhere in the essay and several spelling errors.

**NINTH GRADE LITERATURE
AND COMPOSITION**

Reading and Evidence-Based Writing Set

READING AND EVIDENCE-BASED WRITING OVERVIEW

The Reading and Evidence-Based Writing (REBW) portion of the Georgia Milestones Ninth Grade Literature and Composition End of Course (EOC) assessment is administered as the first test section. When responding to the REBW portion of the assessment, students read a passage set consisting of two informational passages and then respond to five test items about the passages. The five test items comprise three selected-response items, one two-point constructed-response item, and one seven-point extended writing-response item. The extended writing-response item requires students to write an argumentative essay or an informative/explanatory essay based on the passage set.

The first four items help focus the student on the main idea(s) and key details in the passages prior to writing the essay. The first two selected-response items address each of the passages separately. The third selected-response item and the constructed-response item address both of the passages together. All four of these items contribute to a student's score in the Reading and Vocabulary domain. These four items are then followed by the extended writing task, which requires the student to draw from the reading experiences when writing the essay. The extended writing-response item contributes to a student's score in the Writing and Language domain.

REBW ITEM TYPES

A selected-response item, sometimes called a multiple-choice item, is defined as a question, problem, or statement that appears on a test followed by several answer choices, sometimes called options or response choices. The incorrect choices, called distractors, usually reflect common errors. The student's task is to choose, from the alternatives provided, the best answer to the question posed in the stem (the question). The English Language Arts selected-response items will have four answer choices.

A constructed-response item asks a question and solicits the student to provide a response constructed on his or her own, as opposed to selecting a response from options provided. On the Ninth Grade Literature and Composition EOC assessment, these items are worth two points, and partial credit may be awarded if part of the response is correct.

A seven-point extended writing-response item, also called an extended writing task, requires the student to write an argumentative essay or develop an informative/explanatory essay. The prompt requires the student to draw from the reading experiences when writing the response and to cite evidence from the passages to support claims or examine a topic. The extended writing task is considered "on-demand writing in response to text." Students write their responses in a somewhat limited amount of time without the benefit of time allocated for revision and rewrites. For this reason, the scoring process takes into account that the student responses are to be viewed as first drafts and are not expected to be polished papers. The scoring process is approached in such a manner as to award credit to students for what they do well according to the prompt and rubric. Students are not penalized for errors unless they permeate the response and impact or interfere with overall understanding.

All sample items contained in this guide are the property of the Georgia Department of Education.

REBW DIRECTIONS

Section 1 of this test assesses your skill to comprehend reading passages and use information from the passages to write an informational/explanatory essay.

Before you begin writing your essay, you will read two passages and answer three multiple-choice questions and one short constructed-response question about what you have read.

As you read the passages, think about details you may use in an informational/explanatory essay about science fiction.

These are the titles of the passages you will read:

1. Science Fiction: An Ancient Entertainment
2. Science Fiction Is a Business Fact

Science Fiction: An Ancient Entertainment

Even though the word *science* wasn't part of our vocabulary until 1833 and the term *science fiction* didn't appear until 1851, science fiction, as a genre, has much older roots. We know from ancient formations such as Stonehenge and the pyramids, whose builders aligned these structures with the stars, that humans have wondered for centuries about how we fit into the vast universe. In a way, science fiction writers are like these architects: they attempt to write humankind into the cosmos and to answer difficult questions about how we fit into the universe.

To answer these questions, science fiction often changes along with technology. H. G. Wells published *The War of the Worlds*, a novel about an alien invasion, in 1898, when humans experimented with flight. Orson Welles performed his famous radio broadcast of *The War of the Worlds* in 1938, at the height of radio's popularity, and caused widespread panic when people thought that the news on the broadcast was real. Several movies were made of *The War of the Worlds*: the first in 1953, in the middle of America's space race with the Soviet Union, and the second in 2005, a few years after the launch of the International Space Station. This one novel, and all of the ways in which it has been reinvented for different media, has mirrored humanity's own advancements while imagining humankind as part of a more crowded universe.

Today, science fiction is more popular than ever. Every bookstore has a science fiction section. New science fiction movies are released weekly. We collect comic books and action figures and other memorabilia. We stand in lines that circle city blocks to get into comic book conventions filled with costumed participants, actors, and model spacecraft from our favorite science fiction shows. All of this passion reflects more than merely an appreciation for being entertained. It is a testament to humanity's burning desire to place itself in the stars.

This desire starts young and makes lifelong fans of science fiction. Cartoons and comic books featuring tales of the future draw in young readers. These readers continue to read the genre because science fiction grows the same way people do: by seeking answers to life's questions. What will become of us? How will our environment change? How do we fit in the world? Science fiction attempts to answer these questions, sometimes with vivid imaginings, and sometimes with predictions about the future that are, not infrequently, surprisingly accurate.

Science fiction appeals to our sense of wonder. Young readers explore the unknown, and seasoned readers dig for answers to life's biggest questions. If art is a reflection of life, then the art of science fiction is something more. It does not just reflect our fascination with futuristic technology—it also reflects our search for the meaning of life itself.

Science Fiction Is a Business Fact

Science fiction has come very far very fast—one might say at warp speed. Once thought of as the genre best discussed in the back room of the local comic shop, dominated by fantastic plots and not-at-all-serious literature, science fiction now boasts eight of the top ten highest-grossing movies of all time. And thanks to the efforts of huge comic book and film companies and their millions of fans, science fiction is expanding beyond bookstore shelves and box offices.

The popularity of science fiction has always relied on the diversity of its product lines for profit. T-shirts and video games, along with action figures, role-playing games, lunch boxes, and toothbrushes, have crowded shelves all over the country. And these diverse marketing tools have served to feed the flames of science fiction's billion-dollar profit machine. After all, men and women in their fifties sport Darth Vader coffee mugs, but even literature professors do not often have *War and Peace* ballpoint pens, despite that book's reputation as a serious novel.

Intelligent marketing and solid story lines make science fiction a booming business. Underdogs win on their wits, the guy gets the girl, good beats evil, the world is saved, and the sidekick gets the credit she deserves. And the consumer can wear the shirt, own the cell phone cover, go see the movie for a third time, and buy the graphic novel. There is big money to be made in science fiction, even though it was once considered beneath people who read "real" literature.

However, profit margins don't tell the whole story of science fiction's popularity. Good writing makes science fiction a serious literary form. The characters are well written; even bad guys, such as Magneto and Darth Vader, have a depth that comes from serious development. The characters' backstories rival those of the characters in serious works by Shakespeare, such as *Hamlet*, for complexity. Themes as universal as love, war, betrayal, and survival appeal to readers and keep them wanting more.

And finally, the serial nature of many of the story lines keeps readers enthralled. Many science fiction writers have 10 or 15 books per series. The *Star Wars* saga alone is comprised of over 100 novels, not including comic book offshoots or graphic novels. Readers don't just buy a book; they get hooked on a series and follow it for a lifetime.

Science fiction is a corporate titan. Brilliant marketing, amazing visual appeal, universal themes, and enduring characters make science fiction a business fact not to be ignored.

ITEM 1: SELECTED-RESPONSE

1. The author of "Science Fiction: An Ancient Entertainment" concludes that science fiction provides readers with more than just entertainment. Which sentence from the passage BEST supports this idea?

   A. "We know from ancient formations such as Stonehenge and the pyramids, whose builders aligned these structures with the stars, that humans have wondered for centuries about how we fit into the vast universe."

   B. "Orson Welles performed his famous radio broadcast of *The War of the Worlds* in 1938, at the height of radio's popularity, and caused widespread panic when people thought that the news on the broadcast was real."

   C. "Every bookstore has a science fiction section."

   D. "It is a testament to humanity's burning desire to place itself in the stars."

ITEM 2: SELECTED-RESPONSE

2. Readers of "Science Fiction Is a Business Fact" can conclude that part of science fiction's financial success is due, in part, to wise business planning. Which sentence from the passage BEST supports this conclusion?

   A. "The popularity of science fiction has always relied on the diversity of its product lines for profit."

   B. "There is big money to be made in science fiction, even though it was once considered beneath people who read 'real' literature."

   C. "However, profit margins don't tell the whole story of science fiction's popularity."

   D. "Themes as universal as love, war, betrayal, and survival appeal to readers and keep them wanting more."

ITEM 3: SELECTED-RESPONSE

3. What main idea can be found in BOTH "Science Fiction: An Ancient Entertainment" and "Science Fiction Is a Business Fact"?

   A. Science fiction, as a genre, encompasses more than just the sale of books.

   B. Science fiction exists because people have questions about their place in the universe.

   C. Fans of science fiction are generally very financially successful and invested in the genre.

   D. Science fiction, as a genre, is rooted in humankind's ancient desire to understand the universe.

Scoring Guide

Items 1–3 Information

Item	Standard	DOK	Key
1	ELAGSE9-10RI1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	2	D
2	ELAGSE9-10RI1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	2	A
3	ELAGSE9-10RI2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	3	A

ITEM 4: CONSTRUCTED-RESPONSE

ELAGSE9-10RI8

4. Which author MOST successfully develops the topic according to his or her purpose, using valid reasoning and relevant evidence?

   Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

Scoring Guide

Item 4 Information

Standard: ELAGSE9-10RI8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Item Depth of Knowledge: 3 Strategic Thinking Student uses reasoning and develops a plan or sequence of steps; process has some complexity.

ITEM-SPECIFIC SCORING RUBRIC

Score	Description
2	*The response gives sufficient evidence of the ability to delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and evidence is relevant and sufficient.* • Provides an adequate evaluation of which author more successfully develops the topic according to his or her purpose, using valid reasoning and evidence. • Includes specific, relevant examples/details from both passages for support. Exemplar Response: *Provides an accurate, text-based evaluation of which author more successfully develops the topic according to his or her purpose, using valid reasoning and evidence* (e.g., *"The author of 'Science Fiction is a Business Fact' better supports the topic than the other author because he or she uses more statistics and facts, whereas the author of 'Science Fiction: An Ancient Entertainment' doesn't use any concrete data and focuses more on the general history of the genre"*), *and includes specific, relevant textual evidence for support* (e.g., *"For example, 'Science Fiction is a Business Fact' includes statements like, 'Science fiction now boasts eight of the top ten highest-grossing movies of all time' and, 'The Star Wars saga alone is comprised of over 100 novels.' The other author doesn't provide specific information like that. He or she only makes vague statements of opinion such as, 'Science fiction appeals to our sense of wonder' and 'If art is a reflection of life, then science fiction is something more.' The author needs to provide more specific details."*)
1	*The response gives limited evidence of the ability to delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and evidence is relevant and sufficient.* • Provides a weak evaluation of which author more successfully develops the topic according to his or her purpose, using valid reasoning and evidence. • Includes vague/limited examples/details from the passage(s) for support. **OR** • Provides a credible evaluation based on the passage(s) of which author more successfully develops the topic according to his or her purpose, using valid reasoning and evidence, without including relevant examples/details from either passage for support. **OR** • Includes relevant examples/details from the passage(s) that imply an evaluation of which author more successfully develops the topic according to his or her purpose, without explicitly evaluating which author is more effective.
0	*The response gives no evidence of the ability to delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and evidence is relevant and sufficient.* • Provides no evaluation of which author more successfully develops the topic according to his or her purpose, using valid reasoning and evidence. • Includes no relevant examples/details from the passages that imply an evaluation of which author more successfully develops the topic according to his or her purpose.

STUDENT RESPONSES

ELAGSE9-10RI8

Response Score: 2 points

4. Which author MOST successfully develops the topic according to his or her purpose, using valid reasoning and relevant evidence?

   Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

I believe the author of "Science Fiction: An Ancient Entertainment" was more successful with his purpose of how science fiction affects the human population because it showed different scenarios in which people have been encompassed in the art and plot of science fiction. It describes how it shows who we really are as a species, and how popular the genre of science fiction really is. It talks about how science fiction stories like The War of The Worlds have been reinvented to mirror our advancements while placing us in a crowded universe. "Science Fiction is a Business Fact" lacked in these focuses of emphasizing the true impact of science fiction in the human mind and thinking. It only described how popular certain themes of science fiction were and how the memorabilia that surround these themes make a profit. Discussing merchandise that revolves around the science fiction franchise such as t-shirts, toothbrushes, and coffee mugs does not truly show how science fiction truly affects our thinking.

- The response provides an adequate evaluation of which author more successfully develops the topic according to his or her purpose using valid reasoning ("I believe the author of 'Science Fiction: An Ancient Entertainment' was more successful with his purpose of how science fiction affects the human population because it showed different scenarios in which people have been encompassed in the art and plot of science fiction"). The student also evaluates why the other author is not as effective ("'Science Fiction is a Business Fact' lacked in these focuses of emphasizing the true impact of science fiction in the human mind and thinking").
- The response includes specific and relevant examples and details from both passages for support. For example, the student uses details from "Science Fiction: An Ancient Entertainment" ("It describes how it shows who we really are as a species" and "The War of The Worlds have been reinvented to mirror our advancements while placing us in a crowded universe") to illustrate the author's effectiveness at showing how science fiction impacts the human mind. The detail from "Science Fiction Is a Business Fact" that is used ("merchandise that revolves around the science fiction franchise such as t-shirts, toothbrushes, and coffee mugs") is intended to show that the author lacks serious focus on the deep connection people have to science fiction.

ELAGSE9-10RI8

Response Score: 2 points

4. Which author MOST successfully develops the topic according to his or her purpose, using valid reasoning and relevant evidence?

    Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

    When comparing "Science Fiction: An Ancient Entertainment" and "Science Fiction Is a Business Fact", the author of "Science Fiction: An Ancient Entertainment" most successfully develops the topic according to their purpose while utilizing valid reasoning and relevant evidence. In paragraph two of "Science Fiction: An Ancient Entertainment", the author states, "H.G. Welles published 'The War of the Worlds', a novel about an alien invasion, in 1898, when humans experimented with flight." From there, the author goes on to describe the significance of Wells's work and its impact throughout the 20th Century. This demonstrates the author's use of a specific and relevant example to develop the topic of the essay, which is that science fiction is an awe-inspiring way to explain our place in the universe and that science fiction evolves as a genre as technology changes. However, in "Science Fiction Is a Business Fact," the author uses very general examples and gets off topic towards the third and fourth paragraphs. For example, the author states, "Good writing makes science fiction a serious literary from." From there, the paragraph continues to describe the nature of science fiction writing as opposed to further discussing the topic of the passage, which is that science fiction is a profitable genre due to, "Brilliant marketing, amazing visual appeals, universal themes, and enduring characters…" Overall, "Science Fiction: An Ancient Entertainment is more successful in developing the ideas presented by using relevant and specific information along with valid reasoning.

- The response provides an adequate evaluation of which author more successfully develops the topic according to his or her purpose using valid reasoning (" 'Science Fiction: An Ancient Entertainment' most successfully develops the topic according to their purpose" and "use of a specific and relevant example to develop the topic of the essay, which is that science fiction is an awe-inspiring way to explain our place in the universe and that science fiction evolves as a genre as technology changes"). The student goes on to evaluate why the other author is not as successful ("the author uses very general examples and gets off topic towards the third and fourth paragraphs").
- The response includes specific and relevant examples and details from both passages for support. The student uses an example from "Science Fiction: An Ancient Entertainment" (" 'H.G. Welles published "The War of the Worlds", a novel about an alien invasion, in 1898, when humans experimented with flight' " and "goes on to describe the significance of Wells's work and its impact throughout the 20th Century") to prove how the author shows that science fiction changes with technology and tries to explain how we fit into the universe. The examples the student uses from "Science Fiction Is a Business Fact" (" 'Good writing makes science fiction a serious literary from' " and " 'Brilliant marketing, amazing visual appeals, universal themes, and enduring characters' ") are intended to show how the author of that passage strays from the topic of the genre's profitability.

ELAGSE9-10RI8

Response Score: 2 points

4. Which author MOST successfully develops the topic according to his or her purpose, using valid reasoning and relevant evidence?

   Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

> The author of Science Fiction: An Ancient Entertainment developed there topic more successfully. The author used real life examples to explain how science fiction relates to the real world. The author creates questions for the readers like how do we fit in with the universe. The author says, "Science fiction appeals to our sense of wonder". The author of Science Fiction Is a Business Fact talks about a more boring topic. The author of Science Fiction is a Business Fact says "Intelligent marketing and solid story lines make science fiction a booming business". Most people are not interested how successful the business of science fiction is, so that's why I think that the author of Science Fiction: An Ancient Entertainment is an overall better topic and is developed more.

- The response provides an adequate evaluation of which author more successfully develops the topic according to his or her purpose using valid reasoning ("The author of Science Fiction: An Ancient Entertainment developed there topic more successfully. The author used real life examples to explain how science fiction relates to the real world"). The response attempts to evaluate why the author of the other passage is not as successful in developing his or her purpose ("Most people are not interested how successful the business of science fiction is").
- The response includes specific and relevant examples and details from both passages for support. The student uses examples from "Science Fiction: An Ancient Entertainment" to demonstrate how the author uses real-life examples ("The author creates questions for the readers like how do we fit in with the universe. The author says, 'Science fiction appeals to our sense of wonder'") to connect with the reader and be effective. The information the student uses from "Science Fiction Is a Business Fact" is intended to show the student's perceived irrelevancy of the author's purpose ("'Intelligent marketing and solid story lines make science fiction a booming business'").

ELAGSE9-10RI8

Response Score: 1 point

4. Which author MOST successfully develops the topic according to his or her purpose, using valid reasoning and relevant evidence?

   Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

> The author of "Science Fiction Is a Business Fact" most successfully demonstrates his or her purpose of writing the article. The author wants to show how science fiction is a good seller. He or she is also showing us that it influences people of all ages to continue following the series until the book or movies is over. The author really wants to show us that science fiction is a good thing for marketing with its themes, graphics, and its characters it brings a lot of customers to the store to purchase its books, graphic novels, cups, etc. The other author just doesn't keep a consistent point and moves from topic to topic.

- The response provides a weak evaluation of which author more successfully develops the topic according to his or her purpose ("The author of 'Science Fiction Is a Business Fact' most successfully demonstrates his or her purpose" and "The author wants to show how science fiction is a good seller"). There is an attempt to evaluate why the other author is not as effective ("The other author just doesn't keep a consistent point and moves from topic to topic").
- Limited details from "Science Fiction Is a Business Fact" are used in an attempt to show how the author demonstrates that science fiction is profitable ("people of all ages to continue following the series until the book or movies is over" and "themes, graphics, and its characters it brings a lot of customers to the store to purchase its books, graphic novels, cups, etc.").

ELAGSE9-10RI8

Response Score: 1 point

4. Which author MOST successfully develops the topic according to his or her purpose, using valid reasoning and relevant evidence?

    Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

    > The author of the second passage most successfully developed his or her purpose. This author gave more information about the business side and profits from science fiction. They also stayed on topic more. Every paragraph this author wrote had to do with business or merchandise relating to science fiction. The other tried to talk about the history of science fiction, but could not stay focused. The author discusses many different aspects of the topic but the paragraphs don't always seem to relate to each other. They jump from talking about history to popularity with no connection at all.

    - The response provides a credible evaluation based on the passages of which author more successfully developed the topic according to his or her purpose ("The author of the second passage most successfully developed his or her purpose. This author gave more information . . . stayed on topic more"). There is an attempt to evaluate why the other author is not as effective ("The author discusses many different aspects of the topic but the paragraphs don't always seem to relate to each other").
    - While the response does allude to the content of both passages ("Every paragraph this author wrote had to do with business or merchandise" and "They jump from talking about history to popularity"), no relevant details are used from either passage for support.

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ELAGSE9-10RI8

Response Score: 1 point

4. Which author MOST successfully develops the topic according to his or her purpose, using valid reasoning and relevant evidence?

    Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

"Science Fiction Is a Business Fact" is focused and talks about how "t-shirts and video games along with action figures, role-playing games, lunch boxes, and toothbrushes" have helped to feed the flames of a billion-dollar profit machine and taken science fiction beyond the bookshelf. It says "professors don't have War and Peace ballpoint pens" and "Readers don't just buy a book, they get hooked on a series for a lifetime." The other passage talks about questions like how will our environment change, how do we fit in with the world, and then goes on to talk about how predictions made by science fiction are often inaccurate before just randomly shifting topics to talk about why people like science fiction.

- The response includes relevant examples and details that imply an evaluation of which author more successfully develops the topic according to his or her purpose using valid reasoning and evidence without explicitly stating which author is more effective. The comparison of the difference in the quality of focus in the two passages is enough to imply an evaluation even though the response never clearly states which passage is more effective.
- The relevant details provided from "Science Fiction Is a Business Fact" demonstrate the author's focus on the idea of the growing commercial side of science fiction (" 't-shirts and video games along with action figures, role-playing games, lunch boxes, and toothbrushes,' " " 'professors don't have War and Peace ballpoint pens,' " " 'Readers don't just buy a book, they get hooked on a series for a lifetime' "). The details from and discussion of the other passage are intended to show that author's lack of focus ("how will our environment change, how do we fit in with the world, and then goes on to talk about how predictions made by science fiction are often inaccurate").

ELAGSE9-10RI8

Response Score: 0 points

4. Which author MOST successfully develops the topic according to his or her purpose, using valid reasoning and relevant evidence?

    Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

    The author from "Science Fiction Is a Business Fact" is more successfully written. Like for example, "science fiction has come very far very fast, one might say at warp speed". The popularity of science fiction has always relied on the diversity of its product lines for profit.

    - The response attempts to evaluate which author is more effective but has provided an irrelevant explanation that uses no reasoning or valid evidence.
    - The examples/details provided from the passage are irrelevant.

ELAGSE9-10RI8

Response Score: 0 points

4. Which author MOST successfully develops the topic according to his or her purpose, using valid reasoning and relevant evidence?

   Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

> "Science Fiction Is a Business Fact" is the better passage. Why is it better? Because it stays on topic more.

- The response attempts to evaluate which author is more effective but has provided an irrelevant explanation that uses no reasoning or valid evidence.
- No relevant examples/details are provided.

ELAGSE9-10RI8

Response Score: 0 points

4. Which author MOST successfully develops the topic according to his or her purpose, using valid reasoning and relevant evidence?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

> Passage 1 is better because it is more interesting.

- The response attempts to evaluate which author is more effective but has provided an irrelevant explanation that uses no reasoning or valid evidence.
- No relevant examples/details are provided.

NO TEST MATERIAL
ON THIS PAGE

ITEM 5: EXTENDED WRITING-RESPONSE

WRITING TASK

Science fiction has become one of the most popular and profitable forms of entertainment in the world today.

Think about this statement, and then write an **informational/explanatory essay** in your own words explaining why science fiction has become so successful.

Be sure to use information from BOTH passages in your **informational/ explanatory essay**.

Writer's Checklist

Be sure to:

- Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.

- Use information from the two passages so that your essay includes important details.

- Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.

- Identify the passages by title or number when using details or facts directly from the passages.

- Develop your ideas clearly and use your own words, except when quoting directly from the passages.

- Use appropriate and varied transitions to connect ideas and to clarify the relationship among ideas and concepts.

- Use clear language and vocabulary.

- Establish and maintain a formal style.

- Provide a conclusion that supports the information presented.

- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your informational/explanatory essay on your answer document. Refer to the Writer's Checklist as you write and proofread your essay.

5. **Writing Task (Write your essay here.)**

Be sure to:
- Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.
- Use information from the two passages so that your essay includes important details.
- Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
- Identify the passages by title or number when using details or facts directly from the passages.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Use appropriate and varied transitions to connect ideas and to clarify the relationship among ideas and concepts.
- Use clear language and vocabulary.
- Establish and maintain a formal style.
- Provide a conclusion that supports the information presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.
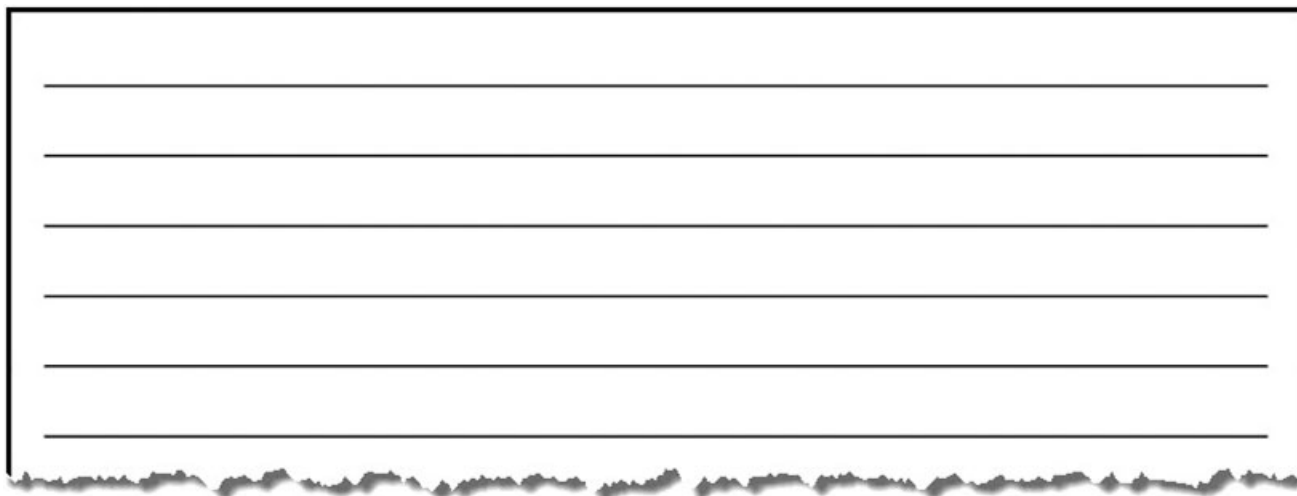
Scoring Guide

Item 5 Information

Standards:	Item Depth of Knowledge: 4
ELAGSE9-10W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Extended Thinking
	Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.
ELAGSE9-10L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
ELAGSE9-10L2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Informational/Explanatory Genre

Writing Trait	Points	Criteria
Idea Development, Organization, and Coherence *This trait examines the writer's ability to effectively establish a controlling idea, support the idea with evidence from the text(s) read, and elaborate on the idea with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence (from the text[s] read) in order to create cohesion for an informative/explanatory essay.*	4	*The student's response is a well-developed informative/explanatory text that examines a topic in depth and presents related information based on text as a stimulus.* • Effectively introduces the topic and main idea(s) to be examined • Uses an organizational strategy to present information effectively and maintain focus and to make important connections and distinctions • Thoroughly develops the topic with well-chosen, relevant, and enough facts; extended definitions; concrete details; quotations; or other information and examples that are appropriate for the audience • Uses appropriate and varied transitions to create cohesion, to link major sections of the text, and to clarify the relationship among ideas • Effectively uses precise language and domain-specific vocabulary appropriate to the audience and complexity of the topic • Establishes and maintains a formal style and an objective tone • Provides a strong concluding statement or section that logically follows from the ideas presented
	3	*The student's response is a complete informative/explanatory text that examines a topic and presents information based on text as a stimulus.* • Introduces the topic and main idea(s) to be examined • Has an organizational strategy to group information and provide focus, but sometimes connections and distinctions are not clear • Uses a few pieces of relevant information from sources to develop topic • Uses some transitions to connect and clarify relationships among ideas, but relationships may not always be clear • Uses some precise language and domain-specific vocabulary to explain the topic • Maintains a formal style and objective tone, for the most part • Provides a concluding statement or section that follows from the ideas presented
	2	*The student's response is an incomplete or oversimplified informative/ explanatory text that cursorily examines a topic based on text as a stimulus.* • Attempts to introduce a topic or main idea • Ineffectively organizes ideas, concepts, and information • Develops topic, sometimes unevenly, with little relevant information • Attempts to link ideas and concepts, but cohesion is inconsistent • Uses limited precise language and/or domain-specific vocabulary to manage the topic • Attempts to establish formal style and objective tone but struggles to maintain them • Provides a weak concluding statement or section

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Informational/Explanatory Genre (continued)

Writing Trait	Points	Criteria
	1	*The student's response is a weak attempt to write an informative/explanatory text that examines a topic based on text as a stimulus.* • May not introduce a topic or main idea, or the topic or main idea must be inferred • May be too brief to demonstrate an organizational structure, or no structure is evident • Provides minimal information to develop the topic, little or none of which is from sources • Struggles to link some ideas and concepts, but cohesion is weak throughout • Uses vague, ambiguous, inexact, or repetitive language • Lacks appropriate formal style and tone • Provides a minimal or no concluding statement or section
	0	*The student will receive a condition code for various reasons:* • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 2 for Informational/Explanatory Genre

Writing Trait	Points	Criteria
Language Usage and Conventions *This trait examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.*	3	*The student's response demonstrates full command of language usage and conventions.* • Uses clear and complete sentence structure, with appropriate range and variety • Makes an attempt to attribute paraphrases and direct quotations to their sources via in-text or parenthetical citations • Has no errors in usage and/or conventions that interfere with meaning*
	2	*The student's response demonstrates partial command of language usage and conventions.* • Uses complete sentences, with some variety • Attributes paraphrases and direct quotations inconsistently to their sources via in-text or parenthetical citations • Has minor errors in usage and/or conventions with no significant effect on meaning*
	1	*The student's response demonstrates weak command of language usage and conventions.* • Has fragments, run-ons, and/or other sentence structure errors • Makes little, if any, attempt to attribute paraphrases and direct quotations to their sources • Has frequent errors in usage and conventions that interfere with meaning*
	0	*The student will receive a condition code for various reasons:* • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the "Language Progressive Skills, by Grade" chart for those standards that need continued attention beyond the grade in which they were introduced.

STUDENT RESPONSES

ELAGSE9-10W2, ELAGSE9-10L1, ELAGSE9-10L2

Response Scores:

> **Idea Development, Organization, and Coherence: 4**
> **Language Usage and Conventions: 3**

5. Science fiction has become one of the most popular and profitable forms of entertainment in the world today.

   Think about this statement, and then write an **informational/explanatory essay** in your own words explaining why science fiction has become so successful.

   Be sure to use information from BOTH passages in your **informational/explanatory essay**.
   Type your answer in the space provided.

Throughout the years, creativity, reading, and exploring have evolved as authors and developers imagine these fictional worlds and explore the universe, changing the course of science fiction. Science fiction first came about in the 1800's, and since then, writers and architects have dug deeper into the mysterious genre.

   Since the exploration of science fiction began, its ominous mysteries have attracted thousands of readers across the globe. These readers delve into the wonders of science fiction, learning more about each story in the universe day to day. The popularity has expanded, not just as books or movies, but more so as a theory, a what if?

   Science fiction has been growing each year, it leaves its fans with questions, the genre sparks the minds of aspiring authors and adventuers, and science fiction transports its readers into its universe that has been created. The popularity of science fiction has rocketed with all the unanswered and unexplored areas of the universe.

   As more people learn about the different worlds science fiction opens the mind up to, it begins asking questions. What about . . .? What if . . .? To explain, "The serial nature of many of the story lines keeps readers enthralled" (passage two). These questions keep movie-goers and readers on edge. These theories and reasons that show up in the minds of people who question the writing is what continues to change the world. To go more in depth, "The desire starts young and makes lifelong fans of science fiction . . . these readers continue to read the genre because science fiction grows the same way people do: by seeking answers to life's questions . . . seasoned readers dig for answers to life's biggest questions" (passage one).

Ideas bounce back and forth between people, young and old, they are what is begining to shape our world today. "If art is a reflection of life, then the art of science fiction is something more. It does not just reflect our fascination with futuristic technology-it also reflects our search for the meaning of life itself" (passage one). Furthermore, science fiction sparks the wonders and creativity burried within the minds of aspiring authors and adventurers. The idea of these fantasy worlds that are created leaves them with a yearning to

explore. They want to know more about these worlds, and if our universe could hold that sort of adventure their favorite characters experience. "Science fiction attmeps to answer these questions, sometimes with vivid imaginings ...science fiction appeals to our sense of wonder. Young readers explore the unknown, and seasoned readers dig for answers to life's biggest questions" (passage one).

The writers dig deeper into the stories, to find meaning and hidden theories in them. The adventerous ones go out. They go out into the world, exploring and looking for more. To coincide, "Readers don't just buy a book; they get hooked on a series and follow it for a lifetime" (passage two). People who have grown to love science fiction pass on ideas that come about in their minds while reading. They answer more questions about the universe, but as they answer more, they only leave more unanswered ones. To explain, science fiction transprts its readers to another demension, for a short while, allowing them to leave their life for another.

Sometimes, people could use a little escape. Science fiction includes action, romance, fighting, humour, things that interst people who have been drawn into science fiction itslef. These stories and adventures draw people into their worlds, they allow them to feel emotion and action, love, and hate, just as it would in real life. Only in real life, it is much more pertifying. Sometimes people need a new life to escape to for a short while. "Underdogs win their wits. the guy gets the girl, good beats evil...themes as universal love, war, betrayal, and survival appeal to readers" (passage two). Aspiring creativity reflects off these characteristics, the readers wanting to be able to live in those worlds. That is what good writing does. It offers the reader an escape. "It is a testament to humanity's burning desire to place itself in the stars" (passage one).

To wrap up, the questions, creativity, and adventure are found within everyone. Weather hidden deep within, or boldly shown, more readers learn about the world of science fiction each day. Science fiction leaves readers wanting to knwo more, it sparks the imagination in minds both young and old, and the genre allows a temproary escape. The popularity grows because these humorous and dark worlds appeal to readers. The characters from the movies or books not only becomce real, they become family to the readers.

DOC: 4
- This response effectively introduces the topic and main idea ("Science fiction has been growing each year, it leaves its fans with questions, the genre sparks the minds of aspiring authors and adventuers, and science fiction transports its readers into its universe that has been created").
- An effective organizational strategy is used to present information, maintain focus, and make important connections and distinctions (introduction, well-organized and developed body paragraphs, conclusion).
- The response thoroughly develops the topic with well-chosen, relevant, and sufficient facts; extended definitions; concrete details; quotations; or other information and examples that are appropriate for the audience ("The idea of these fantasy worlds that are created leaves them with a yearning to explore. They want to know more about these worlds, and if our universe could hold that sort of adventure their favorite characters experience").
- Appropriate and varied transitions are used to create cohesion, to link major sections of the text, and to clarify the relationships among ideas ("To go more in depth," "Furthermore," "To explain").
- Precise language and domain-specific vocabulary appropriate to the audience and complexity of the topic are used ("sparks the wonders and creativity burried within the minds of aspiring authors and adventurers").
- A formal style and objective tone are established and maintained.
- A strong concluding section that logically follows from the ideas presented is provided ("To wrap up, the questions, creativity, and adventure are found within everyone").

LUC: 3
- The response uses clear and complete sentence structure.
- The response makes an attempt to attribute paraphrases and direct quotations to their sources.
- The response has no errors in usage and/or conventions that interfere with meaning.

ELAGSE9-10W2, ELAGSE9-10L1, ELAGSE9-10L2

Response Scores:
> Idea Development, Organization, and Coherence: 4
> Language Usage and Conventions: 3

5. Science fiction has become one of the most popular and profitable forms of entertainment in the world today.

Think about this statement, and then write an **informational/explanatory essay** in your own words explaining why science fiction has become so successful.

Be sure to use information from BOTH passages in your **informational/explanatory essay**.
Write your answer on the lines on your answer document.

An endless universe lies just beyond our own earth and everything we've ever known. Humans have wondered of what lies in this vast universe since ancient times and where we fit as a species. Poems, novels, and epics have been written about gods, secret places, dystopians, and ancient humans with godly powers. But does the universe hold a key to such things? Science fiction is one of the more popular entertainment genres that seeks to answer some of these questions, no matter how complex or farfetched they seem, making science fiction very successful to this day.

An obvious reason for why science fiction is so successful would be visual appeal. When we go to see

movies such as Interstellar or Jurassic Park, our eyes are treated with the most incredible graphic effects. We like to believe these effects are the real deal, as valid as our minds allow. As stated in Passage 2 "...amazing visual appeal, universal themes, and enduring characters make science fiction a business fact not to be ignored." That line basically states that we are drawn to science fiction because we know it may be appealing to our sight and minds.

Though special effects can be appealing, so can themes and plots. Successful science fiction pieces always have a theme. In Jurassic Park, one of the quotes was, "nature finds a way." This turned out to be very true when the supposedly all female dinosaurs began breeding. Passage 1 states, "...science fiction often changes along with technology..." Around the time of Jurassic Park, humans began experimenting with DNA much more as well as archeological finds. Some themes such as this one show that humans cannot always control nature or create the perfect scenario, displaying mankind's errors and even greed.

Therefore, it's interesting to watch and read pieces of science fiction because it helps us better understand our

world and know our limits in it. While growing up as children and young adults, this becomes much more visible. As young people, we tend to attach ourselves to common fandoms such as Twilight or The Hunger Games because it appeals to our sense of reality. Passage 1 says, "the desire starts young and makes lifelong fans of science fiction." Authors know this and therefore add loveable characters and the infamous love triangle. Science fiction has become successful because we stick with these fandoms for our entire lives and might even pass them down to our own kids. Divergent and The Hunger Games are fine examples of this. Even some adults are dragged into this stuff by their own children and end up loving it as much as they do, creating a love for certain science fiction pieces in the family.

Science fiction has come a long way. Some predictions of the future in the genre are accurate, but most can be flat out incorrect. Still, we rewatch our favorite sci-fi movies and reread our favorite sci-fi novels because they have left their big question of the universe in our heads forever.

DOC: 4
- The response effectively introduces the topic and main ideas to be examined ("Science fiction is one of the more popular entertainment genres that seeks to answer some of these questions, no matter how complex or farfetched they seem, making science fiction very successful to this day").
- An organizational strategy is used to present information effectively and maintain focus and to make important connections and distinctions (there is an inviting introduction followed by three body paragraphs addressing the visual appeal, the successful themes, and the appeal to our sense of reality, followed by a satisfying conclusion).
- The response thoroughly develops the topic with well-chosen, relevant, and sufficient facts; extended definitions; concrete details; quotations; or other information and examples that are appropriate for the audience ("Passage 1 states, '. . . science fiction often changes along with technology . . .' ").
- Appropriate and varied transitions are used to create cohesion, to link major sections of the text, and to clarify the relationships among ideas ("Around the time" and "Therefore").
- The response effectively uses precise language and domain-specific vocabulary ("visual appeal" and the more playful "dragged into") appropriate to the audience and complexity of the topic.
- A formal style and objective tone are established and maintained.
- This response provides a strong concluding statement ("Still, we rewatch our favorite sci-fi movies and reread our favorite sci-fi novels because they have left their big question of the universe in our heads forever").

LUC: 3
- The response uses clear and complete sentence structure with appropriate range and variety.
- The response makes an attempt to attribute paraphrases and direct quotations to their sources.
- There are no errors in usage and/or conventions that interfere with meaning.

ELAGSE9-10W2, ELAGSE9-10L1, ELAGSE9-10L2

Response Scores:

Idea Development, Organization, and Coherence: 4
Language Usage and Conventions: 2

5. Science fiction has become one of the most popular and profitable forms of entertainment in the world today.

   Think about this statement, and then write an **informational/explanatory essay** in your own words explaining why science fiction has become so successful.

   Be sure to use information from BOTH passages in your **informational/explanatory essay**. **Type your answer in the space provided.**

> "Science fiction has become one of the most popular and profitable forms of entertainment in the world today. "Not only is this statement very true but it is also inevitable. Primarily because humans have had a thing for Science fiction long ago and it is such a popular genre.
>
> Science fiction has changed our world in ways unimagable. "This desire starts young and makes lifelong fans of science fiction. Cartoons and comic books featuring tale of future draw in young readers." It gains it's popularity by attracting you while your young and forever imprints on you as part of your childhood, sticking with you for the rest of your life. While a 13 year old would be more likely to read a comic book than a 30 year old, it still draws in older readers. "Young readers explore the unknown, and seasoned readers dig for answerd to lifes biggest questions. "
>
> One reason why reason why it is so popular is that it strikes the imaginative part of the mind and is very thought provoking . "Science fiction appeals to our sense of wonder," says the author of "An Ancient Entertainment." This creates questions like "Are we truly alone out there? What is our purpose in life? If we ever encounter a foreign being how will it turn out?" These questions are what keep bringing fans back and back again.
>
> To show how popular it is people "stand in lines that circle city blocks to get into comic book conventions filled with costumed participants, actors and model space craft from our favorite Science fiction shows."

   Now Science fiction is not only a very popular but also very profitabl with its vastly growing popularity comes big bucks made by the people who create and craft it. Here author 2 says "science fiction now boasts eight of the top highest grossing movies of all time." The highest grossing movie was indeed Science fiction in genre and made almost a mind-blowing 3 billion dollars. Science fiction movies on average make about 900 million dollars--usually 4 times what it's originaly cost to made.

   Movies are not the only sources of Science fiction profit. Usually now "Every bookstore has a science fiction section . . . We collect comicbooks and action figures and other memoriabilia." As children and adults continue to purchase science fiction merchandise more profit is made. Companies are now maximizing profit and making Science fiction a 'booming business" through "Intelligent marketing and solid story lines."

   With all its poularity science fiction has become "a coporate titan." Tracing its roots back to centuries ago, its fan based has mutiplied a unimagable number in its time and as result has become extremely profitable. Think of it as a celebrity--as it becomes more and more famous it produces more and more money. Science fiction has truely changed the world we live in today.

DOC: 4
- The response effectively introduces the topic and main ideas to be examined (" 'Science fiction has become one of the most popular and profitable forms of entertainment in the world today. 'Not only is this statement very true but it is also inevitable. Primarily because humans have had a thing for science fiction long ago and it is such a popular genre").
- An organizational strategy is used to present information effectively (strong introduction, strong middle with lots of details, strong conclusion).
- The development of the topic is thorough with well-chosen, relevant, and sufficient facts; extended definitions; concrete details; quotations; or other information and examples that are appropriate for the audience (" 'Science fiction appeals to our sense of wonder,' says the author of 'An Ancient Entertainment' ").
- The response uses appropriate and varied transitions to create cohesion, to link major sections of the text, and to clarify the relationships among ideas ("To show how popular it is," "not only a very popular but also very profitabl").
- Precise language and domain-specific vocabulary appropriate to the audience and complexity of the topic are effectively used ("create and craft it," "Tracing its roots back").
- A formal style is established and maintained.
- The response provides a strong concluding statement or section that logically follows from the ideas presented ("Science fiction has truely changed the world we live in today").

LUC: 2
- The response uses complete sentences with some variety.
- The response inconsistently attributes direct quotations to their sources via in-text citations.
- The response has minor errors in spelling, usage, and conventions that have no significant effect on meaning (missing internal punctuation, consistent capitalization of "Science," "unimagable," "comic books featuring tale of future," "it's popularity," "while your young," "answer to lifes biggest questions," "profitabl," "what it's originaly cost," "fan based has mutiplied a unimagable number," "and as result," "truely").

ELAGSE9-10W2, ELAGSE9-10L1, ELAGSE9-10L2

Response Scores:
    Idea Development, Organization, and Coherence: 3
    Language Usage and Conventions: 3

5. Science fiction has become one of the most popular and profitable forms of entertainment in the world today.

Think about this statement, and then write an **informational/explanatory essay** in your own words explaining why science fiction has become so successful.

Be sure to use information from BOTH passages in your **informational/explanatory essay**.
Write your answer on the lines on your answer document.

Science fiction is one of the most popular forms of entertainment in the world today. Why? Does anyone really know why we all love science fiction so much? I mean I guess some people just say, "Well I like the movie becuase its entertaining!" or "I like to read it because its cool!" but I dont think that is the real reason why.

The first reason i think people love this genre so much is because everyone age group and gender can relate to it. "Underdogs win on their wits, the guy gets the girl, good beats evil, the world is saved, and the sidekick gets the credit

she deserves.", a line from the passage "Science Fiction Is a Business Fact" states that the science fiction genre has all of this in their movies, books, etc.. The women love to see the romances and the hot guy getting the girl part and the men love to see the action packed blowing up kind of part. The children on the other hand, love to see the superheros saving the world and the good guy winning. Also this genre can relate to the underdogs or "nerds" and smart people of the world too by adding in underdogs winning on their wits. This genre can relate to anyone.

The second reason I think this genre is so popular and big in this world is because humankind wants to know the big picture of our tiny life and to find out the answers to the questions that no one really knows. In the passage, "Science Fiction: An Ancient Entertainment", the author states, "In a way, sceince fiction writers are like these architects: they attempt to wt rtie huimankind into the cosmos and to

answer difficult questions about how we fit into the universe." A lot of people think of what the rest of the universe is like and no one will really know until we have the equiptment and technology to find out. People always have difficult questions that no one knows the answer to, but some science fiction books and etc. explore and try to answer these weird, tough questions.

The other reason I think that the science fiction genre is so big is because of the marketing they use. So many of the series have 10 to 15 books, if not more. When people find something they love, they want more. The authors and marketers give this to the people by making so much more of the movie or book.

In conclusion, Everyone loves science fiction in a way and can relate and wants more. No one really doesnt watch it or talk of it in some way. The people of the world is what makes it so popular. Without the topic of science fiction, we wouldnt have the greatness of wonder and space.

DOC: 3
- The response introduces the topic and main ideas to be examined ("Science fiction is one of the most popular forms of entertainment in the world today").
- An organizational strategy to group information and provide focus is present (good introduction, good middle with details, good conclusion).
- The response uses a few pieces of relevant information from sources to develop the topic ("'Underdogs win on their wits, the guy gets the girl, good beats evil, the world is saved, and the sidekick gets the credit she deserves.', a line from the passage 'Science Fiction Is a Business Fact' states that the science fiction genre has all of this in their movies, books, etc.").
- Some transitions are used to connect and clarify relationships among ideas, but relationships may not always be clear ("The first reason," "The second reason").
- Some precise language and domain-specific vocabulary is used to explain the topic ("until we have the equiptment and technology to find out").
- This response provides a concluding statement ("In conclusion, Everyone loves science fiction in a way and can relate and wants more").

LUC: 3
- The response uses clear and complete sentence structure, with appropriate range and variety.
- The response makes an attempt to attribute paraphrases and direct quotations to their sources via in-text or parenthetical citations.
- There are no errors in usage and/or conventions that interfere with meaning.

ELAGSE9-10W2, ELAGSE9-10L1, ELAGSE9-10L2

Response Scores:
>   **Idea Development, Organization, and Coherence: 3**
>   **Language Usage and Conventions: 3**

5. Science fiction has become one of the most popular and profitable forms of entertainment in the world today.

   Think about this statement, and then write an **informational/explanatory essay** in your own words explaining why science fiction has become so successful.

   Be sure to use information from BOTH passages in your **informational/explanatory essay**.
   Write your answer on the lines on your answer document.

> Science fiction has become one of the most popular and profitable forms of entertainment in the world today. The genre catches all sorts of readers' attention by entertainment, understanding of life, and the intelligent marketing.
>
> In "Science Fiction is a Business Fact", the author states that good writing makes science fiction a serious literary form. Writers work hard to make the characters interesting and appealing, and the story lines grab readers' attention. Love, betrayal, war, and more are usually involved in science fiction stories.

It is highly entertaining to readers, and the story lines keep them wanting more.

Not only is the genre entertaining because of the story, but also because of the actual scientific parts. It is natural for us humans to wonder about the reasoning of life. Readers crave the understanding of life and any science relating to it. In "Science Fiction: An Ancient Entertainment", the author states that the art of science fiction not ony reflects our fascination 'With futuristic technology, but it also reflects our search for the meaning of life itself.

Last but not least, intelligent marketing makes science fiction a hit. Watchers and readers see the movie, buy the novels, and purchase the t-shirts and other fun goods that are produced. The author in "Science Fiction is a Business Fact" states that the popularity of science fiction has always relied on the diversity of its

product lines for profit.

All these factors add up to the reasoning on why science fiction has become one of the most popular and profitable forms of entertainment today. Science fiction feeds the readers' entertainment by the reasoning for life, the intelligent marketing, and the good story plots.

DOC: 3
- The response introduces the topic and main ideas to be examined ("Science fiction has become one of the most popular and profitable forms of entertainment in the world today").
- The response has an organizational strategy that groups information and provides focus (good introduction, good middle with details, good conclusion).
- The response uses a few pieces of relevant information from sources to develop the topic ("In 'Science Fiction: An Ancient Entertainment', the author states that the art of science fiction not ony reflects our fascination 'With futuristic technology, but it also reflects our search for the meaning of life itself'").
- Some transitions are used to connect and clarify relationships among ideas, but relationships may not always be clear ("Last but not least").
- Some precise language and domain-specific vocabulary are used to explain the topic ("crave the understanding of life," but "the reasoning for life" is somewhat difficult to understand).
- The response maintains a formal style.
- A concluding statement is provided ("All these factors add up to the reasoning on why science fiction has become one of the most popular and profitable forms of entertainment today. Science fiction feeds the readers' entertainment by the reasoning for life, the intelligent marketing, and the good story plots").

LUC: 3
- The response uses clear and complete sentence structure, with appropriate range and variety.
- The response makes an attempt to attribute paraphrases and direct quotations to their sources via in-text or parenthetical citations.
- The response has no errors in usage and/or conventions that interfere with meaning.

ELAGSE9-10W2, ELAGSE9-10L1, ELAGSE9-10L2

Response Scores:

    Idea Development, Organization, and Coherence: 3
    Language Usage and Conventions: 2

5. Science fiction has become one of the most popular and profitable forms of entertainment in the world today.

Think about this statement, and then write an **informational/explanatory essay** in your own words explaining why science fiction has become so successful.

Be sure to use information from BOTH passages in your **informational/explanatory essay**. **Type your answer in the space provided.**

Science fiction in the world today, has become insanely popular amongst lost of people we know. Chances are, is that you no one of these people, whether it's a "trekie" (from star trek), or just someone who some would call a "geek"! These people are all of the place, one could be your cashier at a grocery store, one could be a coworker or your boss, there could even be one sitting right next to you!

Now, why has science fiction become so popular? Could it be because of the star war movies, or video games, what about technology? According to "Science Fiction: An Acient Entertainment", its because it appeals to our sense of wonder. They read what is impossible for them to do at the time they are reading it the article states "If art is a reflection of life, then the art of science faction is somthing more. It does not just reflect our fascination whith futuristic technology- it also reflects our search for the meaning of life itself.".

Why do get so connected to science fiction? Why has it become so intersting to us that people litrally dress up as their favorite science fiction character, and go to a place with lots of other people doing the same exact thing? It's because we want to know the unknown. In these Science fiction movies and books, their are people with light sabers fighting in space, and there are people shooting lasers at eachother, also in space! We know that this will not happpen anytime soon, so people get conncted to the chaaracters. They want to experience the exact same things they do. They want to experience the life that they get to live in these movies! And because of this, because we get so connected to these characters, they make tshirts, bobble heads, video games, clothes, bedsheets, ect. with your favorite characters face on it!

In "Science Fictioin Is a Business Fact", they say "The popularity of science fiction has always relyed on the diversity of its product lines for profit.". So everytime you buy that science fiction shirt, or anything else that has to do with it, you are funding them to keep the business going, to keep the movies going, and in return the readers keep getting more connected everytime they release something new.

DOC: 3
- The response is a well-developed informative/explanatory essay that examines a topic in depth and presents related information based on text.
- This response introduces the topic and main ideas to be examined ("Science fiction in the world today, has become insanely popular amongst lost of people").
- An organizational strategy is used to group information and provide focus, but some connections and distinctions are not clear. (There is an introduction and two body paragraphs about the popularity of sci-fi and its connection to our senses. This is followed by a conclusion that includes the business factors instead of making this a third body paragraph.)
- A few pieces of relevant information from the sources are used to develop topic ("its because it appeals to our sense of wonder," "The popularity of science fiction has always relyed on the diversity of its product lines for profit").
- Some transitions are used to connect and clarify relationships among ideas, but relationships may not always be clear ("Now" and "In these").
- Some precise language and domain-specific vocabulary are used to explain the topic. (Some descriptive language, such as "insanely popular," is used. However, much of the precise vocabulary—including the list of items to be collected—echoes that found in the passages.)
- The response maintains a formal style (a more formal tone is consistently used).
- The response provides a concluding statement ("everytime you buy that science fiction shirt, or anything else that has to do with it, you are funding them to keep the business going, to keep the movies going, and in return the readers keep getting more connected everytime they release something new").

LUC: 2
- The response uses complete sentences with some variety.
- The response attributes paraphrases and direct quotations inconsistently to their sources.
- The response has minor errors in usage and/or conventions that have no significant effect on meaning ("you no one of these people," "lost" for "lots," movie titles—like "star trek" and "star war"—are not capitalized, "its because," "science faction is somthing more," "intersting," "their are people," "eachother," "your favorite characters face on it," "everytime").

ELAGSE9-10W2, ELAGSE9-10L1, ELAGSE9-10L2

Response Scores:

> **Idea Development, Organization, and Coherence: 2**
> **Language Usage and Conventions: 2**

5. Science fiction has become one of the most popular and profitable forms of entertainment in the world today.

    Think about this statement, and then write an **informational/explanatory essay** in your own words explaining why science fiction has become so successful.

    Be sure to use information from BOTH passages in your **informational/explanatory essay**. **Type your answer in the space provided.**

> Science fiction is the reality that some people wish they had. It is so imiginative to come up with different things in a science fiction story. When you see some like mutants or monsters walking down the street harrassing people you instinctively would want to attack and defeat it. Science fiction is like a world where that can happen. You could have super powers or anything, so when readers read a science fiction book or comic it is like an adventure that they go on to do those things. It also sells, so making money from it won't be hard. Everyday thousands of people spend money on something involving science fiction. Whether it's clothing, jewelry, books, comics, games, accessories, or movies, there is always a profit to be made. Science fiction is so relevant in our life that it furthers our research into technology. Some of the futuristic technology in science fiction is being made in our time period. It pushes our advance to have better technology. anyone could start writing an amazing science fiction novel, comic, or movie script with just a vivid imagination. Science fiction could one day lead us to the answers about the universe and all of its secrets.

DOC: 2
- The response is an incomplete or oversimplified informative text that cursorily examines a topic.
- There is an attempt to introduce a topic or main idea ("Science fiction is the reality that some people wish they had").
- Ideas, concepts, and information are ineffectively organized with a simple introduction and a list of ideas, wrapped up by a minimal conclusion. (The ideas mentioned in the response are not developed in great detail. The response jumps quickly from imagination, to business sense, to technology.)
- The response develops the topic, sometimes unevenly, with little relevant information ("Everyday thousands of people spend money on something involving science fiction. Whether it's clothing, jewelry, books, comics, games, accessories, or movies, there is always a profit to be made").
- There is an attempt to link ideas and concepts, but cohesion is inconsistent ("Science fiction is so relevant in our life that it furthers our research into technology. Some of the futuristic technology in science fiction is being made in our time period. It pushes our advance to have better technology").
- Limited precise language and/or domain-specific vocabulary is used to manage the topic. (Some of the description is vague: "some people" and "or anything".)
- The response attempts to establish formal style but struggles to maintain it. (The response frequently defaults to adding the very informal/colloquial "like" in the middle of sentences.)
- A weak concluding statement is provided ("Science fiction could one day lead us to the answers about the universe and all of its secrets").

LUC: 2
- The response uses complete sentences with some variety.
- The response makes no attempt to attribute paraphrases/direct quotations to their sources.
- The response has minor errors in usage and/or conventions with no significant effect on meaning. (For example, "It pushes our advance" may be missing a word or else was substituted for "advancement"; "mutants or monsters" becomes singular "it" rather than "them" later in the sentence; capitalization issue: "better technology. anyone.")

ELAGSE9-10W2, ELAGSE9-10L1, ELAGSE9-10L2

Response Scores:

> **Idea Development, Organization, and Coherence: 2**
> **Language Usage and Conventions: 2**

5. Science fiction has become one of the most popular and profitable forms of entertainment in the world today.

   Think about this statement, and then write an **informational/explanatory essay** in your own words explaining why science fiction has become so successful.

   Be sure to use information from BOTH passages in your **informational/explanatory essay**. **Write your answer on the lines on your answer document.**

Science fiction has been around since the 1800's. Since then people have been very interested in it. Science fiction is a genre where authors and producers answer the questions everyone wants to know about the universe in a fictional way. Science fiction has grew since the 1800's and it is still becoming more popular today. It has become so popular that authors and movie producers that make science fiction books or movies earn more profit than any other genre. When a producer films a popular science fiction movie, money starts to roll in his or her pockets. Items such as t-shirts, phone cases, coffee mugs, and video games

are sold, which makes a huge profit. Science fiction may be entertaining, but people don't always follow science fiction for the entertainment. Some people may want to search for life biggest questions. Science fiction gives you that suspense or interest about what's going on in our universe. Science fiction can be exciting, thrilling, suspenceful, and scary. That is why science fiction has been popular and successful for many years.

DOC: 2
- The response attempts to introduce a topic ("Science fiction has been around since the 1800's. Since then people have been very interested in it").
- Ideas, concepts, and information are ineffectively organized. (The topic is developed unevenly, with little relevant information. There are some missing concepts. The jump between the origins of the genre and the movies and the films with "life biggest questions" is abrupt and leaves numerous unanswered questions.)
- There is an attempt to link ideas and concepts, but cohesion is inconsistent. (While a number of topics are introduced, only the topic of turning science fiction into film is fleshed out. There is very little information about the 1800s.)
- Limited precise language and/or domain-specific vocabulary are used to manage the topic. (Some of the vocabulary is repetitive, such as "popular." At other times adjectives are used but take the shape of lists.)
- The response attempts to establish formal style and objective tone but struggles to maintain them.
- A weak concluding statement is provided ("Science fiction can be exciting, thrilling, suspenceful, and scary. That is why science fiction has been popular and successful for many years").

LUC: 2
- The response uses clear and complete sentence structure with appropriate range and variety.
- The response does not attribute paraphrases and direct quotations to their sources.
- There are no errors in usage and/or conventions that interfere with meaning ("has grew since the 1800's"). There are very few convention/usage errors. However, since the response does not attribute the material to the sources, it can receive no more than a 2 for the LUC score.

ELAGSE9-10W2, ELAGSE9-10L1, ELAGSE9-10L2

Response Scores:

Idea Development, Organization, and Coherence: 2
Language Usage and Conventions: 2

5. Science fiction has become one of the most popular and profitable forms of entertainment in the world today.

   Think about this statement, and then write an **informational/explanatory essay** in your own words explaining why science fiction has become so successful.

   Be sure to use information from BOTH passages in your **informational/explanatory essay**. **Type your answer in the space provided.**

> Science Fiction has become so succesful because in this genre, the things that happen in the movie   are larger than life, things that wouldn't normally happen. With peoples imagination these days, most people find these movies very exciting. First, the largest reason the industry is so succesful is because ". . . science fiction has always relied on the diversity of its product lines for profit. T-shirts and video games, along with action figures, role-playing games, lunch boxes, and toothbrushes, have crowded the shelves all over the country." Another reason it is a big industry is because it ". . . appeals to our sense of wonder." They claim that, "It is a testament to humanity's burning desire to place itself in the stars. This desire starts young and makes lifelong fans of science fiction." Finally, science fiction is such a big industry is because its everywhere. "Every bookstore has a science fition section. New science fiction movies are released weekly."

DOC: 2

- The response attempts to introduce a topic ("Science Fiction has become so succesful because in this genre, the things that happen in the movie are larger than life, things that wouldn't normally happen").
- Ideas, concepts, and information are ineffectively organized. After a brief introductory clause, the response begins listing specific facts from the articles.
- The response develops the topic, sometimes unevenly, with little relevant information. (It uses several quotations from the passages such as "appeals to our sense of wonder.")
- There is an attempt to link ideas and concepts, but cohesion is inconsistent. Basic linking words are used: "First," "Another reason," "Finally."
- Limited precise language and/or domain-specific vocabulary are used to manage the topic.
- Much of the precise vocabulary is found in direct quotations from the passage.
- The response attempts to establish formal style and objective tone but struggles to maintain them.
- A weak concluding section is provided ("Finally, science fiction is such a big industry is because its everywhere. 'Every bookstore has a science fition section. New science fiction movies are released weekly' ").

LUC: 2

- The response uses complete sentences, with some variety. (There are awkwardly constructed sentences, like "Finally, science fiction is such a big industry is because its everywhere.")
- No attempt is made to attribute paraphrases and direct quotations to their sources. While direct quotations are used, they are not attributed to any particular source.
- The response has minor errors in usage and/or conventions with no significant effect on meaning (apostrophe errors: "peoples imagination" and "its everywhere"; misspellings: "fition").

ELAGSE9-10W2, ELAGSE9-10L1, ELAGSE9-10L2

Response Scores:
>   Idea Development, Organization, and Coherence: 1
>   Language Usage and Conventions: 2

5. Science fiction has become one of the most popular and profitable forms of entertainment in the world today.

Think about this statement, and then write an **informational/explanatory essay** in your own words explaining why science fiction has become so successful.

Be sure to use information from BOTH passages in your **informational/explanatory essay**. **Type your answer in the space provided.**

> The reason why science fiction is popular is because it's fun. How is it fun? Well, you learn some pretty neat things from it, like new science stuff. It teaches you about what is possable and how things change. What does it teach you? Science fiction might teach you about animals that no loger exist. It can teach you about cool technology and it can predict the next invention that will change our lifes. Science fiction is all over things like movies games and comic books. It can teach little kids about our planet. The first story says it has been around since 1851 and it keeps giving us cool ideas for experements.

DOC: 1
- A weak topic ("The reason why science fiction is popular is because it's fun") is stated.
- The response is too brief to establish organizational structure. The response quickly drifts away from the topic of how science fiction is fun and focuses more on what you can learn from science fiction.
- There is minimal information presented to develop the topic. There are some facts and details integrated from the passages, but they are not used in a meaningful way ("Science fiction is all over things like movies games and comic books," "it has been around since 1851").
- Vague, ambiguous language is used ("pretty neat things," "new science stuff," "cool technology," "cool ideas").
- The response lacks a formal style. An informal, conversational tone is used ("How is it fun?", "What does it teach you?").
- There is no attempt at a concluding statement.

LUC: 2
- The response uses complete sentences with some variety. Many sentences are simple; however, there are a few attempts at complex and compound sentences.
- The response attempts to attribute one example of a paraphrase to its source via in-text citation.
- There are minor errors in spelling ("possable," "loger," "lifes," "experements") and internal punctuation ("like movies games and comic books") that do not have a significant effect on meaning.

ELAGSE9-10W2, ELAGSE9-10L1, ELAGSE9-10L2

Response Scores:
    Idea Development, Organization, and Coherence: 1
    Language Usage and Conventions: 1

5. Science fiction has become one of the most popular and profitable forms of entertainment in the world today.

Think about this statement, and then write an **informational/explanatory essay** in your own words explaining why science fiction has become so successful.

Be sure to use information from BOTH passages in your **informational/explanatory essay**. **Write your answer on the lines on your answer document.**

Science ficition are way more popular than ever. Alomst every kids loves science fiction. You see them at public libarys with there own section , you see them at elementary, middle and high schools. Its everywhere you go on tv and cereal boxes etc. Tv is where you mostly see science fiction at. Darth vader is a wonderful example of scientic fiction. Star Wars is a common well known science fiction movie. They have amazing visual appeal. They appear on coffe mugs, blankets , and other householding items. Science fiction is

DOC: 1
- The attempt at introducing the topic is minimal and unclear ("Science fiction are way way more popular than ever"). This may be intended as another fact about the topic rather than an introductory sentence.
- The response is too brief to demonstrate an organizational structure, consisting of a brief list of facts extracted from the passage. There is no cohesion between the ideas.
- Minimal information is provided to develop the topic, little or none of which is from the sources ("They appear on coffe mugs, blankets, and other householding items").
- Vague, ambiguous language is used ("You see them at public libarys with there own section, you see them at elementary, middle and high schools").
- There is no concluding statement. The response breaks off abruptly, as if the student was interrupted, possibly due to time constraints.

LUC: 1
- The response contains run-ons ("You see them at public libarys with there own section, you see them at elementary, middle and high schools") and/or other sentence structure errors.
- The response makes no attempt to attribute paraphrases and direct quotations to their sources.
- Frequent errors in usage and conventions have little effect on meaning ("Science fiction are way more popular than ever" should be "is"; "coffe" and "Tv"; "there own section" should be "their"; "vader" should be capitalized). The response is too brief to demonstrate command of language skill.

ELAGSE9-10W2, ELAGSE9-10L1, ELAGSE9-10L2

Response Scores:
    Idea Development, Organization, and Coherence: 1
    Language Usage and Conventions: 1

5.   Science fiction has become one of the most popular and profitable forms of entertainment in the world today.

Think about this statement, and then write an **informational/explanatory essay** in your own words explaining why science fiction has become so successful.

Be sure to use information from BOTH passages in your **informational/explanatory essay**. **Type your answer in the space provided.**

> Science fiction has an big inpact on us. It not just one thing its billions. Its is basiclly used on a day to day bases such as; T-shirts, video games, action figures, lunch boxes, and ect. I feel like it has become a long way because of all the new technology we use. Science fiction is in yhe movies we watch the books we reads it is thrown at use nd we dont even know. Science fiction is businesss because it makes money by the impact of it.

DOC: 1
- The topic, that "Science fiction has an big inpact on us," is stated.
- The response is too brief to demonstrate an organizational structure.
- Minimal information is provided to develop the topic ("T-shirts, video games, action figures, lunch boxes").
- The response struggles to link some ideas and concepts, but cohesion is weak throughout.
- The response uses vague, ambiguous language ("It not just one thing its billions").
- The response lacks appropriate formal style. (A more informal style is used. "I feel like . . . we dont even know.")
- The response provides a minimal conclusion ("Science fiction is businesss because it makes money by the impact of it").

LUC: 1
- The response has fragments ("T-shirts, video games, action figures, lunch boxes and ect"), run-ons ("It not just one thing its billions"), and other sentence structure errors ("Its is basiclly used on a day to day bases such as").
- The response makes no attempt to attribute paraphrases and direct quotations to their sources.
- Errors in usage and conventions have little effect on meaning ("the books we reads" should be "read"; there are numerous spelling errors, such as "basiclly," "yhe," and "inpact"; usage errors: "its" for "it's," "bases" for "basis"). The response is too brief to demonstrate command of language skill.

ELAGSE9-10W2, ELAGSE9-10L1, ELAGSE9-10L2

Response Scores:
   Idea Development, Organization, and Coherence: 1
   Language Usage and Conventions: 1

5. Science fiction has become one of the most popular and profitable forms of entertainment in the world today.

    Think about this statement, and then write an **informational/explanatory essay** in your own words explaining why science fiction has become so successful.

    Be sure to use information from BOTH passages in your **informational/explanatory essay**. **Type your answer in the space provided.**

Science fictions is a ganre of liture to read. it provides answears that some people may not be able to discribe. It explans why people are on the earth.It also scared people.Movies where made then profit was made with it. scentific fiction brung people joy to reading and it made money for some people, it even scared some people.

DOC: 1
* The response does not provide an introduction.
* The response is too brief to demonstrate an organizational structure, instead utilizing list-like format to provide basic facts from the passages.
* The response provides minimal information to develop the topic. For example, the reader is told that it is a "ganre of liture," but no examples of books or who reads them is provided.
* The response uses vague, ambiguous language ("It explans why people are on the earth.It also scared people").
* There is no concluding statement or section.

LUC: 1

* The response has run-on sentences ("scentific fiction brung people joy to reading and it made money for some people, it even scared some people").
* The response makes no attempt to attribute paraphrases and direct quotations to their sources.
* The response has frequent errors in usage and conventions that interfere with meaning ("scentific fiction brung people joy to reading" should be "brought"; numerous spelling errors: "ganre," "liture," "answears," "explans"; "where" for "were"). The response is too brief to demonstrate command of language skill.