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INTRODUCTION

The Georgia Milestones Grade 8 English Language Arts (ELA) End of Grade (EOG) assessment and the Grade 8 Mathematics EOG assessment are criterion-referenced tests designed to provide information about how well a student has mastered the grade-level state-adopted content standards in ELA and mathematics. 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 appear on the operational Georgia Milestones Grade 8 ELA EOG assessment and the operational Georgia Milestones Grade 8 Mathematics EOG 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 ELA EOG assessment, these items are worth two points, and partial credit may be awarded if part of the response is correct. On the ELA EOG 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 he or she has read; the 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 informative/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 ELA EOG assessment consists of the Reading and Evidence-Based Writing (REBW) portion of the assessment. A sample REBW set is included within this sampler, along with an overview of the item specifications found within the REBW set.
MATHEMATICS CONSTRUCTED-RESPONSE ITEM TYPES

A mathematics constructed-response item asks a question and solicits the student to provide a response constructed on his or her own, as opposed to selecting from options provided. The constructed-response items on the Mathematics EOG assessment are worth up to two points. Partial credit may be awarded if part of the response is correct.

An extended constructed-response item is a specific type of constructed-response item that elicits a longer, more detailed response from the student than does a two-point constructed-response item. The extended constructed-response items on the Mathematics EOG assessment are worth up to four points. Partial credit may be awarded if part of the response is correct.

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 tables. 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.
INTRODUCTION

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.

For mathematics items, each item-specific scoring rubric includes an exemplar as one possible correct response. Readers are trained to give credit to alternate valid responses.

The Georgia Milestones assessments 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

<table>
<thead>
<tr>
<th>Standard:</th>
<th>Item Depth of Knowledge:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example Selected-Response Item Information Table

<table>
<thead>
<tr>
<th>Item</th>
<th>Standard</th>
<th>DOK</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Grade 8

ENGLISH LANGUAGE ARTS

Sample Constructed-Response Items
Talk About Compromise

Jo, we have to make an edible meal.
I’d like steak and fries; how do you feel?

Lin, you always choose meat and potatoes.
What about vegetables or beans and tomatoes?

I’ll eat whatever you want to cook, Jo.
Let’s just decide. I’ve got places to go!

Our parents only eat what they think is tasty.
We all must endorse it, so Lin, don’t be hasty.

Food is the fuel that keeps us alive.
I’m not that picky; I eat to survive.

Nourishment should be our primary goal.
Still, eating good food is within our control.

That is an admirable viewpoint to take,
But let’s think of something that’s easy to make!

Mom wants roast beef, and Dad craves stew,
Or we could try to create something new.

It’s getting late; we have to mobilize!
How about a casserole as a good compromise?

Good, then we accommodate everyone’s wishes!
Plus we won’t have to wash so many dishes.

Much better than having our ideas compete
Let’s work as a team, so we can eat!

Okay, Lin, you were the brains in this deal.
Let’s work together and make a good meal.
ITEM 1: CONSTRUCTED-RESPONSE

ELAGSE8RL4

1. Analyze how the author's word choice impacts the tone of the poem. Be sure to use details from the poem to support your answer. Type your answer in the space provided.

Scoring Guide

Item 1 Information

<table>
<thead>
<tr>
<th>Standard: ELAGSE8RL4</th>
<th>Item Depth of Knowledge: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</td>
<td>Strategic Thinking</td>
</tr>
<tr>
<td></td>
<td>Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</td>
</tr>
</tbody>
</table>
ITEM-SPECIFIC SCORING RUBRIC

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2     | • Gives sufficient evidence of the ability to analyze the impact of word choice on tone  
|       | • Includes specific examples/details that make clear reference to the text  
|       | • Adequately explains and supports the analysis with clearly relevant information |

Exemplar Response:
*Identifies the tone of the poem (e.g., playful, light, humorous) and provides examples such as how the words chosen rhyme and/or have playful connotations.*

| 1     | • Gives limited evidence of the ability to analyze the impact of word choice on tone  
|       | • Includes limited examples/details that make reference to the text |

| 0     | • Gives no evidence of the ability to analyze the impact of word choice on tone |
ENGLISH LANGUAGE ARTS

STUDENT RESPONSES

ELAGSE8RL4

Response Score: 2 points

1. Analyze how the author’s word choice impacts the tone of the poem.

Be sure to use details from the poem to support your answer. Write your answer on the lines on your answer document.

The poet’s word choice impacts the tone of the poem in important ways. The poet works hard to show the rush and convocation of an ordinary family discussing what sort of food dishes they will make. For example, the alliteration “Food is the fuel that keeps us alive” in line 9 links the concepts of food and fuel in a way that emphasizes the plain and frequently monosyllabic words in the early stanzas. This unvarnished approach towards word choice brings about an everyday scene in which ideas are being exchanged rapidly. In contrast, towards the end of the poem, the poet chooses more complex and specific diction. For example “We have to mobilize! How about a casserole as a good compromise?” “Casserole” is both more complex as a dish and a word than the “stew” mentioned earlier. Clearly, Jo and Lin are slowing sharp and interacting more as they learn the process of compromising. The poet’s word choice impacts the tone, which goes from and hurried to complex and deliberate as the family learns an important lesson.
• The response gives sufficient evidence of the ability to analyze the impact of word choice on tone. The student fully describes how the tone evolves (“goes from [quick] and hurried to complex and deliberate”). The statement is supported with analysis (simple words used in the earlier stanzas with more complex and specific words used later in the poem).
• Specific examples that make clear reference to the text are used as support (“‘Food is the fuel that keeps us alive,’” “‘we have to mobilize! / How about a casserole as a good compromise?’”).
ENGLISH LANGUAGE ARTS

ELAGSE8RL4

Response Score: 1 point

1. Analyze how the author's word choice impacts the tone of the poem.

Be sure to use details from the poem to support your answer. **Type your answer in the space provided.**

The tone of the poem is one of hurry as the family works towards putting together the meal they want to share. The poet shows this by using simple language that reflects the everyday setting and contractions, which are short and informal. “Let’s just decide. I’ve got places to go!” (Line 6)

- The response gives limited evidence of the ability to analyze the impact of word choice on tone. The tone is identified as being “one of hurry” and describes the poet’s use of “simple language” tied to an “everyday setting.” The student also points to contractions as evidence of hurry; two contractions occur in the line from the poem provided.
- Limited examples that make reference to the text are used as support (“‘Let’s just decide. I’ve got places to go!’”).
1. Analyze how the author’s word choice impacts the tone of the poem.

Be sure to use details from the poem to support your answer. **Type your answer in the space provided.**

The poem clearly shows that choosing the right words is very important for a poem’s success. The poet demonstrates that Lynn is a very anxious person. On the other hand, it shows that Jo is a person who is shown to be extremely judgmental about all the other members of her family. Clearly, a poet’s tone depends on finding the right words to demonstrate what they are saying.

- The response gives no evidence of the ability to analyze the impact of word choice on tone. The student does not identify the tone of the poem, instead choosing to describe the personalities of the characters.
- No mention is made of specific words chosen by the author beyond a general statement that is irrelevant to the prompt.
ITEM 2: EXTENDED CONSTRUCTED-RESPONSE

ELAGSE8W3

2. After reading the poem “Talk About Compromise,” think about other activities that might require compromise. Write an original story, with dialogue, that shows two people deciding on a compromise that works for both of them.

Be sure to use ideas from the poem when writing your own story. Type your answer in the space provided.

Scoring Guide

Item 2 Information

<table>
<thead>
<tr>
<th>Standard: ELAGSE8W3</th>
<th>Item Depth of Knowledge: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</td>
<td>Extended Thinking</td>
</tr>
<tr>
<td>Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.</td>
<td></td>
</tr>
</tbody>
</table>
## FOUR-POINT HOLISTIC RUBRIC

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 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 and a point of view and introduces a narrator and/or characters  
- Organizes an event sequence that unfolds naturally and logically  
- Effectively uses narrative techniques, such as dialogue, description, pacing, and reflection, to develop rich, interesting experiences, events, and/or characters  
- Uses a variety of words and phrases consistently and effectively to convey the sequence of events, signal shifts from one time frame or setting to another, and show the relationships among experiences and events  
- Uses precise words, phrases, and sensory language to convey experiences and events and capture the action  
- 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 and introduces one or more characters  
- Organizes events in a clear, logical order  
- Uses narrative techniques, such as dialogue, description, pacing, and reflection, to develop experiences, events, and/or characters  
- Uses words and/or phrases to indicate sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events  
- Uses words, phrases, and details to capture the action and convey experiences and events  
- Provides an appropriate conclusion  
- Integrates some ideas and/or details from source material  
- Has a few minor errors in usage and/or conventions that interfere with meaning |
| 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, pacing, or reflection, to develop experiences, events, and/or characters  
- Uses occasional signal words inconsistently and ineffectively to indicate sequence, signal shifts from one time frame or setting to another, or show the relationships among experiences and events  
- Uses some words or phrases inconsistently and ineffectively to convey experiences, and events, and capture the action  
- 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 |
<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1     | The student’s response provides evidence of an attempt to write a narrative based on text as a stimulus.  
• Response is a summary of the story.  
• Provides a weak or minimal introduction of a situation or character  
• May be too brief to demonstrate a complete sequence of events, or signal shifts in one time frame or setting to another, or show relationships among experiences and events  
• Shows little or no attempt to use dialogue, description, pacing, or reflection to develop experiences, events, and/or characters  
• Uses words that are inappropriate, overly simple, or unclear  
• Provides few, if any, words to convey experiences, or events, or capture the action  
• 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 |
2. After reading the poem “Talk About Compromise,” think about other activities that might require compromise. Write an original story, with dialogue, that shows two people deciding on a compromise that works for both of them.

Be sure to use ideas from the poem when writing your own story. Type your answer in the space provided.

Linnea stared at the blank wall above the family couch and dreamed of the things she could do in the precious few days before school started. She heard her cell phone chime softly. “I’m coming,” she shouted and tumbled onto the pale green carpet. Linnea dove into the pile of new school supplies and pulled out the glittery, purple, ringing device.

“Hello.” Joseph, her best friend, said over the phone. “I picked up a flier about the new outdoor activity center that opened on Tuesday. Do you want to explore it with me?”

Linnea remembered bicycling past the sparkling white and blue building. “It’s across from Francesca’s Fabulous Ice Cream Store. I’d love to hike the nature trail and see all of the animals taking advantage of the shade.”

Joseph hastily interrupted her. “Actually, I wanted to take a canoe out on the lake. That will be quiet and peaceful. Maybe we can do the nature trail another time.”

Linnea decided time was too short to be disappointed. She said, “The center has another dock at the end of the lake. Let’s compromise by taking the canoe over and hiking back.”

Joseph agreed excitedly. Smiling, Linnea put down the phone. She knew this would be the perfect end to summer.
• The response establishes a situation (the opening of a new outdoor activity center) and characters (“Linnea,” “Joseph”).

• Events are organized in a sequence that unfolds naturally. There is a clear beginning (Linnea is at home when her cell phone rings), middle (“‘Do you want to explore it with me,’” “‘I’d love to hike the nature trail,’” “‘I wanted to take a canoe out on the lake,’” “‘Let’s compromise’”), and ending (“knew this would be the perfect end to summer”).

• The response effectively uses narrative techniques to develop rich, interesting experiences. Much of the response consists of dialogue, and the student skillfully uses it to advance the plot (“‘I picked up a flier about the new outdoor activity center,’” “‘It’s across from Francesca’s Fabulous Ice Cream Store’”). Additionally, vivid descriptions enhance the response (“pale green carpet,” “glittery, purple, ringing device,” “sparkling white and blue building”).

• Precise words are chosen to enhance the impact of the response (“precious,” “chime,” “hastily”).

• The conclusion is appropriate for the events presented. The narrative ends with the two main characters striking a compromise where they agree both to hike the nature trails and to canoe on the lake.

• There are no errors in usage or conventions that interfere with meaning.
ELAGSE8W3

Response Score: 3 points

2. After reading the poem “Talk About Compromise,” think about other activities that might require compromise. Write an original story, with dialogue, that shows two people deciding on a compromise that works for both of them.

Be sure to use ideas from the poem when writing your own story. Write your answer on the lines on your answer document.

Toby worked hard all week brainstorming ideas for the Cardinal Middle School fundraiser. He thought it would be a great idea to have a school carnival that way all the kids could participate. After classes, he hurried down the long hallway to the library where the student council met. He opened his red Cardinal notebook:

His friend Jesse took the seat next to his. “Guess what?” She exclaimed. “I have a great idea for the school fundraiser! I think we should have an art show!”

Toby was horrified. “I think that sounds kinda boring,” he said. “My idea of a carnival...”
is much more exciting. Plus, there will be something for all the kids to do."

He was surprised when Rose didn’t get mad at him. Instead, she said, “Why don’t we combine our ideas? When kids get tired of playing games they will have art to look at.”

Toby was happy. He said, “That sounds like a compromise!”

• The response establishes the situation (student council meeting on a school fundraiser) and introduces characters (“Toby,” “his friend Rose”).
• The response has a beginning (“Toby worked hard all week brainstorming ideas for the . . . fundraiser”), middle (“hurried down the long hallway to the library,” “Rose took the seat next to his,” “Toby was horrified,” “Rose didn’t get mad at him”), and ending (“That sounds like a compromise!”). The events develop in a logical fashion but tend to unfold quickly without much in the way of details, particularly as the response progresses.
• The moral of the response is consistent with the spirit of compromise established by the poem.
• The response includes some variety of word choice (“brainstorming,” “participate,” “horrified”).
• The response uses dialogue effectively to advance the plot (“I have a great idea for the school fundraiser,” “My idea of a carnival is much more exciting,” “Why don’t we combine our ideas?”).
• No errors interfere with meaning.
ENGLISH LANGUAGE ARTS

ELAGSE8W3

Response Score: 2 points

2. After reading the poem “Talk About Compromise,” think about other activities that might require compromise. Write an original story, with dialogue, that shows two people deciding on a compromise that works for both of them.

Be sure to use ideas from the poem when writing your own story. **Type your answer in the space provided.**

Jo and her best friend Lin are planting a garden. They are working during the hot summer. They are diggin. Jo says, “I want to put some beans and tomatoes in the middle.”

Lin gets mad and says, “I was going to put potatoes in the middle.” Jo looks hurt. Lin relizes Jo is sad and decides they should compromise. “Maybe we can plant tomatoes, beans, and potatoes in stripes down the middle. I think that would look nice.”

Jo says, “Okay.”

- The response introduces two characters (“Jo,” “Lin”) who are best friends and a situation (“planting a garden . . . during the hot summer”).
- The response organizes a few simple and ambiguous events in a sequence (“They are diggin,” “Lin gets mad,” “Jo looks hurt,” “Lin . . . decides they should compromise”).
- The response uses dialogue to advance the plot (“I want to put some beans and tomatoes in the middle,” “I think that would look nice,” “Okay”), but there is little attempt at any other narrative technique.
- Word choice is vague and ineffectively conveys experiences and events (“hot summer,” “looks hurt,” “sad”).
- An ambiguous conclusion to the sequence of events is present (“Jo says, ‘Okay’”).
- The response contains several spelling errors (“diggin,” “relizes,” “potates”) that do not interfere with meaning.
ELAGSE8W3

Response Score: 1 point

2. After reading the poem “Talk About Compromise,” think about other activities that might require compromise. Write an original story, with dialogue, that shows two people deciding on a compromise that works for both of them.

Be sure to use ideas from the poem when writing your own story. Write your answer on the lines on your answer document.

Lin and Jo are sisters. They are hungry. Lin wants to eat meat and potatoes. Jo tells her no. Then they have a big fight. Then they parents get mad. In the end they agree to get along and compromise and finally the parents take them out for pizza!

- The response introduces two characters (“Lin,” “Jo”) and a situation (deciding what to eat). Although the situation starts out similarly to the poem, it unfolds differently when the sisters get in “a big fight,” which results in the parents getting angry. The resolution is that the parents take them out for pizza after the sisters agree to get along.
- While a complete but abbreviated response, the narrative lacks any descriptive detail. We learn nothing about the two characters, the parents, or anything else in the story.
- The response does not include dialogue as directed in the prompt.
- The response contains two errors in usage and conventions (missing comma and a grammatical error). Except for one compound sentence, the sentences formed are very basic and stilted. Word choice is repetitive.
2. After reading the poem “Talk About Compromise,” think about other activities that might require compromise. Write an original story, with dialogue, that shows two people deciding on a compromise that works for both of them.

Be sure to use ideas from the poem when writing your own story. **Type your answer in the space provided.**

Jo and Lin are talking about making a meal. Lin likes to eat steak and potatoes. Jo wants to have something different like vegetables. Jo has to leave soon so she is not picky. The parents want food that will taste good. Lin just thinks that food is there to give her energy. Lin disagrees. Lin argues that cooking should be easy. They decide to jump into action and make a casseroles. This is a big compromise. It’s a good thing because it uses few dishes. Also they learn teamwork and make a nice meal. The end.

- The response is more or less a summary of the source passage.
- The response introduces two characters ("Jo", "Lin") who are apparently the same as in the poem, and a situation (deciding what to prepare for a meal), that, again, is the same as the poem.
- All elements mirror the poem, and the story plays out the same. There is no original content; the response is a poorly written retelling of the story in the poem.
- The response does not attempt to use narrative elements, such as dialogue or description, to develop experiences or events.
- Serious errors are present that interfere with meaning. They include missing punctuation and incorrect grammar, as well as spelling errors ("vegetables", "picky", "parens", "tast", "energy", "casseroles", "compromise").
ENGLISH LANGUAGE ARTS

Read the passages and answer items 3 and 4.

A Stitch in Time

They say that “a stitch in time saves nine.” This clever phrase suggests that doing something today will save you much more work later on. This saying is a warning about the traps of procrastination, when tasks are put off until later. The primary problem is that often people who procrastinate are found to either do a poorer job when trying to get tasks finished at the last minute, or they do not finish the tasks at all. Completing responsibilities in a timely manner is overwhelmingly the most recommended way to be productive.

Procrastination can be caused by many different factors. Sometimes a person has committed to doing too many projects. Feeling overworked can lead an otherwise productive person to feel like putting off some work just to take a break. Low motivation is another culprit that can cause procrastination. If a task seems undesirable and a person’s motivation to complete it is low, it is common to want to delay the task. Sometimes the need for one’s work to be entirely perfect can also lead to delaying the work. If a person feels his or her work needs to be perfect, suddenly the task at hand seems much more challenging, overwhelming the person. Additionally, some people have simply gotten themselves into a bad habit of procrastinating out of laziness. It becomes difficult to break the cycle and learn new habits.

However, there are many ways to redirect one’s focus in order to avoid the tendency to procrastinate. First, a person needs to learn to minimize distractions. Turn the television off, put the phone away, and create a clean, uncluttered workspace. Next, create goals and benchmarks. For example, the final goal might be to get an “A” on a history paper. Benchmarks, or smaller goals, along the way might include doing research, writing a rough draft, writing an edited draft, and lastly a final draft. Dividing tasks up like this makes them seem more manageable. Also, be sure to schedule some breaks during the work so that the job does not seem so time-consuming. Following this advice can reduce the desire to procrastinate and make completing important jobs much easier.
Structured Procrastination

Almost everyone is prone to procrastinating once in a while, and many people could even admit to procrastinating all the time. If most people do procrastinate, why are they not being taught how to lend some structure to the way they put off their tasks? Is there a way for people to allow themselves to procrastinate a little and yet learn to manage their tasks better?

Most procrastinators put off necessary tasks to defeat boredom or to avoid doing difficult work. For instance, students might choose to read a fun novel instead of studying for a tough upcoming test. This would be procrastinating. They may even feel that they should be studying, but they find it hard to make themselves perform an unwanted task. How can they structure their procrastination better so that work ends up getting done anyway?

To answer that, some psychologists have asserted that people will do any unwanted task—as long as it allows them to avoid something even worse. Enter the theory of structured procrastination. This theory says you can use the common tendency to avoid boredom or hard work to your advantage.

Using structured procrastination, people must first decide that they do not have to study if they do not want to. They are free to procrastinate as much as they want. Secondly, they will list two other tasks that need to be completed soon, such as writing an essay for class and cleaning a room. Then they must firmly tell themselves that they may not do anything except one of these three tasks for the next several hours. They may choose to do none of these tasks, but they may not allow themselves to do anything else.

At first people may elect to do nothing. But after a while, doing nothing at all will prove to be more boring or difficult than one of the tasks on the list, and they will be much likelier to start a necessary task. No matter which task they pick first, they will spend their time wisely, and eventually everything can be completed. This is one creative way people can make procrastination work for them.
ITEM 3: CONSTRUCTED-RESPONSE

ELAGSE8RI8

3. How does EACH author support his or her individual claims about procrastination?

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

Scoring Guide

Item 3 Information

<table>
<thead>
<tr>
<th>Standard: ELAGSE8RI8</th>
<th>Item Depth of Knowledge: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</td>
<td>Strategic Thinking</td>
</tr>
<tr>
<td></td>
<td>Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</td>
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</tbody>
</table>
## ITEM-SPECIFIC SCORING RUBRIC

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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</thead>
</table>
| 2     | • Gives sufficient evidence of the ability to trace and evaluate claims in passages and explain the reasoning and support provided with the claims in both passages  
   • Includes specific examples/details that make clear reference to both passages  
   • Adequately explains the arguments and support with clearly relevant information based on the passages  
   Exemplar Response:  
   *States the claim of each passage (procrastination leads to poor performance; procrastination can be managed) and how it is supported by each author (proven advice on how to improve; psychological theories and specific examples) so that a conclusion can be drawn that each author does or does not effectively support the claim.* |
| 1     | • Gives limited evidence of the ability to trace and evaluate claims in both passages  
   • Includes vague/limited examples/details that make reference to both passages  
   • Explains the arguments and support within the passages with vague/limited information |
| 0     | • Gives no evidence of the ability to trace and evaluate claims in both passages or explain the reasoning and support provided with the claims |
STUDENT RESPONSES

ELAGSE8RI8

Response Score: 2 points

3. How does EACH author support his or her individual claims about procrastination?

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

Neither authors support procrastination. The author for passage one talks about it in a negative tone while the author in passage 2 talks about it in a somewhat positive tone, but is not on the side that supports it.

The author in passage 1 says that procrastination can be controlled if you know what is causing it. Doing certain things like turning off a TV, putting away your phone, or working in a clean environment can reduce procrastination.

The author in passage 2 says that structured procrastination is a helpful thing. To use structured procrastination one must first decide what they do not have to do if they do not want to. Then they must come up with 2 other activities that need to be completed but they can only do one of the three activities for the next few hours. If someone chooses to do nothing, boredom will soon set in, and they will most likely choose a task to begin working on and finish the task with more time to begin other tasks.

- The response provides sufficient evidence of the ability to determine and summarize the support for the authors' claims about procrastination (“procrastination can be controlled,” “structured procrastination is a helpful thing”).
- The response includes specific details from both passages to support that the authors’ claims are as given. For example, the student uses details to support the claim for “A Stitch in Time” (“turning off a TV, putting away your phone, or working in a clean environment can reduce procrastination”) and “Structured Procrastination” (“decide what they do not have to do; “come up with 2 other activities;” “do one of the three activities;” “choose a task to begin working on and finish the task”). In each case, the text selected is relevant to the claim attributed to the author by the student.
ELAGSE8RI8

Response Score: 1 point

3. How does EACH author support his or her individual claims about procrastination?

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

The authors both talk about procrastination, but not in the same way. The author in A Stitch In Time says that procrastinating is a bad habit that needs to be fixed. She states that procrastinating is caused by not wanting to do something that is difficult, or boring. The author says this is a bad thing. She also has a solution to not procrastinating, such as cutting off all distractions and communications. This passage was belief.

Author two states that procrastinating can be a good thing and that it can help you do better on whatever your doing. He or she says that procrastinating will give you time to think about it. It also states that
The response provides limited evidence of the ability to summarize the authors’ claims about procrastination (“procrastinating is a bad habit that needs to be fixed,” “procrastinating can be a good thing and that it can help you do better on whatever you’re doing”).

The response does a better job of supporting the identified claim for the first passage, “A Stitch in Time,” but the support is general (“has a solution to not procrastinating, such as cutting off all distractions and communications”). The support given for the claim of the author of “Structured Procrastination” is vague and confusing (“you should be able to do it however you want”).

You should be able to do it however you want. This was passage two.
3. How does EACH author support his or her individual claims about procrastination?

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

“A Stitch in Time” is telling a clever phrase “A stitch in time saves nine." Procrastination is a trap by putting something off to the last minute. Procrastination is very well used in a lot of today’s factors. The most used of procrastination is when someone has a lot of jobs to do and when they need a rest they get put behind and they start to put other jobs’ off.

- The response gives no evidence of the ability to summarize the authors’ claims about procrastination. A claim is not identified for either author, so the response cannot be viewed as support for a claim.
- The response lists details from the passages, but some are irrelevant to the prompt (“‘A stitch in time saves nine’”). The response also defines procrastination (“Procrastination is a trap by putting something off to the last minute”) and gives an example of when procrastination occurs (“when, someone has a lot of jobs to do and when they need a rest they get put behind and they start to put other jobs’ off”).
ITEM 4: EXTENDED WRITING-RESPONSE

WRITING TASK

There is an ongoing debate as to whether procrastination is always bad or whether it can be managed wisely.

Weigh the claims on both sides, and then write an argumentative essay supporting either side of the debate in which you argue for or against the idea that procrastination is always bad.

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 reasons and relevant evidence from the passages.
• Acknowledge and address alternate or opposing claims.
• Organize the reasons and evidence logically.
• Develop your ideas clearly and use your own words, except when quoting directly from the passages.
• Identify the passages by title or number when using details or facts directly from the passages.
• Use words, phrases, or clauses to connect ideas and to clarify the relationships among claims, counterclaims, reasons, and evidence.
• Establish and maintain a formal style.
• Use clear language and vocabulary.
• 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 reasons and relevant evidence from the passages.
- Acknowledge and address alternate or opposing claims.
- Organize the reasons and evidence logically.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Identify the passages by title or number when using details or facts directly from the passages.
- Use words, phrases, or clauses to connect ideas and to clarify the relationships among claims, counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Use clear language and vocabulary.
- 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 |
| ELAGSE8W1. Write arguments to support claims with clear reasons and relevant evidence. | Extended Thinking |
| ELAGSE8L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. | Student conducts an investigation, needs time to think and process multiple conditions of the problem or task. |
| ELAGSE8L2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. | |
### SEVEN-POINT, TWO-TRAIT RUBRIC

#### Trait 1 for Argumentative Genre

<table>
<thead>
<tr>
<th>Writing Trait</th>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| **Idea Development, Organization, and Coherence**                            | 4      | The student’s response is a well-developed argument that effectively relates and supports claims with clear reasons and relevant text-based evidence.  
• Effectively introduces claim(s)                                            
• Uses an organizational strategy to present reasons and relevant evidence logically  
• Supports claim(s) with clear reasons and relevant evidence using specific, well-chosen facts, details, or other information from credible sources and demonstrates a good understanding of the topic or texts  
• Acknowledges and counters opposing claim(s), as appropriate                  
• Uses words, phrases, and/or clauses that effectively connect and show direct, strong relationships among claim(s), reasons, and evidence  
• Establishes and maintains a formal style that is appropriate for the task, purpose, and audience  
• Provides a strong concluding statement or section that logically follows from the argument presented |
| **Idea Development, Organization, and Coherence**                            | 3      | The student’s response is a complete argument that relates and supports claims with some text-based evidence.  
• Clearly introduces claim(s)                                                 
• Uses an organizational strategy to present some reasons and evidence          
• Uses specific facts, details, definitions, examples, and/or other information from sources to develop claim(s)  
• Attempts to acknowledge and/or counter opposing claim(s), as appropriate     
• Uses words and/or phrases to connect ideas and show relationships among claim(s), reasons, and evidence  
• Uses a formal style fairly consistently for task, purpose, and audience      
• Provides a concluding statement or section that follows from the argument presented |
| **Idea Development, Organization, and Coherence**                            |        |                                                                                                                                                                                                           |
| **Idea Development, Organization, and Coherence**                            |        |                                                                                                                                                                                                           |
| **Idea Development, Organization, and Coherence**                            |        |                                                                                                                                                                                                           |
## SEVEN-POINT, TWO-TRAIT RUBRIC

### Trait 1 for Argumentative Genre (continued)

<table>
<thead>
<tr>
<th>Writing Trait</th>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
</table>
|               | 2      | *The student’s response is an incomplete or oversimplified argument that partially supports claims with loosely related text-based evidence.*  
  - Attempts to introduce claim(s)  
  - Attempts to use an organizational structure which may be formulaic  
  - Develops, sometimes unevenly, reasons and/or evidence to support claim(s)  
  - Makes little, if any, attempt to acknowledge or counter opposing claim(s)  
  - Attempts to support claim(s) with facts, reasons, and other evidence sometimes, but logic and relevancy are often unclear  
  - Uses few words or phrases to connect ideas; connections are not always clear  
  - Uses a formal style inconsistently or an informal style that does not fit task, purpose, or audience  
  - Provides a weak concluding statement or section that may not follow from the argument presented |
|               | 1      | *The student’s response is a weak attempt to write an argument and does not support claims with adequate text-based evidence.*  
  - May not introduce claim(s)/claim(s) must be inferred  
  - May be too brief to demonstrate an organizational structure, or no structure is evident  
  - Has minimal support for claim(s)  
  - Makes no attempt to acknowledge or counter opposing claim(s)  
  - Uses minimal or no words or phrases to connect ideas  
  - Uses a very informal style that is not appropriate for task, purpose, or audience  
  - 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

<table>
<thead>
<tr>
<th>Writing Trait</th>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| Language Usage and Conventions | 3 | The student’s response demonstrates full command of language usage and conventions.  
- Effectively varies sentence patterns for meaning, reader/listener interest, and style  
- Shows command of language and conventions when writing  
- Any errors in usage and conventions do not interfere with meaning* |
| | 2 | The student’s response demonstrates partial command of language usage and conventions.  
- Varies some sentence patterns for meaning, reader/listener interest, and style  
- Shows some knowledge of language and conventions when writing  
- Has minor errors in usage and 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  
- Shows little knowledge of language and conventions when writing  
- 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.
4. There is an ongoing debate as to whether procrastination is always bad or whether it can be managed wisely.

Weigh the claims on both sides, and then write an argumentative essay supporting either side of the debate in which you argue for or against the idea that procrastination is always bad.

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

Procrastination is a word that evokes a negative feeling in most people. We have been told all our lives that it is bad. However, this is not necessarily the case. If you control procrastination, and make the work you do more fun, it can actually be beneficial for you.

You are told that procrastination can only lead to stress and cause your work to suffer. What I find is that with self control, it can not only allow you leisure time, but it can also help benefit the work that is being procrastinated. When kids come home from school, they are told to rush and do their homework immediately. They just got out of school and they don’t even get a chance to breathe before more work is shoved down their throat. This leads to stress and boredom. The student will rush through their homework so that they can relax. This can lead to errors and cause more problems. A better way to solve this problem is to put off the work for a set time and unwind and relax for a while. Then go do the work that has been assigned after a nice relaxing break.

The key to the success of this method is having a set time that you will start working and it must be followed. It has been said that people who procrastinate “... do a poorer job when trying to get tasks finished at the last minute...” This statement from “A Stitch in Time” is true, but the is specifying people who wait to long and take procrastination to the extreme. This is avoided with self control. If you set a time that leaves you alot of flexibility in your schedule to complete your task without rushing, then you will be able to think clearly and problem solve much more efficiently.
So you have taken a break between your day at school/work, and the time you set to start the task has arrived, but you don’t want to do it because it is a very undesirable job. Whether it be to hard, to time consuming, to gross, or to monotonous, there is a way to lighten the load. Say the task at hand is cleaning the bathroom. A great way to make it less of a chore is to play music you enjoy while cleaning. I do this while cleaning at my house and it made what I thought was “cruel and unusual punishment” into a fun dance off with the broom! Doing something you enjoy while completing your task will make any job less daunting. Music works for cleaning, but what about work that requires reading and thinking like homework. In this case, music would probably do more harm than good. The essay “Structured Procrastination” provides a great solution to this problem “...For instance, students may choose to read a fun novel instead of studying for an upcoming test...” While this may seem to be a bad idea, it presents a great idea. If you have a test to study for, try alternating between studying and doing something enjoyable like reading a chapter of a good book or listening to a song or two before going back to studying. These little breaks act as rewards and are incentives to study more.

Procrastination is, in a way, a “blessing in disguise”. It’s supposed to be a bad thing that can only cause trouble and create bad results, but if you tame it and control it, it can be overcome and used to benefit you. If you learn to handle procrastination in a healthy way, you can succeed.
DOC: 4

• An effective introduction engages the reader and states an alternate position regarding procrastination (“Procrastination . . . evokes a negative feeling in most people;” “have been told all our lives that it is bad”), refutes it (“this is not neccessarily the case”), and states the student’s claim (“If you control procrastination, and make the work you do more fun, it can actually be beneficial for you”).

• The response employs an organizational strategy that presents reasons and evidence logically. The body of the essay consists of three arguments (“with self control, it can not only allow you leisure time, but it can also help benefit the work that is being procrastinated;” “The key to the success of this method is having a set time that you will start working;” “Doing something you enjoy while completing your task will make any job less daunting”).

• Claims are supported with clear reasons and relevant evidence. A variety of elaborative techniques are used, such as scenarios (“When kids come home from school”), concession/rebuttal (“This statement from ‘A Stitch in Time’ is true, but . . . is specifying people who wait to long and take procrastination to the extreme,” “WHile t first glance this may seem to be a bad idea, it presents a great idea”), self as expert (“I do this while cleaning at my hoise”), and problem solving (“If you have a test to study for, try alternating between studying and doing somthing enjoyable”).

• Opposing arguments are acknowledged (“a bad thing that can only cause trouble and create bad results”) and countered (“but if you tame it and control it, it can be overcome and used to benefit you”) in the conclusion.

• An appropriate conclusion shows audience awareness and refers to procrastination as a “blessing in disguise.”

• Formal style is established and maintained.

LUC: 2

• The response effectively varies sentence patterns for meaning, reader interest, and style.

• There are several errors in a variety of different usage categories, but these errors do not significantly affect meaning. These errors include errors in pronoun-antecedent agreement (“shoved down their throat,” “The student will rush through thier homework so that they can relax”), in spelling (“neccessarily,” “immediatly,” “thye,” “thier,” “procrastinate,” “alot,” “hoise,” “requires,” “thks,” “t,” “soemthing,” “procradtination”), in usage (“the is,” “to” for “too,” “their” for “there,” “chose” for “choose,” “Its” for “It’s”), and in capitalization (“WHile”).
ELAGSE8W1, ELAGSE8L1, ELAGSE8L2

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

4. There is an ongoing debate as to whether procrastination is always bad or whether it can be managed wisely.

Weigh the claims on both sides, and then write an argumentative essay supporting either side of the debate in which you argue for or against the idea that procrastination is always bad.

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

Is procrastination always a bad thing even if you manage your time wisely? Many people think that procrastination is a bad thing all of the time because it means you are not doing what you are meant to be doing. Although, what if you managed how much you procrastinated and used your time wisely and still got your task or tasks done?

You can procrastinate for many different reasons. You could have committed to doing too many projects and now you feel overworked and you start to put off all of the work, maybe you want your work to be perfect and you spend too much time on it then you could get overwhelmed because you’re trying to make it perfect and you can’t, or you might just not have the motivation to do the work also causing you to put off the work. A good way
To stop yourself from procrastinating too much is to get rid of all distractions. For instance, turn your phone, computer, and tv off. Also make sure that you have a tidy work space that isn’t cluttered with things that can distract you from what you are meant to be working on.

There are ways that you can procrastinate a little bit but still get your work done as long as you manage your time wisely. It’s called “the theory of structured procrastination.” This theory helps you avoid boredom and it also helps you work hard on your task or tasks. This theory states that you are free to procrastinate as much as you want but you are not allowed to do anything else except your task. Sometimes people will not choose to do their task so they end up deciding to do nothing. After a while it will get boring or even more difficult to do nothing rather than doing one of your tasks, so the person will end up choosing to start one of their tasks. Also if you need to you can take breaks in between working so that you don’t get stressed or too overwhelmed.

While there may be problems procrastinating there are also benefits to it. If you manage your time by using “the theory of structured procrastination” you will still get your tasks done and they may seem easier since you are not over
working yourself and can take breaks if needed. The problem with procrastinating is if you do not manage your time you will end up not getting anything done. This can result in you failing a class, possibly losing your job, or you might have to cancel plans you have made so that you can finish your work. While procrastinating and not managing your time is definitely a problem, it could also be a benefit if you think about it. Not getting your work done and getting in trouble, or feeling overwhelmed can be a lesson and next time you get work you will choose to do it and not procrastinate on it.

In conclusion, I think that procrastinating a little bit is alright as long as you manage your time wisely.
DOC: 3
• Though not explicitly stated, the response introduces a claim (procrastination is not a problem as long as you manage your time).
• An organizational strategy is used to present reasons and evidence. The first and second body paragraphs are focused on providing both sides of the argument and mostly summarize the passages. The student’s argument begins to take shape in the third body paragraph, and original thoughts become more prevalent.
• Claims are supported with reasons and relevant evidence. There are several argumentative techniques used in the response, such as concession/rebuttal (“While procrastinating and not managing your time is definitly probelm it could also be a benefit if you think about it”) and causal reasoning (“Not getting your work done and getting in trouble . . . can be a lesson . . . you will choose to do it and not procrastinate on it”).
• The response attempts to acknowledge counterclaims as appropriate (“Many people think that procrastination is a bad thing”).
• The essay concludes with a restatement of the student’s position (“procrastinating a little bit is alright as long as you manage your time wisely”).

LUC: 3
• The response effectively varies sentence patterns for reader interest and style. Simple, compound, and complex sentences are used.
• The few errors present do not interfere with meaning.
ENGLISH LANGUAGE ARTS

ELAGSE8W1, ELAGSE8L1, ELAGSE8L2

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

4. There is an ongoing debate as to whether procrastination is always bad or whether it can be managed wisely.

Weigh the claims on both sides, and then write an argumentative essay supporting either side of the debate in which you argue for or against the idea that procrastination is always bad.

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

What are the benefits for allowing oneself to procrastinate a little? I know how hard it is not to procrastinate. Sometimes I would love to be outside, read a book, or play a game. Well it's good to do so, let me explain it for you.

__________________________________________________________________________________________

You may be wondering what does procrastination mean. Procrastination means when tasks are put off till later. Before I read the passages, "A Stitch in Time" and "Structured Procrastination," I thought I was doing the wrong thing. However, when I read them I believed I was doing the right thing.

__________________________________________________________________________________________

In passage one, "A Stitch in Time," it talked about how "doing something today will save you much more work later on." I found this on paragraph one, sentence two. I would have to agree and disagree. I would agree because it does...
put more pressure on you the next day, I disagree because it gives you more time that day to do other things.

In passage two, "Structured Procrastination", it says "Almost everyone is prone to procrastinating once in a while, and many people could even admit to procrastinating all the time." I found this information in paragraph one, sentence one. I am one of those many people who can admit I do it all the time. To me, it helps a lot because I get more done, like homework, all the time.

In conclusion, procrastinate a little is good. Even if you are an A student or an AB student it is good to do. Many people may say that it is not good to do all the time. Through my eyes it is and it may also seem right through yours too. This is how procrastinating benefits for people to get work done.
DOC: 2
- The response attempts to introduce the claim that procrastination is good. The introduction uses a rhetorical question (“What are the benefits for allowing oneself to procrastinate a little?”) and self as expert (“I know how hard it is”) before making the student’s claim.
- An organizational structure is attempted. The topic is introduced in the first paragraph. The student attempts to define procrastination and relate it to his or her own personal life in the second paragraph before using the next two paragraphs to do the same with each of the two sources.
- There is an attempt to develop and support the claim; however, the student occasionally fails to make clear arguments (“I thought I was doing the wrong thing. However, when I read them I belived I was doing the right thing,” “I would have to agree and disagree”). The response does make specific reference to the passages but not always in support of a purposeful argument. The student frequently uses a self-as-expert technique, although it is not done effectively (“it helps a lot because I get mad at stuff, like homework, all the time”).
- The conclusion, while not particularly well executed, is stronger than most of the essay. The point is stated, an alternate position is acknowledged, and audience awareness is demonstrated.
- The overly personal and informal tone of this response is not appropriate for the purpose.

LUC: 2
- The response does not vary sentence patterns. Most sentences are overly simple, which detracts from style and reader interest.
- Errors in spelling (“till,” “belived,” “procratinating”), word usage (“to” for “too”), and verb tense (“procrastinate” for “procrastinating”) are present but do not overly affect meaning.
There is an ongoing debate as to whether procrastination is always bad or whether it can be managed wisely. Weigh the claims on both sides, and then write an argumentative essay supporting either side of the debate in which you argue for or against the idea that procrastination is always bad. Be sure to use information from BOTH passages in your argumentative essay. Type your answer in the space provided.

I think procrastination is not a bad thing, it is a good thing. When you procrastinate you give yourself time to relax from the stress you have had. Also, if you wait until the last moment to do it, you will have everything in order to do what you need to do.

Procrastination can also help you manage your time. You can have free time, and also get what you need to do done.

DOC: 1
- The response makes a minimal attempt to introduce a claim (“procrastination is not a bad thing, it is a good thing”).
- The response is too brief to demonstrate organizational structure. The student presents short arguments in support of the claim in a quick, list-like structure.
- There is minimal support for the claim. The student has provided a few arguments (“when you procrastinate you give your self time to relaxe,” “if you wait untill the last moment to do it you will have everything in order to do what you need to do,” “Procrastination can also help you manage your time”). The first argument includes a brief extension (“from the stress you have had”). The confusing second argument is not elaborated in any way. The final argument does provide a bit of elaboration (“You can have free time, and also get what you need to do done”), but since there is no support as to how this would be accomplished, the argument, like the other two, is not persuasive.
- The response lacks a conclusion entirely.

LUC: 2
- Sentences are mostly complete. The student attempts some variety in structure and pattern in this brief response, but there are not enough sentences to show effective variation.
- The response contains a variety of errors, but they do not have a significant effect on meaning. Errors occur in capitalization, omission of commas, and spelling (“relaxe,” “untill”).
There is an ongoing debate as to whether procrastination is always bad or whether it can be managed wisely.

Weigh the claims on both sides, and then write an argumentative essay supporting either side of the debate in which you argue for or against the idea that procrastination is always bad.

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

I think that procrastination is bad because it can effect you in so many types of way. Like when you have to do your work it gets you and it catches you mind on something that gets your attention. When you try to do stuff and it messes you up and it can cause some stuff to go wrong and it causes to put necessary task away and to avoid doing difficult work thats why i think that procrastination is bad for people.

DOC: 1
• A weak claim is introduced (“procrastination is bad”).
• This one-paragraph response is too brief to demonstrate organizational structure.
• There is minimal support for the claims present. It is unclear whether the response is just giving examples of why procrastination is bad or if they are attempts at vague arguments (“like when you have to do your work it gets you,” “when you try to do stuff and it messes you up,” “and it causes to put necessary task away”) supported only by extensions.
• A weak concluding statement is present (“that’s why i think that procrastination is bad for people”).

LUC: 1
• Fragments, run-ons, and other sentence structure errors are present and impede readability.
• There are frequent errors in usage (“catches you mind,” “causes to put necessary task away”) that interfere with meaning. There is also a lack of proper capitalization and internal punctuation, both of which interfere with meaning.
READING AND EVIDENCE-BASED WRITING OVERVIEW

The Reading and Evidence-Based Writing (REBW) portion of the Georgia Milestones Grade 8 English Language Arts (ELA) End of Grade (EOG) 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 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 ELA EOG 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 essay.

Before you begin writing your essay, you will read two passages and answer three multiple-choice 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 essay about how a student might organize a successful fundraiser.

These are the titles of the passages you will read:

1. Thinking up a Storm
2. The Teamwork Trap
Tucker and Anita need to decide on the topic of their upcoming science project. Both are feeling stuck because they are having a hard time coming up with workable ideas. Anita wisely suggests that they just start writing down all the ideas that come into their heads, however seemingly silly or unusable. From their list, Tucker points out that they actually have a few really great proposals.

In this scenario, Anita and Tucker made use of a brainstorming technique. Brainstorming is valuable when a creative idea is needed and ideas are difficult to generate. One begins the process by throwing out as many ideas as possible—even some that seem crazy. Sometimes the perfect idea comes straight from that list, or sometimes that list just leads to other ideas.

There are certain things to consider when brainstorming for a project. First, set the tone by reminding people not to criticize anyone’s ideas so that no one feels uncomfortable giving wild suggestions, which can sometimes turn out to be the best ones. Next, try out several brainstorming tools and see which works most effectively. For example, try having everyone write ideas down individually and then compare thoughts aloud. Another option is to start by using a “brain dumping” technique, where you simply write every thought that comes into your head for five minutes, no matter how unrelated to the topic it may seem.

A more extreme method of brainstorming is called “reversing,” which starts by taking a thought and reversing it. For example, the question of “What is the best way to build this website?” would be reversed and turned into “What is the worst way to build this website?” An outside-the-box question such as this fuels the imagination. Then some of the bad ideas can inspire a great idea that would not have been considered using a more traditional brainstorming method.

However you choose to start, the important thing is to play around with ideas until some start to stick. Be creative, be wacky, and have fun with the topic. If you remember that no thought is a wasted thought while brainstorming, you can find some truly imaginative solutions.
The Teamwork Trap

A fairly common thought is that if everyone else thinks something is the best idea, then it must be the best idea. This is a prime example of a phenomenon known as “groupthink.” Groupthink often occurs when members of a team attempt to make a decision or solve a problem. The problem with groupthink is that group members start to overvalue unity and hesitate to oppose popular opinion. The negative result is that alternate ideas are not even considered and flaws in the popular plan are not discussed.

However, what are the causes of groupthink? It often occurs when there is a persuasive leader with whom the other group members always want to agree. Sometimes there is the illusion of unanimity, or the belief that everyone else is in agreement already, so you should be too. Another cause of groupthink is when people feel they will be criticized for their opinions. The result of this attitude is that no one wants to think too creatively. Too much confidence can even be a cause. If everyone is so positive that an idea will succeed, they will not likely explore alternatives to that idea. Furthermore, many people simply want to be agreeable so that they are accepted and liked by the group.

The problem with this mindset is that it often yields poor results. For instance, suppose no one wants to argue with the leader that their group essay is not being written well, and so all students end up receiving a bad grade. At its worst, groupthink can be a trap that produces disastrous outcomes. One example occurred in 1986 when the Challenger space shuttle exploded before ever making it out of Earth’s atmosphere. It was revealed later that a few members of the group who designed the shuttle knew that a few parts were not quite right. Due to a groupthink mentality, none of them spoke up before the shuttle launched.

Ultimately, a group needs to make a decision to value and listen to everyone’s opinions in order to avoid groupthink. Groups that learn to brainstorm well together often avoid a group mentality, and this is when the best ideas tend to thrive.
ITEM 1: SELECTED-RESPONSE

1. Which sentence from “Thinking up a Storm” BEST supports the conclusion that, when brainstorming, even suggestions that seem unworkable can be helpful?
   
   A. Anita wisely suggests that they just start writing down all the ideas that come into their heads, however seemingly silly or unusable.
   B. Brainstorming is valuable when a creative idea is needed and ideas are difficult to generate.
   C. Next, try out several brainstorming tools and see which works most effectively.
   D. Then some of the bad ideas can inspire a great idea that would not have been considered using a more traditional brainstorming method.

ITEM 2: SELECTED-RESPONSE

2. Which sentence from “The Teamwork Trap” BEST supports the conclusion that groupthink can have negative results?

   A. It often occurs when there is a persuasive leader with whom the other group members always want to agree.
   B. Furthermore, many people simply want to be agreeable so that they are accepted and liked by the group.
   C. For instance, suppose no one wants to argue with the leader that their group essay is not being written well, and so all students end up receiving a bad grade.
   D. Ultimately, a group needs to make a decision to value and listen to everyone’s opinions in order to avoid groupthink.

ITEM 3: SELECTED-RESPONSE

3. Which of these BEST expresses the central ideas of each individual passage?

   A. Brainstorming can lead to original ideas.
      Groupthink can lead to poor results.
   B. Brainstorming depends upon reversing ideas.
      Groupthink creates overconfidence.
   C. Brainstorming requires more than one person.
      Groupthink discourages creativity.
   D. Brainstorming helps create strong work relationships.
      Groupthink interferes with work performance.
Scoring Guide

Items 1–3 Information

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<th>Item</th>
<th>Standard</th>
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<tr>
<td>1</td>
<td>ELAGSE8RI1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>2</td>
<td>D</td>
</tr>
<tr>
<td>2</td>
<td>ELAGSE8RI1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>2</td>
<td>C</td>
</tr>
<tr>
<td>3</td>
<td>ELAGSE8RI2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</td>
<td>2</td>
<td>A</td>
</tr>
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</table>
ITEM 4: CONSTRUCTED-RESPONSE

ELAGSE8RI8

4. Explain whether or not the authors of the passages successfully support their arguments. Use details from BOTH passages to support your answer. Type your answer in the space provided.

Scoring Guide

Item 4 Information

<table>
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<tr>
<th>Standard: ELAGSE8RI8</th>
<th>Item Depth of Knowledge: 3</th>
</tr>
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<tbody>
<tr>
<td>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</td>
<td>Strategic Thinking</td>
</tr>
<tr>
<td></td>
<td>Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</td>
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## Item-Specific Scoring Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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</table>
| 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 explanation of whether or not the authors of the passages successfully support their arguments.  
- Includes specific, relevant examples/details from both passages for support.  
**Exemplar Response:**  
The response provides an accurate, text-based explanation of whether or not the authors of the passages successfully support their arguments (e.g., “The authors of both passages support their arguments successfully by using many well-developed examples specific to their purpose. The first author lists examples of brainstorming techniques while the second passage attempts to integrate a real-world example”) and includes specific, relevant textual evidence for support (e.g., “‘Thinking up a Storm’ discusses the techniques of braindumping, where you write everything you think of in a period of time down no matter how unrelated it may be, and reversing, where you find the worst way to do something and then improve upon it. The author explains how these techniques lead to good ideas when used in a group setting. ‘The Teamwork Trap’ attempts to show the dangers of developing ideas in a group, discusses the negative effects of ‘groupthink,’ and even provides the example of the Challenger disaster where groupthink led to a tragic outcome”). |
| 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 explanation of whether or not the author(s) of the passage(s) successfully support their argument(s).  
- Includes vague/limited examples/details from the passage(s) for support.  
**OR**  
- Provides a credible explanation based on the passage(s) of whether or not the author(s) of the passage(s) successfully support their argument(s), without including relevant examples/details from either passage for support.  
**OR**  
- Includes relevant examples/details from the passage(s) that imply an explanation of whether or not the author(s) of the passage(s) successfully support their argument(s), without explicitly explaining whether their arguments are supported. |
| 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 explanation of whether or not the author of either passage successfully supports his or her argument.  
- Includes no relevant examples/details from the passages that imply an explanation of whether or not the author of either passage successfully supports his or her argument. |
4. Explain whether or not the authors of the passages successfully support their arguments. Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

The author in both passages successfully support their arguments. The author’s claim for “Thinking up a Storm” is that brainstorming is an effective way to come up with ideas. They supported their argument that brainstorming helps the creative process by stating “Brainstorming is valuable when a creative idea is needed and ideas are difficult to generate” and “Sometimes the perfect idea comes from that list” before going on to talk about how even bad ideas can lead to good ideas. The author’s claim for “The Teamwork Trap” is that Groupthink is not an effective way to come up with ideas. They supported their argument by stating “The problem with groupthink is that group members start to overvalue unity and hesitate to oppose popular opinion.” The author then provides a real life example of where overvaluing unity led to tragedy to prove the point.

- The response provides an adequate explanation of whether or not the authors of the passages successfully support their arguments (“both passages successfully support their arguments,” “They supported their argument that brainstorming helps the creative process by stating . . . ,” “Groupthink is not an effective way to come up with ideas,” “provides a real life example”).
- The response includes specific and relevant evidence from both passages for support (Thinking up a Storm—“Brainstorming is valuable when a creative idea is needed and ideas are difficult to generate,” “Sometimes the perfect idea comes from that list,” “bad ideas can lead to good ideas.” The Teamwork Trap—“The problem with groupthink is that group members start to overvalue unity and hesitate to oppose popular opinion”).
4. Explain whether or not the authors of the passages successfully support their arguments. Use details from BOTH passages to support your answer. Type your answer in the space provided.

The authors of both passages “Thinking Up a Storm” and “The Teamwork Trap” successfully support their arguments with clear facts and examples. In the passage “Thinking Up a Storm,” the author informs the reader how brainstorming ideas is an efficient way to solve a problem and the different tools you can use to come up with the best possible answer. The text explains that brainstorming is “the process of throwing out as many ideas as possible even some that seem crazy.” This is the essential idea of brainstorming; however, there are many ways that a group can discuss or evaluate their ideas. For example, you can use the brain dumping technique which is when “you simply write every idea that comes into your head,” according to the text. By showing these techniques and explaining the idea of brainstorming, the author has successfully supported their argument. The author of “The Teamwork Trap” also supported his or her argument that “groupthink” has many negative effects. Groupthink is when everyone agrees with an idea or topic without weighting the other options. The problems of group think are that “group members start to over value unity and hesitate to oppose popular vote,” explains the text. Doing this process can lead to poor results and the author gives an example in the passage of what might happen if group members don’t share their thoughts. Because of these examples of effects and causes, the author of this text also successfully supported their argument.

- The response provides an adequate explanation of whether or not the authors of the passages successfully support their arguments (“the author informs the reader how brainstorming ideas is an efficient way to solve a problem and the different tools you can use,” “By showing these techniques and explaining the idea of brainstorming, the author has successfully supported their argument,” “The author of ‘The Teamwork Trap’ also supported his or her argument,” “Because of these examples of effects and causes, the author of this text also successfully supported their argument”).
- The response includes specific and relevant evidence from both passages for support (Thinking up a Storm—“there are many ways that a group can discuss or evaluate their ideas,” “brainstorming is ‘the process of throwing out as many ideas as possible even some that seem crazy,’” “brain dumping . . . is when ‘you simply write every idea that comes into your head.’” “The Teamwork Trap—‘group members start to over value unity and hesitate to oppose popular vote,’” “Doing this process can lead to poor results”).
In “Thinking up a Storm” they really did support their arguments by giving a lot of details and telling a story. They gave details and examples as to why brainstorming is important. They also tell you not to criticize anyone ideas because all idea can lead to great ideas. They told a story about Anita and Tucker to show you how to apply the strategies. However Passage 2 didn’t fully support theirs. They told us what groupthink was and vaguely discussed bad effects it can have on a project. They only gave one example, but didn’t go into detail about the space shuttle how the space shuttle had dangerous parts and no one wanted to speak up because of groupthink.
4. Explain whether or not the authors of the passages successfully support their arguments. Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

The authors of both passages support their argument. In “Thinking up a Storm”, it states that every idea thought should be considered and tells reasons why. And in “The Teamwork Trap”, it explains how people hold back ideas because they are scared other people won’t like them. The author uses a real life example of when the space ship exploded and how some people knew some parts weren’t right, but due to the groupthink mentality, none of them spoke up.

- The response provides a weak explanation of whether or not the authors of the passages successfully supported their arguments. The student never explains what the authors’ arguments are, only that their arguments are effective (“The authors of both passages support their argument; “tells reasons why; “The author uses a real life example”).
- A single limited and vague detail from Thinking up a Storm is included for support (“every idea thought should be considered”). Details from The Teamwork Trap, while not overly specific, are relevant and sufficient (“people hold back ideas because they are scared other people won’t like them; “the space ship exploded and how some people knew some parts weren’t right”).
ELAGSE8RI8

Response Score: 1 point

4. Explain whether or not the authors of the passages successfully support their arguments. Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

The author of “The Teamwork Trap” most effectively supports their argument. The author thinks that group work always turns out bad. She says that groupthink often harms creativity because people don’t want to share ideas because they don’t want to feel like they’re not popular in the group. The author also believes that a strong leader will force others to like his idea even if it isn’t the best one. Good ideas are lost because people are too scared. The author goes on to prove her point with a real life example about how people working on the space shuttle didn’t want to be unpopular and say parts weren’t quite right. Because they didn’t mention their idea, the ship blew up.

- The response provides a weak explanation of whether or not the author of the passage successfully supports his or her argument. The student only addresses the effectiveness of the second passage (“group work always turns out bad,” “The author goes on to prove her point with a real life example”).
- There is only an attempt to provide details from one passage; however, those details are fairly specific (“people don’t want to share ideas because they don’t want to feel like they’re not popular in the group,” “Good ideas are lost because people are too scared,” “the ship blew up”).
ELAGSE8RI8

Response Score: 1 point

4. Explain whether or not the authors of the passages successfully support their arguments.

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

The author in both passages support their arguments. The author in “Thinking up a Storm” supported his argument that brainstorming is good because he explained how and why different ways of brainstorming can help people working in groups. He goes into a lot of detail about the different ways and how you do them and how they help people. The author of “The Teamwork Trap” supported his argument that brainstorming is bad by saying the bad things that can happen when you work with a group of people and giving an example of a time when the problems of working in a group had a bad ending.

- The response provides a credible explanation based on the passages of whether or not the authors successfully support their arguments (“The author in both passages support their arguments,” “he explained how and why different ways of brainstorming can help people working in groups. He goes into a lot of detail,” “supported his argument that brainstorming is bad by . . . giving an example of a time when the problems of working in a group had a bad ending”).
- While the response alludes to information from the passages, there are no relevant details included from either passage.
ENGLISH LANGUAGE ARTS

ELAGSE8RI8

Response Score: 1 point

4. Explain whether or not the authors of the passages successfully support their arguments.

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

Both passages talked about the importance of speaking your mind. Thinking up a storm talked about how “no thought is a wasted thought” and finding the worst way to do something can help a group do their best. This was a much more positive attitude to take than The Teamwork trap. This author talks about how groupwork doesn’t let people speak their minds which leads to bad things by saying things like “group members start to overvalue unity” and how no one wants to speak their mind in a group because they don’t want people to hate their ideas. He provides an example of how people working on a space shuttle knew it had bad parts and didn’t want to go against the group. Then the shuttle crashed and it was bad.

- Relevant details from the passages imply an explanation of whether or not the authors of the passages successfully supported their arguments.
- The response says that “Both passages talked about the importance of speaking your mind” and then provides supporting details that tie back into that statement (Thinking up a Storm—“‘no thought is a wasted thought.’” The Teamwork Trap—“This author talks about how groupwork doesn’t let people speak their minds which leads to bad things;” “people working on a space shuttle knew it had bad parts and didn’t want to go against the group. Then the shuttle crashed and it was bad”).
- References to stating the positive and negative sides of the topic help the reader to infer an explanation of effectiveness.
4. Explain whether or not the authors of the passages successfully support their arguments. Use details from BOTH passages to support your answer. Type your answer in the space provided.

The author is correct on saying that brainstorming can produce original ideas, and that groupthink could have very negative results. Working in a group is fun.

- The response provides a summary of the main points of both authors without offering an explanation of the effectiveness of either passage.
- There are no relevant details included from either passage.
Both passages, “Thinking up a Storm” and “The Teamwork Trap” support their arguments. Each passage has its differences on how brainstorming is different from their point of view. They both talk about groups.

- The response states that both passages support their arguments but does not provide any explanation of how it is actually achieved.
- There are no relevant details included from either passage.
ENGLISH LANGUAGE ARTS

ELAGSE8RI8

Response Score: 0 points

4. Explain whether or not the authors of the passages successfully support their arguments. Use details from BOTH passages to support your answer. Type your answer in the space provided.

The authors in both passages did not support their arguments. The authors of thinking up a storm and Teamwork Trap had no evidence. They could have made up the information just to get what they want. The authors did not support their arguments. This is all based on opinion because no information was given to support their claim.

- The response states that both passages do not support their arguments but provides invalid reasoning that is not based on the text as their explanation.
- There are no relevant details included from either passage.
ITEM 5: EXTENDED WRITING-RESPONSE

WRITING TASK

There are different approaches to brainstorming when a group gets together to solve problems. Some people believe that working as a group can give people opportunities they otherwise would not have, but there can be problems with this process.

Write an informational/explanatory essay explaining what leaders should consider to encourage successful group problem solving.

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 relationships 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 relationships 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:
ELAGSE8W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
ELAGSE8L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
ELAGSE8L2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Item Depth of Knowledge: 4
Extended Thinking
Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.
## SEVEN-POINT, TWO-TRAIT RUBRIC

### Trait 1 for Informational/Explanatory Genre

<table>
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<tr>
<th>Writing Trait</th>
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<tbody>
<tr>
<td><strong>Idea Development, Organization, and Coherence</strong>&lt;br&gt;This trait examines the writer’s ability to effectively establish a controlling idea and to support the idea with evidence from the text(s) read and to elaborate on the idea with examples, illustrations, facts, and other details in order. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence (from text that they have read) in order to create cohesion for an informative/explanatory essay.</td>
<td><strong>4</strong></td>
<td>The student’s response is a well-developed informative/explanatory text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus.&lt;br&gt;• Effectively introduces a topic&lt;br&gt;• Effectively develops the topic with multiple, relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic&lt;br&gt;• Effectively organizes ideas, concepts, and information using various strategies such as definition, classification, comparison/contrast, and cause/effect&lt;br&gt;• Effectively uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts&lt;br&gt;• Uses precise language and domain-specific vocabulary to inform about or explain the topic&lt;br&gt;• Establishes and maintains a formal style&lt;br&gt;• Provides a strong concluding statement or section that follows from and supports the information or explanation presented</td>
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<td><strong>3</strong></td>
<td>The student’s response is a complete informative/explanatory text that examines a topic and presents information based on text as a stimulus.&lt;br&gt;• Introduces a topic&lt;br&gt;• Develops the topic with a few facts, definitions, concrete details, quotations, or other information and examples&lt;br&gt;• Generally organizes ideas, concepts, and information&lt;br&gt;• Uses some transitions to connect and clarify relationships among ideas, but relationships may not always be clear&lt;br&gt;• Uses some precise language and domain-specific vocabulary to explain the topic&lt;br&gt;• Maintains a formal style, for the most part&lt;br&gt;• Provides a concluding statement or section</td>
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<td><strong>2</strong></td>
<td>The student’s response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic.&lt;br&gt;• Attempts to introduce a topic&lt;br&gt;• Attempts to develop a topic with too few details&lt;br&gt;• Ineffectively organizes ideas, concepts, and information&lt;br&gt;• Uses few transitions to connect and clarify relationships among ideas&lt;br&gt;• Uses limited language and vocabulary that does not inform or explain the topic&lt;br&gt;• Uses a formal style inconsistently or uses an informal style&lt;br&gt;• Provides a weak concluding statement or section</td>
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<td><strong>1</strong></td>
<td>The student’s response is a weak attempt to write an informative/explanatory text that examines a topic.&lt;br&gt;• May not introduce a topic or topic is unclear&lt;br&gt;• May not develop a topic&lt;br&gt;• May be too brief to group any related ideas together&lt;br&gt;• May not use any linking words to connect ideas&lt;br&gt;• Uses vague, ambiguous, or repetitive language&lt;br&gt;• Uses a very informal style&lt;br&gt;• Provides a minimal or no concluding statement or section</td>
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### SEVEN-POINT, TWO-TRAIT RUBRIC

**Trait 1 for Informational/Explanatory Genre (continued)**

<table>
<thead>
<tr>
<th>Writing Trait</th>
<th>Points</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>0</td>
<td></td>
<td>The student will receive a condition code for various reasons:</td>
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<td>• Non-English/Foreign Language</td>
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<td>• Off Topic/Off Task/Offensive</td>
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**SEVEN-POINT, TWO-TRAIT RUBRIC**

**Trait 2 for Informational/Explanatory Genre**

<table>
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<tr>
<th>Writing Trait</th>
<th>Points</th>
<th>Criteria</th>
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<tbody>
<tr>
<td><strong>Language Usage and Conventions</strong>&lt;br&gt;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.</td>
<td>3</td>
<td>The student's response demonstrates full command of language usage and conventions.</td>
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<td></td>
<td></td>
<td>• Effectively varies sentence patterns for meaning, reader/listener interest, and style</td>
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<td>• Shows command of language and conventions when writing</td>
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<td></td>
<td>• Any errors in usage and conventions do not interfere with meaning*</td>
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<td>The student's response demonstrates partial command of language usage and conventions.</td>
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<td>• Varies some sentence patterns for meaning, reader/listener interest, and style</td>
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<td></td>
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<td>• Shows some knowledge of language and conventions when writing</td>
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<tr>
<td></td>
<td></td>
<td>• Has minor errors in usage and conventions with no significant effect on meaning*</td>
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<tr>
<td>1</td>
<td></td>
<td>The student's response demonstrates weak command of language usage and conventions.</td>
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<tr>
<td></td>
<td></td>
<td>• Has fragments, run-ons, and/or other sentence structure errors</td>
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<td></td>
<td></td>
<td>• Shows little knowledge of language and conventions when writing</td>
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<td></td>
<td></td>
<td>• Has frequent errors in usage and conventions that interfere with meaning*</td>
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<td>0</td>
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<td>The student will receive a condition code for various reasons:</td>
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<td>• Off Topic/Off Task/Offensive</td>
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*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.*
A group is a unit created for the purpose of doing work. When a group is cohesive, the possibilities of the group as a whole are infinite. When a group is awkward and difficult, there seems to be no way to work. However, the leader of the group is the person that helps to maintain stability and fluidity in the group. Therefore, it is quite important for a leader to know how to promote successful problem solving.

To create a solution to a problem, a group usually brainstorms. When a group brainstorms, it is very advisable that a positive, non-critical atmosphere is created from the beginning of the session. From
this point, ideas can flow. According to “Thinking
up a Storm”, brainstorming methods such as brain
dumping or topic writing help create ideas. An
extreme method known as reversing creates an
imaginative dialogue and leads to good ideas that
spawn from bad ideas.

As ideas flow and some become more ideal or
popular, be sure to avoid groupthink. Groupthink
is explained as, “If we all think this idea is the best,
this idea is truly best.” Unfortunately, this can lead
to disaster, because some group members may be
afraid to challenge or contest the popular yet
bad idea. In the passage “The Teamwork Trap”,
the author gives an actual example of the consequences
to groupthink, referencing the Space Shuttle Challenger
explosion in 1986 as well as the later discovery that
some designers knew about, but did not call attention
to, defective parts prior to liftoff. The designers
remained silent due to groupthink, as they did
not want to challenge the popular idea.
To avoid disaster, it is best to create an atmosphere where it is okay to create ideas, and is also a safe place to respectfully challenge ideas. In conclusion, a group must function smoothly to efficiently solve a problem. By brainstorming, solutions can be created and build upon each other. Also, by avoiding the dangerous overconfidence or silence of groupthink, the truly best idea can be selected. The next time you lead a group, take into account these ideas to foster successful problem solving.
ELAGSE8W2, ELAGSE8L1, ELAGSE8L2

Response Scores:

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

5. There are different approaches to brainstorming when a group gets together to solve problems. Some people believe that working as a group can give people opportunities they otherwise would not have, but there can be problems with this process.

Write an informational/explanatory essay explaining what leaders should consider to encourage successful group problem solving.

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

Leaders are the very glue that holds a team together. Without them, the team would just fall apart. That is exactly the reason why a leader should do everything in his/her power to ensure that every member of a group feels not only included, but important and equal. If each member of the entire team feels those things, there is no way that a team could not successfully solve any problem that comes their way, no matter how big or small. In order for a team to succeed, no person should feel like they do not belong, like they do not matter. They should feel included.

As a leader, it is their job to keep a vigilant eye for anyone that feels this way or anyone that makes another person feel this way and put a stop to it. If the leader does not, the member of the group will be too afraid to speak up because they feel like “they will be criticized for their opinion” (passage 2 para. 2). Because of this, no one wants to speak up about their ideas, which could effect the group and their idea/decision. To fix this, the leader can “set the tone reminding people not to criticize anyone’s ideas so that no one feels uncomfortable giving wild suggestions” (passage 1 para. 3)

The leader simply cannot let someone not feel included. Equality is something that people have struggled with throughout history. If someone doesn’t feel they are equal, they think their opinions are worthless, “silly, or unsuable.” (passage 1. para. 1). Because of this mindset, a valuable, alternative idea that someone might have that is opposed to an idea someone he/she thinks is at a higher popularity than them may not be heard in the group, which can have a negative effect when trying to solve a problem or come to a decision, because all opinion will not be heard or considered. The leader should consider this and set the tone by reminding the group that every opinion matters and every voice will
be heard. If the leader can establish this tone from the beginning, it is almost guaranteed the outcome of a discussion will much more greater and varied than an outcome of only the people with a higher status speaking their opinion.

In some groups, there are a few people in the group that the rest of the group regards as “more important” or “more valued”. When they give their opinion, no one wants to disagree with them no matter how wrong their judgment seems to be. The other members of the group feel that their opinion compared to the opinion of the higher status members will be unimportant, useless. This is not true. The other members need to feel that their opinions are important, no matter how different they are from the popular opinion, because sometimes the different ideas turn out to be the best ones. The leader needs to reestablish this throughout the group constantly. They should consider that the popular vote isn’t always the right one, and they should be open to “explore alternatives to that idea” (passage para. 2).

The leader should consider all ideas and remember that all ideas and opinions are important and valued. A group’s leader is their most valuable asset. A leader is called a leader for a reason: to lead. If the leader can make everyone in a group feel included, equal, and important, the rest of the group will follow. When this happens, any problem that faces the group will be solved successfully, no doubt.

DOC: 4
• A topic is effectively introduced (“That is exactly the reason why a leader should do everything in his/her power to ensure that every member of a group feels not only included, but important and equal”).
• Development of the response is effective. Relevant facts, details, and quotations from the source material are used (“Equality is something that people have struggled with throughout history. If someone doesn’t feel they are equal, they think their opinions are worthless, ‘silly, or unsuable, ‘Because of this mindset, a valuable, alternative idea that someone might have that is opposed to an idea someone he/she thinks is at a higher popularity than them may not be heard in the group, which can have a negative effect when trying to solve a problem”).
• The organizational structure is effective. After the topic is introduced, the response presents ideas individually before presenting a summative conclusion.
• Varied and appropriate transitions help to clarify the relationships between ideas and create cohesion (“As a leader,” “Because of this,” “In some groups”).
• The response uses precise language/domain-specific vocabulary (“If the leader can establish this tone from the beginning, it is almost guaranteed the outcome of a discussion will much more greater and varied than an outcome of only the people with a higher status speaking their opinion”).
• Formal style is maintained throughout.
• A strong conclusion is provided.

LUC: 3
• The response effectively varies sentence patterns for meaning, reader interest, and style. A variety of sentence lengths and a mix of simple, compound, and complex sentences enhance readability and help maintain reader interest.
• Errors in spelling/usage have no effect on meaning.
5. There are different approaches to brainstorming when a group gets together to solve problems. Some people believe that working as a group can give people opportunities they otherwise would not have, but there can be problems with this process.

Write an informational/explanatory essay explaining what leaders should consider to encourage successful group problem solving.

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

Often times it is hard for leaders and teachers to encourage groupwork and problem solving. Mabye a project group just can’t get along. Mabye a group is writing an essay and can’t decide on a topic. However, I believe that with a few tips and tricks, the goals of group problem solving and teamwork can be easily achieved!

It is very important that leaders explain the importance of group problem solving. If groups don’t understand this, they could end up using negative methods such as...
groupthink. "The problem with groupthink is that group members start to overvalue unity and hesitate to oppose popular opinion." (The Teamwork Trap-1) When this happens "alternate ideas are not even considered" (The Teamwork Trap-1) and negative results come out in the end. Therefore, it is important that leaders stay away from this method.

It is also important for leaders to encourage brainstorming. Perhaps a student is feeling stuck, and cannot come up with any ideas. Then it might be important for them to brainstorm, or write down any ideas they might have. "Brainstorming is valuable when a creative idea is needed and ideas are difficult to generate." (Thinking up a Storm-2) Leaders can even encourage different types of brainstorming, such as "reversing". This is used when you
reverse the topic questions to help generate ideas. Often, it leads to very creative, and correct, answers. So, leaders out there, are you brainstorming about any ideas on how to teach on brainstorming?

There are even other methods, such as "brain dumping" that be an encouragement to success. Brain dumping is a technique "where you simply write every thought that comes into your head for five minutes, no matter how unrelated to the topic it may seem." (Thinking up a Storm-3) This could be fun, and quite easy to encourage. Plus, great ideas may even come from it!

It is important that leaders and teachers consider these ideas and methods so that successful group problem solving can be achieved. Avoiding things such as groupthink is a very important step to this.
process. However, using things such as brainstorming, reversing, and even brain dumping can help every group get an A+ on their next project! But leaders and students, always remember this: "Be creative, be wacky and have fun with the topic." (Thinking up a Storm-5)

DOC: 4
• A topic is effectively introduced ("I believe that with a few tips and tricks, the goals of group problem solving and teamwork can be easily achieved!").
• The response is adequately developed, though development is uneven in places. Paragraph 3 is well developed using an example ("Perhaps a student is feeling stuck, and cannot come up with any ideas. Then it might be important for them to brainstorm, or write down any ideas they might have") and a quote from the source material ("Brainstorming is valuable when a creative idea is needed and ideas are difficult to generate"). However, paragraphs 2 and 4 are mainly quoted material with little elaboration.
• An effective organizational structure is present. The introductory paragraph introduces the topic. Each of the three body paragraphs discusses a facet of the topic (the importance of group problem solving, the importance of brainstorming, and alternative brainstorming techniques). The conclusion discusses ideas from the body.
• Appropriate/varied transitions are used ("Therefore," "It is also important," "There are even other methods," "Plus," "However").
• Precise language and domain-specific vocabulary are used ("Leaders can even encourage different types of brainstorming, such as ‘reversing’. This is used when you reverse the topic questions to help generate ideas").
• Formal style is maintained.
• A strong conclusion is provided that restates the topic and revisits ideas from the body.

LUC: 3
• Effectively varies sentence patterns for meaning, reader interest, and style. A mix of simple and complex sentences help to improve readability and maintain reader interest.
• The minimal errors present are minor and do not interfere with meaning.
5. There are different approaches to brainstorming when a group gets together to solve problems. Some people believe that working as a group can give people opportunities they otherwise would not have, but there can be problems with this process.

Write an informational/explanatory essay explaining what leaders should consider to encourage successful group problem solving.

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

Being a leader when a problem comes up is hard, but you have to remember that you need to think before coming up with an idea. To be successful you should dig up all of the good and bad ideas for the problem. You should also listen to and think about what everyone else in the group has to say. Another thing you should think about is that you should never settle on an idea to quickly, and you should work off of other peoples ideas.

To have success in your group all of you need to think of some ideas that might or might not work for your problem, like in the passage Thinking up a Storm when Anita and Tucker just start writing any idea that pops into their minds. This technique allows you to get rid of any bad ideas and come up with some good ones. A leader also needs to have two questions to any idea, which are, are there any flaws in this idea, and what are the upsides to this idea. Using these two questions you can find out if an idea is actually a good idea or not. Also when you are leading a group you need to consider everyone’s thoughts and feelings towards an idea. You should also let every person in the group have a say on an idea, whether it is their own idea or someone else’s idea. A leader also has to make sure that everyone is listening to anthers idea, and to make sure to let the person finish their idea before anyone else says something about it. Like in the passage The Teamwork Trap when the author says, that group members start to overvalue unity and hesitate to oppose popular opinion, no one encouraged any other ideas and only a few people actually agreed on the idea. You also have to encourage that everyone talk about an idea even if that person is shy. Furthermore you always have to remember that you cannot just rush through a problem and settle on an idea too quickly without listening to other peoples solutions to the problem. As a member or leader of a group you should always work off of someone else’s idea to find the absolute best solution to a problem. As a leader you have to encourage people to give all kinds of ideas, and say that it does not matter if someone
thinks that an idea is dumb, an idea is an idea, and this is especially true when you cannot think of any ideas. In the passage Thinking up a Storm it states that, one begins a brainstorming process by throwing out as many ideas as possible even if some are crazy.

In conclusion leading is a task that requires you to not focus on your idea being the best, but rather that you listen to other people’s ideas and advice. If you do this than you will be successful in your problem solving. If you and your group work together and brainstorm well than you will find that you will finish the problem with ease. As the passage The Teamwork Trap says, groups that learn to brainstorm well together often avoid a group mentality, and this is when the best ideas tend to thrive.
Group problem solving can either be somewhat tough or really easy. Most of the time, working in groups is really easy. Many groups usually pick leaders to think of the main ideas and be in charge of everything. Working in groups is usually fun and many people work better in groups, but there can always be some problems with that.

The leaders of the groups should let everyone talk and think of ideas as well. Leaders should give everyone a chance to participate and let everyone brainstorm for about 10 minutes. Instead of taking the spotlight and
not letting anyone talk, the leader needs to give everyone a chance to talk and participate in the group. Even if there is a shy person, they should participate too because they could have really good ideas. For example, in “The Teamwork Trap”, they said, “…what are the causes of groupthink? It often occurs when there is a persuasive leader with whom the other group members always want to agree.” This happens way too often. There will usually always be a group leader that is very persuasive and everyone agrees but their ideas may not be the best. That’s why everyone in the group needs to participate.

No matter what you’re doing, you should always brainstorm because it helps a lot. Write down anything that comes to your mind, no matter how silly it is or sounds. For example, in “Thinking up a Storm”, they said, “Brainstorming is valuable when a creative idea is needed and ideas are difficult to
generate. One begins the process by throwing out as many ideas as possible even some that seem crazy. Sometimes the perfect idea comes straight from that list, or sometimes that list just leads to other ideas. They are trying to say that brainstorming is a very helpful process in anything you do. Brainstorming, especially while working in groups, will help you achieve a better solution.

Working in groups helps people in many things, like coming up with a better solution, improving working skills, and even social skills. Brainstorming with all the members of a group will help a ton. Working in groups does have its downsides, but there are some ways to overcome them.
The topic is introduced ("Group problem solving can either be somewhat tough or really easy").
The topic is developed with some relevant information from both passages ("For example, in 'The Teamwork Trap;' they said ‘. . . what are the causes of groupthink? It often occurs when there is a persuasive leader with whom the other group members always want to agree;'This happens way too often;' ‘No matter what you’re doing, you should always brainstorm because it helps a lot. Write down anything that comes to your mind, no matter how silly it is or sounds’). Much of the explanation and integration of the text-based evidence is fairly simple but competent.
Ideas are organized generally. The topic is introduced; leadership is discussed, then groupthink, then the benefits of brainstorming, followed by the conclusion.
Relationships between ideas are mostly clear, but some shifts between topics seem rather sudden ("That’s why everyone in the group needs to participate. No matter what you’re doing, you should always brainstorm because it helps a lot").
Some appropriate vocabulary is used ("Instead of taking the spotlight and not letting anyone talk;" ‘will help you achieve a better solution’).
Formal style is maintained.
Provides a concluding statement ("Working in groups helps people in many things, like coming up with a better solution, improving working skills, and even social skills").

LUC: 3
• The response effectively varies sentence patterns for meaning, reader interest, and style. A mix of simple and complex sentences help to maintain reader interest and improve readability.
• Errors do not interfere with meaning.
5. There are different approaches to brainstorming when a group gets together to solve problems. Some people believe that working as a group can give people opportunities they otherwise would not have, but there can be problems with this process.

Write an informational/explanatory essay explaining what leaders should consider to encourage successful group problem solving.

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

When working as a group, there are many things you can do to encourage successful group problem solving. In the passages “Thinking up a Storm,” and “The Teamwork Trap,” they both talk about working in groups. The first passage, “Thinking up a Storm,” talks about the methods of brainstorming and how it can positively impact a group’s problem solving skills. The second passage “The Teamwork Trap,” talks about the negative impact of group thinking and how it occurs.

In the first passage, the text states “Brainstorming is valuable when a creative idea is needed and ideas are difficult to generate.” This shows that one way you can have successful group problem solving is by brainstorming. The text states “A more extreme method of brainstorming”
is called “reversing”, which starts by taking a thought and reversing it.” This shows another method you can use to have successful group problem solving. In the second passage, the text states “The problem with groupthink is that group members start to overvalue unity and hesitate to oppose popular opinion.” This means that in order to have successful group problem solving is to not oppose every idea a person comes up with. You should take the time to think about there idea before you oppose it. The text states “Another cause of groupthink is when people feel they will be criticized for their opinions.” This means that in order to have successful group problem solving you shouldn’t criticize anyone for speaking up, or giving a great idea. A group is a group on matter who is in it.

In conclusion, the best way to have successful group problem solving is to brainstorm because it is more effective because it gives everyone the right to pitch in on an idea.
The response introduces a topic (“When working as a group, there are many things you can do to encourage successful group problem solving”).

The topic is developed using information/quotes from the source material (“‘A more extreme method of brainstorming is called ‘reversing,’ which starts by taking a response and reversing it,’” “‘The problem with groupthink is that group members start to overvalue unity,’” “‘people feel they will be criticized for their opinions’”).

A general organizational structure is present. The topic is introduced; the ideas are discussed in the order presented in the introduction and followed by a one-sentence conclusion.

Transitions are used to connect and clarify relationships, though relationships are not always clear (“In the first passage,” “This shows,” “In the second passage,” “This means,” “In conclusion”).

Language is clear, though somewhat repetitive (“in order to have successful group problem solving”).

A concluding statement is provided.

The response effectively varies sentence patterns for meaning, reader interest, and style. Compound sentences are interspersed with simple sentences to improve readability and maintain reader interest.

Errors do not interfere with meaning.
5. There are different approaches to brainstorming when a group gets together to solve problems. Some people believe that working as a group can give people opportunities they otherwise would not have, but there can be problems with this process.

Write an informational/explanatory essay explaining what leaders should consider to encourage successful group problem solving.

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

There is a lot that come into play when you are groupworking. Groupwork can have many disadvantages that can create a problem for the group. To have a successful group problem solving this is the do’s and don’ts for you leaders to take under consideration. Brainstorming, Confidence, and making the right choice. These 3 things are important to a successful problem solving.

First off the Do’s. Now this is what you leaders want to encourage the group to do. When working on creating ideas you should always brainstorm. Brainstorming is an effective way of finding the perfect idea. Not all of the ideas will be perfect but it’s on step closer on finding one. The main thing you as a leader do not want to encourage is going with the idea one person say just because it has the popular vote. That is not an effective away of making a decision. This bring me on to my next topic. Also you want to encourage confidence. If the group members have confidence then they will want to help with the ideas. This is what you as a leader do not want to encourage. You want them to feel like they are being heard in the group and that their ideas are being valued.

Now that you as a leader have somethings in mind you can now think of ways to encourage groups. Just remember the 3 most important things you need to encourage. Confidence, brainstorming and making right choices.
There is an attempt to introduce a topic ("To have a successful group problem solving this is the do's and don'ts for you leaders to take under consideration. Brainstorming, Confidence, and making the right choice. These 3 things are important to a successful problem solving").

The response attempts to develop a topic with too few details ("When working on creating ideas you should always brainstorm. Brainstorming is an effective way of finding the perfect idea. Not all of the ideas will be perfect but it's on step closer on finding one").

The organization of the response is ineffective. The introduction is a bit scattered. The body shifts between "the do's" and "Brainstorming, Confidence, and making the right choice." The conclusion returns to "the 3 most important things you need to encourage. Confidence, brainstorming and making right choices."

Some transitions are used ("First off," "This bring me on to my next topic," "Also").

Limited language/vocabulary does not help to explain the topic ("If the group members have confidence then they will want to help with the ideas. This is what you as a leader do not want to encourage").

Formal style is maintained.

A conclusion is provided.

The student attempts to vary sentence structure for style and reader interest. However, some of these attempts result in fragments ("Brainstorming, Confidence, and making the right choice," "First off the Do's"). Most sentences are simple.

Errors in subject-verb agreement ("There is a lot that come into play," "the idea one person say," "This bring me"), spelling/usage ("groupworking," "shoulsd," "efective," "engorage," "beacause," "a effective" for "an effective," "dission," "groupmembers," "inmind"), and capitalization ("Brainstorming, Confidence, and making the right choice") have no significant effect on meaning.
In order to have a successful group for problem solving you need ideas. You need to start off some where right, that somewhere is called brainstorming. This when you and some friends need an idea and get together and ask what needs to be answered. There are many different ways to brainstorm. One of these ways is called “brain dumping”. This is when you write every thought that comes to your mind when thinking of the idea. It really doesn’t matter how unrelated it may be. You never know one of your “dumpers” may be the right idea.

If this method is not your cup of tea, then try a more extreme approach. This is called “reversing”. This is when you are thinking of a solution to an idea, but you think of the opposite of a solution. “Say your thinking of a solution for how to fix a pool. You would think of how not to fix a pool.” Just like reverse phsyology. Some of the bad ideas can inspire good ones. Like adding fuel to a fire. Whatever way you choose to start, the biggest thing is to no be uptight. Let the words flow out of your mouth. If you are struggling with letting words flow this can be a problem. This is called, “a groupthink.” This is when you as a persuasive leader, all of the people listening agree with everything you say. This can cause problems because all they know is you are telling the truth. You could be lying for all they know.

In conclusion be sure to get everybody involved in problem solving. Don’t be a boring guy who lies and doesn’t solve anything. Be social and talk, and “brain dump!”
DOC: 2

- There is an attempt to introduce a topic ("There are many different ways to brainstorm").
- The response is generally organized. After the introduction, the response briefly discusses a few methods of brainstorming in a somewhat list-like fashion before providing a weak conclusion.
- There are few transitions that help to connect ideas ("One of these ways," "If this method is not your cup of tea, then try a more extreme approach," "In conclusion").
- The response attempts to develop a topic with too few details ("the biggest thing is to no be uptight. Let the words flow out of your mouth. If you are struggling with letting words flow this can be a problem. This is called, 'a groupthink.' This is when you as a persuasive leader, all of the people listening agree with everything you say").
- Limited language/vocabulary does not help to explain the topic ("This can cause problems because all they know is you are telling the truth. You could be lying for all they know").
- Style is inconsistent and informal in places ("If this method is not your cup of tea," "Like adding fuel to a fire," "You could be lying for all they know;" "Don't be a boring guy who lies and doesn't solve anything. Be social and talk, and 'brain dump!")
- A weak conclusion is provided.

LUC: 2

- The response attempts to vary sentence structures for style, but some of these attempts result in run-ons ("You need to start off some where right, that somewhere is called brainstorming") and fragments ("Just like reverse psyhology," "Like adding fuel to a fire"). Simple sentences are constructed competently.
- Errors in spelling/usage ("some where," "sollution," "your" for "you're," "psyhology," "no" for "not," "every body") have no significant impact on meaning.
ELAGSE8W2, ELAGSE8L1, ELAGSE8L2

Response Scores:

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

5. There are different approaches to brainstorming when a group gets together to solve problems. Some people believe that working as a group can give people opportunities they otherwise would not have, but there can be problems with this process.

Write an informational/explanatory essay explaining what leaders should consider to encourage successful group problem solving.

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

Working as a group and thinking that everyone else’s idea is best, sometimes doesn’t lead to best results. This process contains the problem of “groupthink”. Another way to come up with an idea is by brainstorming. This could seem to be a bad idea for some people, but it could lead to creative and successful idea. Groupthink occurs when a person doesn’t want to disagree with their leaders and not wanting to be criticized. Also overconfidence can be a reason too. These will lack creativity can sometime result in poor grade. In process of brainstorming, you can list idea that are related to your topic even the idea that seems cragy. These could lead to creative ideas and outside-the-box thoughts. in this process reminding people not to criticize others will be very important. To have a successfull group problem solving it is essential to have everyone’s opinions. Keep in mind that cragy thought and brainstorming together is when best ideas flow.
DOC: 2

- There is an attempt to introduce a topic ("Working as a group and thinking that everyone else's idea is best, sometimes doesn't lead to best results").
- The response is developed with too few details provided for support ("Gropthink occurs when a person doesn't want to disagree with their leaders, "you can list idea that are related to your topic even the idea that seems crazy").
- Ideas and information are ineffectively organized. The idea of brainstorming feels like it has been randomly interjected after the introduction before the focus returns to groupthink and the negatives of groupwork only to be randomly interjected again.
- There are very few transitions present that attempt to connect and clarify relationships between ideas ("Another way," "Also").
- Formal style is inconsistent.
- A weak concluding section is present.

LUC: 2

- There is some attempt at varying sentence patterns for meaning, reader/listener interest, and style. Most sentences are simple with a few successful attempts at complex and compound sentences.
- Minor errors in usage and conventions are present with no significant effect on meaning ("pour" for "poor," "cragy" for "crazy").
ELAGSE8W2, ELAGSE8L1, ELAGSE8L2

Response Scores:


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

5. There are different approaches to brainstorming when a group gets together to solve problems. Some people believe that working as a group can give people opportunities they otherwise would not have, but there can be problems with this process.

Write an informational/explanatory essay explaining what leaders should consider to encourage successful group problem solving.

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

Group leaders should allow everyone that is apart of the group have a chance to get their point across. Working as a group could give some people opportunities that they would not have anywhere else, but group work can also create problems. Leaders of groups should consider a form of brainstorming where everyone that is apart of the group write down on separate sheets of paper their own ideas on how to solve the problems. Some people in the group may have some of the same ideas, others may not. Therefore everyone should say their ideas aloud and record all of the ideas that they think are best on a sheet of paper. Then, the group will have to make a compromise.
DOC: 1
- The response attempts to introduce a topic ("Group leaders should allow everyone that is apart of the group have a chance to get their point across. Working as a group could give some people opportunities that they would not have else where, but group work can also create problems").
- The response attempts to develop a topic with too few details ("a form of brainstorming where everyone that is apart of the group write down on seperate sheets of paper their own ideas on how to solve the problems. Some people in the group may have some of the same ideas, others may not. Therefore everyone should say their ideas aloud and record all of the ideas that they think are best on a sheet of paper").
- The response is too brief to show organization.
- One attempt at a linking word is present ("Then").
- Vague language does not help to develop the topic ("Some people in the group may have some of the same ideas, others may not").
- Appropriate style is maintained.
- No conclusion is provided.

LUC: 2
- There is some attempt to vary sentence patterns for style and meaning. Simple and complex sentences are successfully used.
- Errors in subject-verb agreement ("everyone that is apart of the group write") and in spelling/usage ("apart" for "a part," "opportunities," "else where," "seperate," "comprimise") have no significant impact on meaning. However, the response is too brief to demonstrate full command.
Response Scores:

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

5. There are different approaches to brainstorming when a group gets together to solve problems. Some people believe that working as a group can give people opportunities they otherwise would not have, but there can be problems with this process.

Write an informational/explanatory essay explaining what leaders should consider to encourage successful group problem solving.

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

Leaders an groups have a be able to know when an idea is bad and when there are wrong if they do that working an a group can get a lot done. There prons of working in a group to brainstorming the group can create plenty of great ideas. This group can also be working and have negative effects. Which the author of The teamwork trap tries to get across the author was saying that group storming can have the teamtrap effect this is when a team tries to agree with the leader of the group even if the idea is bad. The way that author of brainstorming expained the way brainstorming should work is that no idea is an waste of an idea but, the other says that ideas should be said but the negtives of the idea or if its just a bad idea in general should said by another person in the group.
5. There are different approaches to brainstorming when a group gets together to solve problems. Some people believe that working as a group can give people opportunities they otherwise would not have, but there can be problems with this process.

Write an informational/explanatory essay explaining what leaders should consider to encourage successful group problem solving.

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

always stay focused on the task, take it seriously and try to fall in line with the other students if you come to a point like there is someone in the group who disagrees or thinks about the topic differently hear him out and move forward

DOC: 1
- The topic is unclear (discusses the idea of group work and the problem of “groupthink” in vague terms).
- The response attempts to develop the topic with too few details (“there is someone in the group who disagrees or thinks about the topic differently hear him out and move forward”).
- The response is too brief to demonstrate organization.
- The language used is vague (“take it seriously and try to fall in line, “thinks about the topic differently”).
- Style is inappropriate for the task.
- No concluding statement is present.

LUC: 1
- The response consists of one run-on sentence, demonstrating a lack of sentence structure.
- Errors in a variety of categories impede the intended meaning (“always,” lack of internal punctuation).
Grade 8

MATHEMATICS

Sample Constructed-Response Items
ITEM 1: CONSTRUCTED-RESPONSE

MGSE8.G.2

1. Look at ΔABC and ΔEFG on the coordinate grid.

Part A Explain why ΔABC cannot be mapped onto ΔEFG by a reflection of ΔABC over the x-axis followed by a slide of 8 units to the left. Write your answer in the space provided on your answer document.

Part B Describe a rigid transformation or series of transformations that maps ΔABC onto ΔEFG. Write your answer in the space provided on your answer document.
Scoring Guide

Item 1 Information

**Standard:** MGSE8.G.2
Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

**Item Depth of Knowledge:** 2
Basic Application of Skill/Concept
Student uses information, conceptual knowledge, and procedures.

### ITEM-SPECIFIC SCORING RUBRIC

<table>
<thead>
<tr>
<th>Score</th>
<th>Rationale</th>
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| 2     | Response demonstrates a complete understanding of the standard.  
Give 2 points for student explaining why the given series of transformations will not map $\triangle ABC$ onto $\triangle EFG$ and providing a series of transformations that will map $\triangle ABC$ onto $\triangle EFG$.  
**Exemplar Response:**  
With the transformation described, angle A would align with angle G, which is not true. (1 point)  
**AND**  
Reflection over the $x$-axis followed by a reflection over the $y$-axis. (1 point)  
**OR**  
Other valid response |
| 1     | Response demonstrates partial understanding of the standard.  
Student earns 1 point for answering 1 key element. |
| 0     | Response demonstrates limited to no understanding of the standard.  
Student earns 0 points because the student does not show understanding of transformations of two-dimensional figures. |
1. Look at ΔABC and ΔEFG on the coordinate grid.

Part A  Explain why ΔABC cannot be mapped onto ΔEFG by a reflection of ΔABC over the x-axis followed by a slide of 8 units to the left. **Write your answer in the space provided on your answer document.**

Part B  Describe a rigid transformation or series of transformations that maps ΔABC onto ΔEFG. **Write your answer in the space provided on your answer document.**
The response demonstrates a complete understanding of the standard being tested. In Part A, the student correctly explains why the transformations will not map triangle $ABC$ onto triangle $EFG$. In Part B, the student correctly responds with a transformation that would exactly map triangle $ABC$ onto triangle $EFG$. 

<table>
<thead>
<tr>
<th>Part A</th>
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<tbody>
<tr>
<td>That would not work because $A$ should be where $E$ is but those steps will put $A$ where $G$ is.</td>
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<table>
<thead>
<tr>
<th>Part B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rotate 180 degrees about the origin.</td>
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</table>
MGSE8.G.2

Response Score: 1

1. Look at ΔABC and ΔEFG on the coordinate grid.

Part A  Explain why ΔABC cannot be mapped onto ΔEFG by a reflection of ΔABC over the x-axis followed by a slide of 8 units to the left. Type your answer in the space provided.

It won’t be the same

Part B  Describe a rigid transformation or series of transformations that maps ΔABC onto ΔEFG. Type your answer in the space provided.

Reflect over the y axis and then reflect over the x axis

The response demonstrates a partial understanding of the standard being tested. In Part A, the student states, “It won’t be the same,” which is not enough information to explain why the series of transformations provided will not map triangle ABC onto triangle EFG, and, therefore, the response is incorrect. In Part B, the student correctly describes a series of transformations that will exactly map triangle ABC onto triangle EFG.
MGSE8.G.2

Response Score: 0

1. Look at $\triangle ABC$ and $\triangle EFG$ on the coordinate grid.

Part A  Explain why $\triangle ABC$ cannot be mapped onto $\triangle EFG$ by a reflection of $\triangle ABC$ over the $x$-axis followed by a slide of 8 units to the left. **Type your answer in the space provided.**

That will work

Part B  Describe a rigid transformation or series of transformations that maps $\triangle ABC$ onto $\triangle EFG$. **Type your answer in the space provided.**

Reflect and translate

The response demonstrates little to no understanding of the standard being tested. In Part A, the student incorrectly states that the series of transformations will result in mapping triangle $ABC$ onto triangle $EFG$. In Part B, the student states a series of transformations to map $ABC$ onto triangle $EFG$ that is a general restatement of the incorrect transformation provided in Part A.
ITEM 2: EXTENDED CONSTRUCTED-RESPONSE

MGSE8.EE.8c

2. Zoe wants to rent a bicycle. Rent-A-Bicycle offers two pricing plans to rent a bicycle.

   Plan 1: $15 an hour
   Plan 2: a flat fee of $9 plus $12 an hour

   **Part A** Write a system of equations that represents both pricing plans. For each equation, use \( x \) to represent the number of hours a bicycle is rented and \( y \) to represent the total cost. *Write your answer in the space provided on your answer document.*

   **Part B** At what number of hours do the two plans cost the same amount? Show work or explain how you found your answer. *Write your answer in the space provided on your answer document.*
<table>
<thead>
<tr>
<th>Part A</th>
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<table>
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<th>Part B</th>
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## Scoring Guide

### Item 2 Information

<table>
<thead>
<tr>
<th><strong>Standard:</strong> MGSE8.EE.8c</th>
<th><strong>Item Depth of Knowledge:</strong> 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</td>
<td>Strategic Thinking</td>
</tr>
<tr>
<td></td>
<td>Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</td>
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</tbody>
</table>
## MATHEMATICS

### ITEM-SPECIFIC SCORING RUBRIC

<table>
<thead>
<tr>
<th>Score</th>
<th>Rationale</th>
</tr>
</thead>
</table>
| 4     | Response demonstrates a complete understanding of the standard.  
       | Give 4 points for correctly providing the two equations that represent the pricing plans, determining that at 3 hours the two plans have the same cost, and explaining how the value of 3 hours was determined.  
       | **Exemplar Response:**  
       | Part A: Plan 1 is \( y = 15x \). (1 point)  
       | **AND**  
       | Plan 2 is \( y = 9 + 12x \). (1 point)  
       | Part B: 3 hours (1 point)  
       | **AND**  
       | I set 15x equal to 9 plus 12x and solved for \( x \). The result is \( x \) is 3 hours for both plans to be the same. (1 point)  
       | **OR**  
       | Other valid response |
| 3     | Response demonstrates nearly complete understanding of the standard.  
       | Student earns 3 points for answering 3 key elements.**  
| 2     | Response demonstrates partial understanding of the standard.  
       | Student earns 2 points for answering 2 key elements.**  
| 1     | Response demonstrates minimal understanding of the standard.  
       | Student earns 1 point for answering 1 key element.**  
| 0     | Response demonstrates limited to no understanding of the standard.  
       | Student earns 0 points because the student does not show understanding of solving real-world problems leading to two linear equations in two variables.  

*If a student makes an error in Part A that is carried through to Part B (or subsequent parts), then the student is not penalized again for the same error.*
Zoe wants to rent a bicycle. Rent-A-Bicycle offers two pricing plans to rent a bicycle.

Plan 1: $15 an hour
Plan 2: a flat fee of $9 plus $12 an hour

**Part A** Write a system of equations that represents both pricing plans. For each equation, use $x$ to represent the number of hours a bicycle is rented and $y$ to represent the total cost. **Write your answer in the space provided on your answer document.**

**Part B** At what number of hours do the two plans cost the same amount? Show work or explain how you found your answer. **Write your answer in the space provided on your answer document.**
The response demonstrates a complete understanding of the standard being tested. In Part A, the student correctly provides equations that represent each pricing plan. In Part B, the student correctly solves the problem by setting the two equations from Part A equal to each other and then solving for $x$ to find the number of hours (3).
2. Zoe wants to rent a bicycle. Rent-A-Bicycle offers two pricing plans to rent a bicycle.

   Plan 1: $15 an hour
   Plan 2: a flat fee of $9 plus $12 an hour

**Part A** Write a system of equations that represents both pricing plans. For each equation, use \( x \) to represent the number of hours a bicycle is rented and \( y \) to represent the total cost. **Type your answer in the space provided.**

\[
y = 15x \text{ and } y = 10x + 9
\]

**Part B** At what number of hours do the two plans cost the same amount? Show work or explain how you found your answer. **Type your answer in the space provided.**

\[
1.8 \\
15x = 10x + 9 \\
5x = 9 \\
x = 1.8
\]

The response demonstrates a nearly complete understanding of the standard being tested. In Part A, the student correctly states the equation for Plan 1 as “\( y = 15 \)”; however, the equation for Plan 2 is incorrect. The equation “\( y = 10x + 9 \)” should be \( y = 12x + 9 \). In Part B, the student correctly sets the two equations from Part A equal to each other and solves for \( x \) to find the number of hours at which the two plans cost the same amount. Since the error in the equation in Part A is carried through to Part B, the student is not penalized for the incorrect answer of “1.8” in Part B. The student shows accurate work in Part B and therefore demonstrates understanding.
2. Zoe wants to rent a bicycle. Rent-A-Bicycle offers two pricing plans to rent a bicycle.

   Plan 1: $15 an hour
   Plan 2: a flat fee of $9 plus $12 an hour

   **Part A** Write a system of equations that represents both pricing plans. For each equation, use \( x \) to represent the number of hours a bicycle is rented and \( y \) to represent the total cost. **Write your answer in the space provided on your answer document.**

   **Part B** At what number of hours do the two plans cost the same amount? Show work or explain how you found your answer. **Write your answer in the space provided on your answer document.**
The response demonstrates a nearly complete understanding of the standard being tested. In Part A, the student correctly provides equations that represent each pricing plan. In Part B, the student correctly sets the two equations from Part A equal to each other; however, there is a computational error when combining like terms (the second line should read $3x = 9$). The answer given for Part B, “$x = 1/3$,” is therefore incorrect and does not demonstrate complete understanding.
2. Zoe wants to rent a bicycle. Rent-A-Bicycle offers two pricing plans to rent a bicycle.

   Plan 1: $15 an hour
   Plan 2: a flat fee of $9 plus $12 an hour

**Part A** Write a system of equations that represents both pricing plans. For each equation, use $x$ to represent the number of hours a bicycle is rented and $y$ to represent the total cost. **Type your answer in the space provided.**

   $y = 15x$ and $y = 12x + 9$

**Part B** At what number of hours do the two plans cost the same amount? Show work or explain how you found your answer. **Type your answer in the space provided.**

   7.2 hours because it’s the correct answer

The response demonstrates a partial understanding of the standard being tested. In Part A, the student correctly provides equations that represent each pricing plan. In Part B, the student states an incorrect response of “7.2 hours” and gives an incomplete explanation of how the answer was found, so the response does not demonstrate complete understanding.
2. Zoe wants to rent a bicycle. Rent-A-Bicycle offers two pricing plans to rent a bicycle.

Plan 1: $15 an hour

Plan 2: a flat fee of $9 plus $12 an hour

**Part A** Write a system of equations that represents both pricing plans. For each equation, use \( x \) to represent the number of hours a bicycle is rented and \( y \) to represent the total cost. **Write your answer in the space provided on your answer document.**

**Part B** At what number of hours do the two plans cost the same amount? Show work or explain how you found your answer. **Write your answer in the space provided on your answer document.**
The response demonstrates a minimal understanding of the standard being tested. In Part A, the student provides a correct equation for Plan 1, but the equation for Plan 2, \( y=12x \), is missing the flat fee of $9, so the equation is incorrect. The student leaves Part B blank and, therefore, does not demonstrate understanding.
MGSE8.EE.8c

Response Score: 0

2. Zoe wants to rent a bicycle. Rent-A-Bicycle offers two pricing plans to rent a bicycle.

   Plan 1: $15 an hour
   Plan 2: a flat fee of $9 plus $12 an hour

**Part A**  Write a system of equations that represents both pricing plans. For each equation, use \( x \) to represent the number of hours a bicycle is rented and \( y \) to represent the total cost. **Write your answer in the space provided on your answer document.**

**Part B**  At what number of hours do the two plans cost the same amount? Show work or explain how you found your answer. **Write your answer in the space provided on your answer document.**
The response demonstrates little to no understanding of the standard being tested. In Part A, the student restates the price plans without writing equations representing each plan. In Part B, the student gives the response “5” instead of 3, and no explanation is given. The response does not demonstrate understanding.