



# ***New York State Testing Program***

**2025**

**English Language Arts Test  
Writing**

**Grade 5**

**Scoring Leader Materials**

**Training Set**



### **Note to Scorers**

You may notice that some questions in these scoring materials appear with a bracketed credit value showing the respective number of credits. This is due to a style change that was recently field tested; therefore, not all items will have the bracketed credit value. An example of what the bracketed credit value looks like is provided below for your reference.

Example: Stem of the question. [2]

### **Copyright Information**

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### 2-Credit Constructed-Response Rubric

Score	Response Features
<b>2 Credits</b>	<p>The features of a 2-credit response are</p> <ul style="list-style-type: none"><li>• Valid inferences and/or claims from the text where required by the prompt</li><li>• Evidence of analysis of the text where required by the prompt</li><li>• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt</li><li>• Complete sentences where errors do not impact readability</li></ul>
<b>1 Credit</b>	<p>The features of a 1-credit response are</p> <ul style="list-style-type: none"><li>• A mostly literal recounting of events or details from the text as required by the prompt</li><li>• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Incomplete sentences or bullets</li></ul>
<b>0 Credits*</b>	<p>The features of a 0-credit response are</p> <ul style="list-style-type: none"><li>• A response that does not address any of the requirements of the prompt or is totally inaccurate</li><li>• A response that is not written in English</li><li>• A response that is unintelligible or indecipherable</li></ul>

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 1.

\* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).

### New York State Grades 4–5 Writing Evaluation Rubric

CRITERIA	NGLS	SCORE				
		4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0* Essays at this level:
<b>CONTENT AND ANALYSIS:</b> the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text(s)	W.2 R.1–9	—clearly introduce a topic in a manner that follows logically from the task and purpose  —demonstrate insightful comprehension and analysis of the text(s)	—clearly introduce a topic in a manner that follows from the task and purpose  —demonstrate grade-appropriate comprehension and analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose  —demonstrate a literal comprehension of the text(s)	—introduce a topic in a manner that does not logically follow from the task and purpose  —demonstrate little understanding of the text(s)	—demonstrate a lack of comprehension of the text(s) or task
<b>COMMAND OF EVIDENCE:</b> the extent to which the essay presents evidence from the provided text(s) to support analysis and reflection	W.2 R.1–8	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)  —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s)  —sustain the use of relevant evidence, with some lack of variety	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant  —use relevant evidence with inconsistency	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
<b>COHERENCE, ORGANIZATION, AND STYLE:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	—exhibit clear, purposeful organization  —skillfully link ideas using grade-appropriate words and phrases  —use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary  —provide a concluding statement that follows clearly from the topic and information presented	—exhibit clear organization  —link ideas using grade-appropriate words and phrases  —use grade-appropriate precise language and domain-specific vocabulary  —provide a concluding statement that follows from the topic and information presented	—exhibit some attempt at organization  —inconsistently link ideas using words and phrases  —inconsistently use appropriate language and domain-specific vocabulary  —provide a concluding statement that follows generally from the topic and information presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task  —lack the use of linking words and phrases  —use language that is imprecise or inappropriate for the text(s) and task  —provide a concluding statement that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization  —exhibit no use of linking words and phrases  —use language that is predominantly incoherent or copied directly from the text(s)  —do not provide a concluding statement
<b>CONTROL OF CONVENTIONS:</b> the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, or incoherent should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

\* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).

# Excerpt from “The Sun, Moon, and Stars”

*a traditional Navajo story retold by Donna Henes*

1       The First People had only four lights to illuminate the world: white light from the eastern mountains, blue light from the southern mountains, yellow light from the western peaks, and darkness from the north. These lights were dim and much too far away to bring heat.

2       The people wanted more daylight. “We barely have enough to see,” they complained.

3       So First Woman sent Glowworm, Fox Fire, Lightning Beetle, and Firefly to the four corners. They would give more light when it was needed.

4       But the First People were still not satisfied. “These lights are too small. They flicker on and off and are of little use to us. We do not have night eyes like Owl or Bat!” First Woman kept trying to please her people. She consulted Fire Man on his glowing mountain. He offered to make the land around Fire Mountain bright, but he warned her that the light would not cover all the lands and there would be smoke.

5       The people liked the brightness, but they were still not happy. “We do not like the heat and the smoke that comes from Fire Mountain. The heat scorches the earth and we are choked by the smoke,” they grumbled.

6       Eventually, First Woman had an idea for a different way to send light to Earth. She asked for a large, flat piece of the hardest rock available. After a long search, the people brought her a slab of quartz. It took a lot of hard work and a lot of help for First Woman to carve the quartz into two wheels.

7       Once the wheels were ready, First Woman and First Man decorated them as faces with symbols of the powers they each had. They decorated the first wheel with a mask of blue turquoise to give light and heat. They attached red coral to the earlobes and around the rim. On each side was a horn to hold male lightning and rain. On the rim, they placed bird feathers—cardinal, lark, and eagle—to fly it through the sky and spread the rays of heat and light in the four directions. This was the Sun wheel.

- 8           When it was time to decorate the second wheel, First Woman said, “We do not need more heat and light. This one will carry coolness and moisture.” She and First Man used white shell to create a face, with a band of yellow pollen on its chin and a rim of red coral. This wheel had feathers, too: magpie, nighthawk, turkey, and crane feathers to bear its weight. Its horns held female lightning and soft winds. This was Moon wheel.
- 9           “This Sun wheel and Moon wheel cannot stay here,” declared First Woman. “We must place them in the sky!” First Man suggested they carry the disks to the top of the highest mountain and fasten them to the sky with darts of lightning, which the people did.
- 10          Now the people had light, heat, coolness, and moisture all coming from the sky. But still they found something to complain about. Because the Sun always stayed in the east and never moved, one side of the land had an unending summer, and the other side had a winter that lasted forever. “This is not right,” they whined.
- 11          First Man agreed. “The Sun must move across the sky, but how can it travel when it is only a stone and has no spirit?” At that moment, two ancient, wise men stepped forward and offered to help. “We will give our spirits to the Sun and the Moon so they will have life and power to move across the sky.” One entered the turquoise disk and he was called Jóhonaa’ái, or Sun Bearer; the other entered the white disk and he was called Tl’éhonaa’ái, or Moon Bearer.
- 12          Once the Sun and the Moon were following their paths through the sky, the people returned to where First Woman had carved the wheels. The blanket where she had worked was covered with many small stone chips of every shape and size, plus stone dust from the cutting.
- 13          “These white stones must not be wasted! We will use them to make more lights in the night sky,” exclaimed First Woman. So again, they worked with their flint knives, chisels, and stone hammers to shape the stars.
- 14          To this day, the Sun, the Moon, and the stars created by First Woman, First Man, and all the people remain in the sky where they give light and heat by day and luminous, sparkling patterns at night.

## EXEMPLARY RESPONSE

27

In “The Sun, Moon, and Stars,” how do First Woman and First Man work together? Use **two** details from the story to support your response.

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### Possible Exemplary Response:

In “The Sun, Moon, and Stars,” the First Woman and First Man work together by collaborating to solve the problems of the First People. They created the Sun wheel “to fly it through the sky and spread the rays of heat and light in the four directions.” This shows how they worked together to give light and heat to the First People. Having created light and heat, they then decided to create the Moon wheel to “carry coolness and moisture.” This shows how they worked together to provide cooler temperatures and rain for the people.

### Possible Details to Include:

- Other relevant text-based details

### Score Credits:

Apply 2-credit holistic rubric.

# GUIDE PAPER 1

27

In “The Sun, Moon, and Stars,” how do First Woman and First Man work together? Use **two** details from the story to support your response.

The First Man and the First Woman work together by decorating the wheels and bringing sunlight and moistor to the first people.

The text says, "They decorated the first wheel with a mask of blue turquoise to give light and heat." this shows how the two worked together two give the people heat.

The text also states, "They attached red coral to the earlobes and around the rim. On each side was a horn to hold male lightning and rain." this shows how the two gave the first People rain and moistor.

In conclusion the First Man and the First Woman worked together to give the first people moistor and light.

## Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how First Woman and First Man work together in “The Sun, Moon, and Stars.”

- *by decorating the wheels and bringing sunlight and moistor to the first people*

The response provides evidence of analysis.

- *this shows how the two worked together two give the people heat*
- *this shows how the two gave the first People rain and moistor*

The response provides a sufficient number of concrete details from the text for support as required by the prompt.

- *“They decorated the first wheel with a mask of blue turquoise to give light and heat.”*
- *“They attached red coral to the earlobes and around the rim. On each side was a horn to hold male lightning and rain.”*

This response includes complete sentences where errors do not impact readability.



In “The Sun, Moon, and Stars,” how do First Woman and First Man work together? Use **two** details from the story to support your response.

In “Excerpt from The Sun, Moon, and Stars,” First Woman and First Man work together in the story by trying to make solutions for the problem of not enough light complained by the First People. I know this because in paragraphs 6, it says “Eventually, First Woman had an idea for a different way to send light to Earth. She asked for a large, flat piece of the hardest rock available. After a long search, the people brought her a slab of quartz. It took a lot of hard work and a lot of help for First Woman to carve the quartz into two wheels.” It also says in paragraph 7 that “Once the wheels were ready, First Woman and First Man decorated them as faces with symbols of the powers they each had. They decorated the first wheel with a mask of blue turquoise to give light and heat. They attached red coral to the earlobes and around the rim. On each side was a horn to hold male lightning and rain. On the rim, they placed bird feathers—cardinal, lark, and eagle—to fly it through the sky and spread the rays of heat and light in the four directions. This was the Sun wheel.” This explains she made 2 wheels from quartz and when she was done with that, First Man and First Woman designed the wheels and tied them to the sky in order to make light.

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how First Woman and First Man work together in “The Sun, Moon, and Stars.”

- *by trying to make solutions for the problem of not enough light complained by the First People*

The response provides a sufficient number of concrete details from the text for support as required by the prompt.

- *“Eventually, First Woman had an idea for a different way to send light to Earth. She asked for a large, flat piece of the hardest rock available. After a long search, the people brought her a slab of quartz. It took a lot of hard work and a lot of help for First Woman to carve the quartz into two wheels.”*
- *“Once the wheels were ready, First Woman and First Man decorated them as faces with symbols of the powers they each had. They decorated the first wheel with a mask of blue turquoise to give light and heat. They attached red coral to the earlobes and around the rim. On each side was a horn to hold male lightning and rain. On the rim, they placed bird feathers—cardinal, lark, and eagle—to fly it through the sky and spread the rays of heat and light in the four directions. This was the Sun wheel.”*

This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

27

In “The Sun, Moon, and Stars,” how do First Woman and First Man work together? Use **two** details from the story to support your response.

In “Expert from the Sun, Moon, and Stars,” the First Woman and First Man work together by helping each other with bringing more light to the people. According to paragraph 7 it states, “The First Woman and Man decorated them as faces with symbols of the powers each had.” Another detail is in paragraph 9 when it states, “The First Man suggested they carry the disks to the top of the highest mountain and fasten them to the sky with darts of lightning which the people did.”

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how First Woman and First Man work together in “The Sun, Moon, and Stars.”

- *by helping each other with bringing more light to the people*

The response provides a sufficient number of concrete details from the text for support as required by the prompt.

- *“The First Woman and Man decorated them as faces with symbols of the powers each had.”*
- *“The First Man suggested they carry the disks to the top of the highest mountain and fasten them to the sky with darts of lightning which the people did.”*

This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

27

In “The Sun, Moon, and Stars,” how do First Woman and First Man work together? Use **two** details from the story to support your response.

In “Excerpt from The Sun, Moon, and Stars,” the First Woman and First Man work together by helping each other out, because the first woman wanted her people to be satisfied. For example, “Once the wheels were ready, first women and First man decorated them as faces with symbols of the powers they each had” (paragraph 7).

Another example from the text is, “The First man agreed” (paragraph 11).

### Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how First Woman and First Man work together in “The Sun, Moon, and Stars.”

- *by helping each other out*

The response only provides one concrete detail from the text for support.

- *“Once the wheels were ready, first women and First man decorated them as faces with symbols of the powers they each had”*

This response includes complete sentences where errors do not impact readability.

27

In "The Sun, Moon, and Stars," how do First Woman and First Man work together? Use **two** details from the story to support your response.

In "Exerpt from the sun,moon,and stars," how first woman and first man work together is the both make light together. that is how first woman and first man work together.

**Score Credit 1 (out of 2 credits)**

This response provides a valid inference from the text to explain how First Woman and First Man work together in "The Sun, Moon, and Stars."

- *both make light together*

The response does not provide two relevant details from the text for support.

This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

27

In “The Sun, Moon, and Stars,” how do First Woman and First Man work together? Use **two** details from the story to support your response.

They decorated and carved crystal quartz as faces and worked together

### Score Credit 1 (out of 2 credits)

This response only provides one relevant detail from the text for support.

- *They decorated and carved crystal quartz as faces*

The response does not provide a valid inference from the text to explain how First Woman and First Man work together in “The Sun, Moon, and Stars.”

This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

27

In “The Sun, Moon, and Stars,” how do First Woman and First Man work together? Use **two** details from the story to support your response.

The first woman and the first man skill working together is fine because one detail is the female is a bit more smart because she think more. Another detail is they are helping each other.

### Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt.

- *The first woman and the first man skill working together is fine because one detail is the female is a bit more smart because she think more. Another detail is they are helping each other*

27

In “The Sun, Moon, and Stars,” how do First Woman and First Man work together? Use **two** details from the story to support your response.

the fisrt man and women wanted more and more and more light

**Score Credit 0 (out of 2 credits)**

This response does not address any of the requirements of the prompt and is totally inaccurate.

- *the fisrt man and women wanted more and more and more light*

## EXEMPLARY RESPONSE

28

In “The Sun, Moon, and Stars,” how do paragraphs 4 and 5 affect the tone of the story? Use **two** details from the story to support your response.

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### Possible Exemplary Response:

Paragraphs 4 and 5 affect the tone of “The Sun, Moon, and Stars” by showing us the tension between the First Woman and the First People over the need for light on the Earth. The First People were not happy and complained that they barely had enough light to see. “These lights are too small. They flicker on and off and are of little use to us. We do not have night eyes like Owl or Bat!” The First Woman wanted to please her people and was so desperate to give them the light they wanted that she didn’t listen to the Fire Man when he warned her that though he could make the land around the mountain bright, there would be smoke. Sure enough, the people grumbled “We do not like the heat and the smoke that comes from Fire Mountain.”

### Possible Details to Include:

- Other relevant text-based details

### Score Credits:

Apply 2-credit holistic rubric.



# GUIDE PAPER 1

28

In “The Sun, Moon, and Stars,” how do paragraphs 4 and 5 affect the tone of the story? Use **two** details from the story to support your response.

Paragraph 4 and 5 affect the tone of the story because its showing how the First people are never satisfied. They complain and do not want to help First man, and First woman. You can see this when the passage states "But the First People were still not satisfied. These lights are too small. They flicker on and off and are little use to us. We do not have night eyes like Owl or Bat!

Paragraph 4 and 5 also affect the tone when the passage says "The people liked brightness, but they were still not happy. We do not like the heat and the smoke that comes from Fire Mountain. the heat scorches the earth and we are chocked by the smoke". This shows that they were greedy and wanted more.

## Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how paragraphs 4 and 5 affect the tone of the story in “The Sun, Moon, and Stars.”

- *showing how the First people are never satisfied*

The response provides evidence of analysis.

- *This shows that they were greedy and wanted more*

The response provides a sufficient number of concrete details from the text for support as required by the prompt.

- *“But the First People were still not satisfied. These lights are too small. They flicker on and off and are little use to us. We do not have night eyes like Owl or Bat*
- *“The people liked brightness, but they were still not happy. We do not like the heat and the smoke that comes from Fire Mountain. the heat scorches the earth and we are chocked by the smoke”*

This response includes complete sentences where errors do not impact readability.

In “The Sun, Moon, and Stars,” how do paragraphs 4 and 5 affect the tone of the story? Use **two** details from the story to support your response.

Paragraphs 4 and 5 affect the tone by how Firsrt woman trys to bring light but others were not appreciative same with Fire man. I can prove thiks statement by how in the excerpt it states, "These lights are to small. They flicker on and off and are of little use to us." Another way i can show how they were not appriciative is by how for fire man it states, "We do not like the heat and smoke that comes from Fire Mountain."

**Score Credit 2 (out of 2 credits)**

This response provides a valid inference from the text to explain how paragraphs 4 and 5 affect the tone of the story in “The Sun, Moon, and Stars.”

- *how Firsrt woman trys to bring light but others were not appreciative*

The response provides a sufficient number of concrete details from the text for support as required by the prompt.

- *“These lights are to small. They flicker on and off and are of little use to us.”*
- *“We do not like the heat and smoke that comes from Fire Mountain.”*

This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

28

In “The Sun, Moon, and Stars,” how do paragraphs 4 and 5 affect the tone of the story? Use **two** details from the story to support your response.

paragrafs 4 and 5 afect the tone of the story by showing how ungraetfull the first people are after fist woman helped them out. one detail is "But the First People were still not satisfied." anotherdetail is "but they were still not happy."

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how paragraphs 4 and 5 affect the tone of the story in “The Sun, Moon, and Stars.”

- *by showing how ungraetfull the first people are after fist woman helped them out*

The response provides a sufficient number of concrete details from the text for support as required by the prompt.

- *“But the First People were still not satisfied.”*
- *“but they were still not happy.”*

This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

28

In “The Sun, Moon, and Stars,” how do paragraphs 4 and 5 affect the tone of the story? Use **two** details from the story to support your response.

1. It affect the tone by the first woman kept trying to please her people.2. Then the people said the heat scorches the earth and we are choked by the smoke

### Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how paragraphs 4 and 5 affect the tone of the story in “The Sun, Moon, and Stars.”

- *by the first woman kept trying to please her people*

The response only provides one concrete detail from the text for support.

- *the heat scorches the earth and we are choked by the smoke*

This response includes complete sentences where errors do not impact readability.

28

In “The Sun, Moon, and Stars,” how do paragraphs 4 and 5 affect the tone of the story? Use **two** details from the story to support your response.

In paragraph 4 They both focus on to get light and on paragraph 5 they tried to get light by fire from lava

**Score Credit 1 (out of 2 credits)**

This response provides a sufficient number of relevant details from the text for support as required by the prompt.

- *They both focus on to get light*
- *they tried to get light by fire*

The response does not provide a valid inference from the text to explain how paragraphs 4 and 5 affect the tone of the story in “The Sun, Moon, and Stars.”

This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 6

- 28 In “The Sun, Moon, and Stars,” how do paragraphs 4 and 5 affect the tone of the story? Use **two** details from the story to support your response.

The Lights were to small. They Flicker on and off and and are a little use to us.

### Score Credit 1 (out of 2 credits)

This response only provides one relevant detail from the text for support.

- *The Lights were to small. They Flicker on and off and and are a little use to us*

The response does not provide a valid inference from the text to explain how paragraphs 4 and 5 affect the tone of the story in “The Sun, Moon, and Stars.”

This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

28

In “The Sun, Moon, and Stars,” how do paragraphs 4 and 5 affect the tone of the story? Use **two** details from the story to support your response.

they need more light from stars

### Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt.

- *they need more light from stars*

28

In “The Sun, Moon, and Stars,” how do paragraphs 4 and 5 affect the tone of the story? Use **two** details from the story to support your response.

Thay dont like the smok

**Score Credit 0 (out of 2 credits)**

This response does not address any of the requirements of the prompt.

- *Thay dont like the smok*



*Millo Castro Zaldarriaga lived in Cuba and later became a world-famous musician.  
When she first played in a band in 1932, there were no female drummers in Cuba.*

# Drum Dream Girl: How One Girl's Courage Changed Music

*by Margarita Engle*

On an island of music  
in a city of drumbeats  
the drum dream girl  
dreamed

5 of pounding tall conga drums  
tapping small *bongó* drums  
and boom boom booming  
with long, loud sticks  
on big, round, silvery  
10 moon-bright *timbales*.

But everyone  
on the island of music  
in the city of drumbeats  
believed that only boys  
15 should play drums

so the drum dream girl  
had to keep dreaming  
quiet  
secret  
20 drumbeat  
dreams.

At outdoor cafes that looked like gardens  
she heard drums played by men  
but when she closed her eyes  
25 she could also hear  
her own imaginary  
music.

When she walked under  
wind-wavy palm trees  
30 in a flower-bright park  
she heard the whir of parrot wings  
the clack of woodpecker beaks  
the dancing tap  
of her own footsteps  
35 and the comforting pat  
of her own  
heartbeat.

At carnivals, she listened  
to the rattling beat  
40 of towering  
dancers  
on stilts

and the dragon clang  
of costumed drummers  
45 wearing huge masks.

At home, her fingertips  
rolled out their own  
dreamy drum rhythm  
on tables and chairs...

50 and even though everyone  
kept reminding her that girls  
on the island of music  
had never played drums

the brave drum dream girl  
55   dared to play  
tall conga drums  
small *bongó* drums  
and big, round, silvery  
moon-bright *timbales*.

60   Her hands seemed to fly  
as they rippled  
rapped  
and pounded  
all the rhythms  
65   of her drum dreams.

Her big sisters were so excited  
that they invited her to join  
their new all-girl dance band

but their father said only boys  
70   should play drums.

So the drum dream girl  
had to keep dreaming  
and drumming  
alone

75     until finally  
       her father offered  
       to find a music teacher  
       who could decide if her drums  
       deserved  
80     to be heard.

       The drum dream girl's  
       teacher was amazed.  
       The girl knew so much  
       but he taught her more  
85     and more  
       and more

       and she practiced  
       and she practiced  
       and she practiced

90     until the teacher agreed  
       that she was ready  
       to play her small *bongó* drums  
       outdoors at a starlit café  
       that looked like a garden

95     where everyone who heard  
       her dream-bright music  
       sang  
       and danced  
       and decided  
100    that girls should always  
       be allowed to play  
       drums  
       and both girls and boys  
       should feel free  
105    to dream.

## EXEMPLARY RESPONSE

36

What effect do lines 11 through 21 have on the tone of “Drum Dream Girl”? Use **two** details from the poem to support your response.

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### Possible Exemplary Response:

Lines 11 through 21 have us as readers go from feeling excited and energetic to feeling Millo’s dismay at not being able to be a drummer because she is a female. “On an island of music / in a city of drumbeats / the drum dream girl / dreamed”. These lines make us feel thrilled for Millo, who dreams of being a drummer. Then in line 14 we learn that her dreams can’t come true because her island “believed that only boys / should play drums”. We are sad for her because we read about how much she loves drumming but because she is female can only “keep dreaming / quiet / secret / drumbeat / dreams.” All of this makes us eager to continue reading the poem to see if her dreams will ever come true.

### Possible Details to Include:

- Other relevant text-based details

### Score Credits:

Apply 2-credit holistic rubric.

# GUIDE PAPER 1

36

What effect do lines 11 through 21 have on the tone of "Drum Dream Girl"? Use **two** details from the poem to support your response.

The effects on lines 11 through 21 have on the tone of "Drum Dream Girl" by being happy and keeping courage no matter what to keep your passion in life! In lines 11 through 15 it says, "But everyone on the island of music in the city of drumbeats believed that only boys should play drums..." On lines 16 through 21 it says, "...so the drum dream girl had to keep dreaming quiet secret drumbeat dreams." Still if the "Drum Dream Girl" knows that they usually only let boys play drums she was going to keep her passion. These sentences show me that the effects on lines 11 through 21 have on the tone of "Drum Dream Girl" by being happy and keeping courage no matter what to keep your passion in life.

## Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain the effect that lines 11 through 21 have on the tone of "Drum Dream Girl."

- *by being happy and keeping courage*

The response provides evidence of analysis.

- *they usually only let boys play drums she was going to keep her passion*

The response provides a sufficient number of concrete details from the text for support as required by the prompt.

- *"But everyone on the island of music in the city of drumbeats believed that only boys should play drums..."*
- *"...so the drum dream girl had to keep dreaming quiet secret drumbeat dreams."*

This response includes complete sentences where errors do not impact readability.



36

What effect do lines 11 through 21 have on the tone of “Drum Dream Girl”? Use **two** details from the poem to support your response.

the effect of lines 11 through 21 have on the tone of “Drum Dream Girl” is it first introduced that girls can not play drums and she is sad and the tone is sad untill her dad says she can finally play drums. I know this because the text says "But everyone on the island of music in the city of drumbeats believed that only boys should play drums" and "so the drum dream girl had to keep dreaming". These quotes show that she is sad that she cant play drums and she has to keep dreaming about playing the drums.

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain the effect that lines 11 through 21 have on the tone of “Drum Dream Girl.”

- *introduced that girls can not play drums [...] and the tone is sad untill her dad says she can finally play drums*

The response provides a sufficient number of concrete details from the text for support as required by the prompt.

- *“But everyone on the island of music in the city of drumbeats believed that only boys should play drums”*
- *“so the drum dream girl had to keep dreaming”*

This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

36

What effect do lines 11 through 21 have on the tone of “Drum Dream Girl”? Use **two** details from the poem to support your response.

lines 11 through 21 have on the tone of “Drum Dream Girl”? tells me that they are peaceful and they love music. In 5 it said in a city of drumbeats the drum dream girl dreamed. Also on page 55 it said the brave drum dream girl dared to play tall conga drums.

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain the effect that lines 11 through 21 have on the tone of “Drum Dream Girl.”

- *they are peaceful and they love music*

The response provides a sufficient number of concrete details from the text for support as required by the prompt.

- *in a city of drumbeats the drum dream girl dreamed*
- *the brave drum dream girl dared to play tall conga drums*

This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

36

What effect do lines 11 through 21 have on the tone of “Drum Dream Girl”? Use **two** details from the poem to support your response.

The effect on lines 11 through 21 have on the tone of "Drum Dream Girl" because it shows on lines 11 through 21 that everyone was putting down because it says "But everyone on the island of music in the city of drumbeats believed that only boys should play drums" this shows that no one believed in her in the beginning.

### Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain the effect that lines 11 through 21 have on the tone of “Drum Dream Girl.”

- *no one believed in her in the beginning*

The response only provides one concrete detail from the text for support.

- *“But everyone on the island of music in the city of drumbeats believed that only boys should play drums”*

This response includes a complete sentence where errors do not impact readability.

36

What effect do lines 11 through 21 have on the tone of “Drum Dream Girl”? Use **two** details from the poem to support your response.

Lines 11 through 21 say's "Drum Dream Girl" whants to be the first Girl to play the drums ware she lives. One detail is "But everyone on the island of music in the city of drumbeats believed that only boys should play drums." this shows how no girls have ever played drums. Another detall is "but their father said only doys should play drums." this shows that even her dad didn't think that girls should play drums.

**Score Credit 1 (out of 2 credits)**

This response provides a sufficient number of concrete details from the text for support.

- *“But everyone on the island of music in the city of drumbeats believed that only boys should play drums.”*
- *“but their father said only doys should play drums.”*

The response does not provide a valid inference from the text to explain the effect that lines 11 through 21 have on the tone of “Drum Dream Girl.”

This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

36

What effect do lines 11 through 21 have on the tone of “Drum Dream Girl”? Use **two** details from the poem to support your response.

she wants to be a drummer but every one thinks boys should only play the drums

### Score Credit 1 (out of 2 credits)

This response only provides one relevant detail from the text for support.

- *every one thinks boys should only play the drums*

The response does not provide a valid inference from the text to explain the effect that lines 11 through 21 have on the tone of “Drum Dream Girl.”

This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

36

What effect do lines 11 through 21 have on the tone of “Drum Dream Girl”? Use **two** details from the poem to support your response.

Have on the tone of “Drum Dream Girl”? the person who wrote this book probably wantd to do elven lines because the person who is reading it probably wanted a long poem and they wanted a good one and one thats longer and harder

### Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt.

- *Have on the tone of “Drum Dream Girl”? the person who wrote this book probably wantd to do elven lines because the person who is reading it probably wanted a long poem and they wanted a good one and one thats longer and harder*

36

What effect do lines 11 through 21 have on the tone of “Drum Dream Girl”? Use **two** details from the poem to support your response.

island of music has people play music because people to play drum

**Score Credit 0 (out of 2 credits)**

This response does not address any of the requirements of the prompt.

- *island of music has people play music because people to play drum*

## EXEMPLARY RESPONSE

37

The girl in the poem “Drum Dream Girl” listens to many different sounds. How do these sounds help her to become a better drummer? Use two details from the poem to support your response.

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### Possible Exemplary Response:

The wide variety of sounds that the girl in “Drum Dream Girl” listens to help her become a better drummer because she can actually hear music in common sounds. The sounds all around her sound like a drumbeat. In lines 31-37 it lists the common sounds she hears in the everyday world. “She heard the whirl of parrot wings / the clack of woodpecker beaks / the dancing tap / of her own footsteps / and the comforting pat / of her own / heartbeat.” Each of these sounds she recreates using drumbeats at home where her fingers play the rhythm by tapping on tables and chairs because you don’t need actual drums to play a beat. “Her hands seemed to fly / as they rippled / rapped / and pounded / all the rhythms / of her drum dreams.” All the rhythms she played came from the music that is all around her in life from the men playing actual drums at the outdoor cafes, to the rattling sounds of dancers on stilts, to the carnival guys dressed up as a huge dragon. If she wouldn’t have listened to the music in the sounds around her, she would have missed out on being a great drummer with or without a drum.

### Possible Details to Include:

- Other relevant text-based details

### Score Credits:

Apply 2-credit holistic rubric.



# GUIDE PAPER 1

37

The girl in the poem “Drum Dream Girl” listens to many different sounds. How do these sounds help her to become a better drummer? Use two details from the poem to support your response.

The girl in the poem "Drum Dream Girl" listens to many different sounds. These sounds help her to be a better drummer. These sounds help her to be a better drummer because she found rhythm. I know this because in the text it says " At carnivals, she listened to the rattling beat of towering dancers on stilts and the dragon clang of costumed drummers" it also says "At home, her fingertips rolled out their own dreamy drum rythm on tables and chairs." and the last thing it says is "The drum dream girl's teacher was amazed. The girl knew so much." this shows that she became a better drummer by listing to the sounds and finding rhythm.

## Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the many different sounds the girl listens to helps her to become a better drummer in “Drum Dream Girl.”

- *because she found rhythm*

The response provides a sufficient number of concrete details from the text for support as required by the prompt.

- “ *At carnivals, she listened to the rattling beat of towering dancers on stilts and the dragon clang of costumed drummers* ”
- “*At home, her fingertips rolled out their own dreamy drum rythm on tables and chairs.*”
- “*The drum dream girl’s teacher was amazed. The girl knew so much.*”

This response includes complete sentences where errors do not impact readability.

37

The girl in the poem “Drum Dream Girl” listens to many different sounds. How do these sounds help her to become a better drummer? Use two details from the poem to support your response.

These sounds help the girl become a better drummer because when she hears them, she can imagine her own music playing in her head. The text states, "At outdoor cafes that looked like gardens she heard drums played by men but when she closed her eyes she could also hear her own imaginary music." This shows the girl imagines music in her head when she hears other music and sounds. The text also says "she heard the whirl of parrot wings the clack of woodpecker beaks the dancing tap of her own heartbeat." which also shows how when the girl hears different sounds, she plays music to herself. This is how the sounds the girl hears helps her become a better drummer.

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the many different sounds the girl listens to helps her to become a better drummer in “Drum Dream Girl.”

- *the girl imagines music in her head when she hears other music and sounds*

The response provides a sufficient number of concrete details from the text for support as required by the prompt.

- *“At outdoor cafes that looked like gardens she heard drums played by men but when she closed her eyes she could also hear her own imaginary music.”*
- *“she heard the whirl of parrot wings the clack of woodpecker beaks the dancing tap of her own heartbeat.”*

This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

37

The girl in the poem “Drum Dream Girl” listens to many different sounds. How do these sounds help her to become a better drummer? Use two details from the poem to support your response.

In the poem "Drum Dream Girl" she listens to many different sounds. These sounds help her become a better drummer because she it helps think of new ways to play on the drum and gets her inspired. In paragraph 25 it says, "she heard drums played by men but when she closed her eyes she could also hear her own imaginary music." In paragraph 80 it says, "The drum dream girl's teacher was amazed. The girl knew so much"

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the many different sounds the girl listens to helps her to become a better drummer in “Drum Dream Girl.”

- *it helps think of new ways to play on the drum and gets her inspired*

The response provides a sufficient number of concrete details from the text for support as required by the prompt.

- *“she heard drums played by men but when she closed her eyes she could also hear her own imaginary music.”*
- *“ The drum dream girl’s teacher was amazed. The girl knew so much”*

This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 4

37

The girl in the poem “Drum Dream Girl” listens to many different sounds. How do these sounds help her to become a better drummer? Use two details from the poem to support your response.

The girl in the poem “Drum Dream Girl” listens to many different sounds these sounds help her become a better drummer by helping her listen to the different beats and how to play them. It says she hears bongó drums and loud booming with long, loud sticks on big, round, silvery moon-bright timbales.

### Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the many different sounds the girl listens to helps her to become a better drummer in “Drum Dream Girl.”

- *by helping her listen to the different beats and how to play them*

The response only provides one relevant detail from the text for support.

- *she hears bongó drums and loud booming with long, loud sticks on big, round, silvery moon-bright timbales*

This response includes complete sentences where errors do not impact readability.

37

The girl in the poem “Drum Dream Girl” listens to many different sounds. How do these sounds help her to become a better drummer? Use two details from the poem to support your response.

The poem "Drum Dream girl listens to meny deifferent sounds these sounds help her to become a better drummer.deifferent sounds can help you to pratis.

**Score Credit 1 (out of 2 credits)**

This response provides a valid inference from the text to explain how the many different sounds the girl listens to helps her to become a better drummer in “Drum Dream Girl.”

- *deifferent sounds can help you to pratis*

The response does not provide two relevant details from the text for support.

This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 6

37

The girl in the poem “Drum Dream Girl” listens to many different sounds. How do these sounds help her to become a better drummer? Use two details from the poem to support your response.

When the girl listen to many different sound the sound help her be a better drummer by the rattling beats and dancing tap her own dreamy drum rhythm on tables and chairs her hands rippled and rapped all the rhythms.

### Score Credit 1 (out of 2 credits)

This response only provides one relevant detail from the text for support.

- *the rattling beats and dancing tap her own dreamy drum rhythm on tables and chairs her hands rippled and rapped all the rhythms*

The response does not provide a valid inference from the text to explain how the many different sounds the girl listens to helps her to become a better drummer in “Drum Dream Girl.”

This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 7

37

The girl in the poem “Drum Dream Girl” listens to many different sounds. How do these sounds help her to become a better drummer? Use two details from the poem to support your response.

the girl likes music and she like to make sounds and alos people try to take her down but she don` t care and never give up she try and try she changed the world and that how one girl changed music

### Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt.

- *the girl likes music and she like to make sounds and alos people try to take her down but she don` t care and never give up she try and try she changed the world and that how one girl changed music*

37

The girl in the poem “Drum Dream Girl” listens to many different sounds. How do these sounds help her to become a better drummer? Use **two** details from the poem to support your response.

by hearing the beats

**Score Credit 0 (out of 2 credits)**

This response does not address any of the requirements of the prompt.

- *by hearing the beats*



*Sana'a is a city in the country of Yemen. During the time of this story, music was forbidden in Sana'a.*

## Excerpt from “The Oud Player of Sana’a”

*by Carolyn Han*



- 1 In the city of Sana'a, an old man with an orange-hennaed beard could not stop playing his four-stringed Yemeni oud—no matter how hard he tried. During the day he hid the musical instrument in a wooden chest inside his house. Only late at night, while his neighbors slept, did he dare take the oud out of its hiding place.

**orange-hennaed beard = a beard that has been colored using dye made from a plant**

- 2 Before removing his oud from the chest, the man closed his wooden shutters and stuffed fat pillows in the windows so his music would not escape. Holding the instrument in the crook of his arm, he played and sang. . . .
- 3 The following night the old man waited until it was very late before taking the oud from its hiding place. At first he fingered the strings lightly so that the music stayed inside the house. But he soon became carried away—swept up in song—and his playing and singing grew louder.
- 4 Shutters creaked open. Oil lamps glowed. Faces appeared at the windows. Barefoot men dressed in long nightshirts stormed out of the arched doorways and ran to tell the soldiers that someone was playing music. . . .
- 5 After a breakfast of sweetened tea and a circle of flatbread, the old man was taken to court. “Why did you break the law?” asked a dark-bearded judge who sat behind an enormous wooden desk.
- 6 “Music is a gift,” the oud player replied.
- 7 “What do you mean?” questioned the judge, his eyes narrowing.
- 8 “I’ve been given the gift of being able to play and sing music. I cannot refuse to embrace it,” the old man answered. “I’ll show you.” He took the oud from his sleeve.
- 9 “Stop!” the judge shouted, pounding the desk. “Stop at once!”
- 10 “How can I prove my case if you don’t listen to the evidence?” the old man asked, cradling the oud. . . .
- 11 “On top of a mountain no one could hear the music,” one judge suggested.
- 12 So that afternoon nine sure-footed donkeys traveled up a rocky path carrying eight judges and an oud player. On the mountaintop, the judges gathered in a circle. The oud player sat on a nearby rock. Removing the instrument from his sleeve, he began to tune the oud. It had been a long time since the judges had heard any music—even the harsh unmusical tuning of an oud. . . .
- 13 One by one the judges found themselves swaying to the music. At first faint smiles appeared on their lips . . . and finally, wide grins covered their faces. Relaxed and content, one judge glanced skyward. “Look!” he shouted, pointing.
- 14 The others followed his gaze. They were amazed to see hundreds of oud-shaped clouds floating across the sky. More and more clouds appeared as the oud player continued strumming and singing. . . .
- 15 Today music is no longer forbidden in Yemen. Musicians can play openly, and often oud-shaped clouds can be spotted in the sky above Sana’a.

## EXEMPLARY RESPONSE

38

Some people are able to remain calm when they are in difficult situations. How do the details in “The Oud Player of Sana’a” develop this idea? Use **two** details from the story to support your response.

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### Possible Exemplary Response:

The details in “The Oud Player of Sana’a” develop the idea that some people can remain calm when they are in difficult situations by telling us what the old man would do when secretly playing his oud, and by telling us his attitude both in court and on the mountain. First, before he would play his oud, he had to remain calm and prepare so he wouldn’t be caught breaking the law. “Before removing his oud from the chest, the man closed his wooden shutters and stuffed fat pillows in the windows so his music would not escape.” The time that the old man didn’t remain calm, and he got carried away playing and singing loudly is when he got caught. The second time the story shows that the man could remain calm under stress was when he was taken to court. He spoke calmly to the judges, speaking of his gift for music. Even after the judge shouted and banged on his desk the old man simply and calmly asked, “How can I prove my case if you don’t listen to the evidence?” A final time the old man remained calm was after he and the judges traveled up the mountain and he played for the judges, making them sway to the music until they had huge smiles. It must have been tough to play with 8 angry judges staring at you, but the oud player remained calm and played beautiful music such that he convinced the judges to no longer forbid music in Yemen.

### Possible Details to Include:

- Other relevant text-based details

### Score Credits:

Apply 2-credit holistic rubric.

# GUIDE PAPER 1

38

Some people are able to remain calm when they are in difficult situations. How do the details in “The Oud Player of Sana’a” develop this idea? Use two details from the story to support your response.

In "Excerpt from The Oud Player of Sana'a" it develops the idea of some people remaining calm in difficult situations by showing how the old man stayed calm when he was taken to court for breaking the law. One detail from the story is, "I've been given the gift of being able to play and sing music. I cannot refuse to embrace it," the old man answered. "I'll show you." He took the oud from his sleeve." Although people in court would usually panic and worry, the old man remained calm and he chose his words wisely. Another detail is, "The others followed his gaze. They were amazed to see hundreds of oud-shaped clouds floating across the sky. More and more clouds appeared as the oud player continued strumming and singing. . . ." The way the old man stayed calm when in court made him have the confidence to play music in front of the judges. People in this situation panic to find good evidence to prove their innocence. This is how "Excerpt from The Oud Player of Sana'a" develop the idea of people staying calm in difficult situations.

## Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the details in “The Oud Player of Sana’a” develop the idea that some people are able to remain calm in difficult situations.

- *by showing how the old man stayed calm when he was taken to court*

The response provides evidence of analysis.

- *Although people in court would usually panic and worry, the old man remained calm and he chose his words wisely*
- *The way the old man stayed calm when in court made him have the confidence to play music in front of the judges*

The response provides a sufficient number of concrete details from the text for support as required by the prompt.

- *“I’ve been given the gift of being able to play and sing music. I cannot refuse to embrace it,” the old man answered. “I’ll show you.” He took the oud from his sleeve.”*
- *“The others followed his gaze. They were amazed to see hundreds of oud-shaped clouds floating across the sky. More and more clouds appeared as the oud player continued strumming and singing. . . .”*

This response includes complete sentences where errors do not impact readability.

38

Some people are able to remain calm when they are in difficult situations. How do the details in “The Oud Player of Sana’a” develop this idea? Use two details from the story to support your response.

Some people are able to remain calm when they are in difficult situations. The details in " Excerpt from the Oud Player of Sana'a " develop this idea by showing how the oud player is very confident, even though he is in a difficult situation. For example, in paragraph 5 the Judge asks, " Why did you break the law? " with the Oud player replying with no hesitation, " Music is a gift, ". Another example is in the 10th paragraph of the excerpt, where the Oud player says, " How can I prove my case if you don't listen to the evidence? ". This shows how some people are able to remain calm when they are difficult situations. In this case, The Oud Player has confidence.

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the details in “The Oud Player of Sana’a” develop the idea that some people are able to remain calm in difficult situations.

- *by showing how the oud player is very confident, even though he is in a difficult situation*

The response provides a sufficient number of relevant details from the text for support as required by the prompt.

- *the Judge asks, “ Why did you break the law? ” with the Oud player replying with no hesitation, “ Music is a gift, ”*
- *the Oud player says, “ How can I prove my case if you don’t listen to the evidence? ”*

This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 3

38

Some people are able to remain calm when they are in difficult situations. How do the details in “The Oud Player of Sana’a” develop this idea? Use two details from the story to support your response.

they asked the man why he broke the law and he was nt scared, he just responded "music is a gift he also says " how can i prove my case if you dont listen to the evedence.

### Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the details in “The Oud Player of Sana’a” develop the idea that some people are able to remain calm in difficult situations.

- *they asked the man why he broke the law and he was nt scared*

The response provides a sufficient number of concrete details from the text for support as required by the prompt.

- *“music is a gift*
- *“ how can i prove my case if you dont listen to the evedence*

This response includes a complete sentence where errors do not impact readability.

## GUIDE PAPER 4

38

Some people are able to remain calm when they are in difficult situations. How do the details in “The Oud Player of Sana’a” develop this idea? Use two details from the story to support your response.

The old man was able to remain calm when in the court with the judge, when he said "I've been given the gift of being able to play and sing music. i cannot refuse to embrace it," and "how can I prove my case if you don't listen to the evidence?"

### Score Credit 1 (out of 2 credits)

This response provides a sufficient number of concrete details from the text for support as required by the prompt.

- *“I’ve been given the gift of being able to play and sing music. i cannot refuse to embrace it,”*
- *“how can I prove my case if you don’t listen to the evidence?”*

The response does not provide a valid inference from the text to explain how the details in “The Oud Player of Sana’a” develop the idea that some people are able to remain calm in difficult situations.

This response includes complete sentences where errors do not impact readability.

38

Some people are able to remain calm when they are in difficult situations. How do the details in “The Oud Player of Sana’a” develop this idea? Use two details from the story to support your response.

The the old man stayed calm when the judge siad "Stop the judge shouted, pounding the desk. Stop at once!" and he also stayed calm when he was on the mountaintop with the judges to change there mindes.

**Score Credit 1 (out of 2 credits)**

This response provides a sufficient number of relevant details from the text for support as required by the prompt.

- *the old man stayed calm when the judge siad “Stop the judge shouted, pounding the desk. Stop at once!”*
- *stayed calm when he was on the mountaintop with the judges to change there mindes*

The response does not provide a valid inference from the text to explain how the details in “The Oud Player of Sana’a” develop the idea that some people are able to remain calm in difficult situations.

This response includes complete sentences where errors do not impact readability.



## GUIDE PAPER 6

38

Some people are able to remain calm when they are in difficult situations. How do the details in “The Oud Player of Sana’a” develop this idea? Use two details from the story to support your response.

The story can develop the idea because for example when the old man got taken to court he didn't freak out instead he chose to prove his case by making eight judges listen to his song. It states that in paragraphs 5 to paragraph 13. So since he didn't freak out and get scared the eight judges there really like the oud and no longer forbidden music in Yemen.

### Score Credit 1 (out of 2 credits)

This response is a mostly literal recounting of events and details from the passage.

- *The story can develop the idea because for example when the old man got taken to court he didn't freak out instead he chose to prove his case by making eight judges listen to his song. It states that in paragraphs 5 to paragraph 13. So since he didn't freak out and get scared the eight judges there really like the oud and no longer forbidden music in Yemen*

This response includes complete sentences where errors do not impact readability.

## GUIDE PAPER 7

38

Some people are able to remain calm when they are in difficult situations. How do the details in “The Oud Player of Sana’a” develop this idea? Use two details from the story to support your response.

They help people to stay calm in difficult situations by playing or hearing music. another way the passage can help people is sitting and looking at the clouds to calm you never.

### Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt.

- *They help people to stay calm in difficult situations by playing or hearing music. another way the passage can help people is sitting and looking at the clouds to calm you never*

38

Some people are able to remain calm when they are in difficult situations. How do the details in “The Oud Player of Sana’a” develop this idea? Use two details from the story to support your response.

the story is abot a old mean that was sick they mede food for him as a old and prooooooooo mean we shod take him in side

**Score Credit 0 (out of 2 credits)**

This response does not address any of the requirements of the prompt.

- *the story is abot a old mean that was sick they mede food for him as a old and prooooooooo mean we shod take him in side*

## EXEMPLARY RESPONSE

39

What is a theme shared by “Drum Dream Girl” and “The Oud Player of Sana’a?” How is the development of this theme similar in the poem and the story? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme shared by the poem and the story
- explain how the development of the theme is similar in both the poem and the story
- use details from **both** the poem and the story to support your response

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### **Possible Exemplary Response:**

Both passages “Drum Dream Girl” and “The Oud Player of Sana’a,” share the theme if you believe in yourself, you can overcome any challenges you face. Both passages develop this idea similarly with the main characters facing the challenge of not being able to express themselves by playing their music in public. Both characters believed in themselves and their musical ability and were eventually able to showcase their skills out in the open.

Drum Dream Girl was living in Cuba during a time when it was culturally unacceptable for girls to play the drum, simply because they never had in the past. This is shown starting in line 50 of the poem: “and even though everyone/ kept reminding her that girls / on the island of music / had never played drums”. It took her courage and the belief in herself to face this cultural challenge. She knew she was just as good as any boy and when her father finally gave her permission to study formally, she amazed the teacher. Her accomplishment was shown in lines 95-105 of the poem: “where everyone who heard / her dream-bright music / sang / and danced / and decided / that girls should always / be allowed to play / drums / and both girls and boys / should feel free / to dream.” The Drum Dream Girl was able to break through the cultural barrier allowing future girls to play the drums.

The Oud Player of Sana’a has a very similar story. He was living in Yemen during a time when it was illegal to play music (though we aren’t told why). He had to play in secret as shown in paragraph 2, “Before removing his oud from the chest, the man closed his wooden shutters and stuffed fat pillows in the windows so his music would not escape.” When he was caught and brought before a panel of judges it took him courage and the belief in himself and his musical ability to put on a performance for the judges. This belief in himself can be seen in paragraph 8, “‘I’ve been given the gift of being able to play and sing music. I cannot refuse to embrace it,’ the old man answered. ‘I’ll show you.’” He trusted that if the judges could hear this gift, they would be moved by the music and they would overturn the law. He was correct.

Both characters are examples that overcoming challenges in life starts with believing in yourself. If you can do that, you can do something as big as changing cultural norms or changing the law, or something as small as taking you where your dreams want to go.

### **Possible Details to Include:**

- Other relevant text-based details

### **Score Credits:**

Apply 4-credit holistic rubric.

## GUIDE PAPER 1a

39 What is a theme shared by “Drum Dream Girl” and “The Oud Player of Sana’a?” How is the development of this theme similar in the poem and the story? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme shared by the poem and the story
- explain how the development of the theme is similar in both the poem and the story
- use details from **both** the poem and the story to support your response

"Drum Dream Girl" and "Excerpt from The Oud Player of Sana'a" were very interesting stories. The two stories shared a theme of growth, of not letting anyone crush your dreams, of paving new trails to freedom. The development of the theme was similar in both the poem and the story - the main character hid their gifts and passions at first, but rose against what their communities told them, and let the world hear their music. Though the tales slightly differentiate from each other, they had many similarities.

"Drum Dream Girl" is a poem about a girl on an island that revolved around music, yet she was not allowed to play the music she wanted to. She dreamed of playing drums, but the islanders in the city of drumbeats said that only boys should drum. She drummed when she could, on whatever she could find, and became a proficient and talented drummer. Her big sisters loved and supported her drumming, and invited her to join a dance band only made of girls, but their father said no, she could not drum, only boys could drum. As time and her talent progressed, her father told her he would find her a teacher that would teach her - a girl - how to drum. Under the teacher's instruction, the drum dream girl got better, until she was able to play her dream-bright music for everyone as the first girl drummer, leading the islanders to the conclusion that everyone should be able to drum. The theme of this poem is to never give up on your passion, for you can carve a path of belief and courage. The story developed from the drum dream girl's music and beliefs being crushed under an unfair patriarch, to her music being heard and island girls being able to drum if they wanted to - a true story of growth.

## GUIDE PAPER 1b

"Excerpt from "The Oud Player of Sana'a" is also a story that started with dreams being smothered. In Sana'a, the citizens were not allowed to play the Yemeni Oud - but one old man loved creating music, so in the inky depths of the night, he would plug his windows with pillows and tightly close his shutters. Only then would he play, but one night he got tangled in the beauty of the song he was playing and let himself play louder and louder, enraptured and not at all monitoring himself. Neighbors heard him, and dashed to tell the officials that the old man with the orange-hennaed beard had been illegally playing the oud. When faced by the judges, the old man stood by his passion and insisted that it was a gift, offering to play it - which was followed by some argument by the judges, who agreed to hear him play on a mountaintop. He tuned his oud - the judges were already transfixed - and began to play, moving the judges so much that they agreed to no longer ban the oud and allow musicians to play with freedom and passion. The theme of this story, like "Drum Dream Girl," was to not let anyone stop you from doing what you love, to pave a path to freedom. The story developed from the old man hiding his beautiful music from the world, to sharing it with everyone, thus giving other musicians freedom.

Though the journey each character took was different, one lifted by a supportive teacher and one faced by judges, they both learned to pursue what they love.

### Score Credit 4 (out of 4 credits)

This response clearly introduces a topic in a manner that follows logically from the task and purpose.

- *"Drum Dream Girl" and "Excerpt from The Oud Player of Sana'a" were very interesting stories. The two stories shared a theme of growth, of not letting anyone crush your dreams, of paving new trails to freedom. The development of the theme was similar in both the poem and the story - the main character hid their gifts and passions at first, but rose against what their communities told them, and let the world hear their music. Though the tales slightly differentiate from each other, they had many similarities*

The response demonstrates insightful comprehension and analysis of the texts.

- *is a poem about a girl on an island that revolved around music, yet she was not allowed to play the music she wanted to*
- *She drummed when she could, on whatever she could find, and became a proficient and talented drummer*
- *The theme of this poem is to never give up on your passion, for you can carve a path of belief and courage. The story developed from the drum dream girl's music and beliefs being crushed under an unfair patriarch, to her music being heard and island girls being able to drum if they wanted to - a true story of growth*
- *is also a story that started with dreams being smothered*

## GUIDE PAPER 1c

- *moving the judges so much that they agreed to no longer ban the oud and allow musicians to play with freedom and passion. The theme of this story, like “Drum Dream Girl,” was to not let anyone stop you from doing what you love, to pave a path to freedom. The story developed from the old man hiding his beautiful music from the world, to sharing it with everyone, thus giving other musicians freedom*

The response develops the topic with relevant details from the texts, and sustains the use of relevant evidence, with some lack of variety.

- *She dreamed of playing drums, but the islanders in the city of drumbeats said that only boys should drum*
- *Her big sisters loved and supported her drumming, and invited her to join a dance band only made of girls, but their father said no, she could not drum, only boys could drum. As time and her talent progressed, her father told her he would find her a teacher that would teach her - a girl - how to drum. Under the teacher’s instruction, the drum dream girl got better, until she was able to play her dream-bright music for everyone as the first girl drummer, leading the islanders to the conclusion that everyone should be able to drum*
- *the citizens were not allowed to play the Yemeni Oud - but one old man loved creating music, so in the inky depths of the night, he would plug his windows with pillows and tightly close his shutters. Only then would he play, but one night he got tangled in the beauty of the song he was playing and let himself play louder and louder, enraptured and not at all monitoring himself. Neighbors heard him, and dashed to tell the officials that the old man with the orange-hennaed beard had been illegally playing the oud. When faced by the judges, the old man stood by his passion and insisted that it was a gift, offering to play it - which was followed by some argument by the judges, who agreed to hear him play on a mountaintop. He tuned his oud - the judges were already transfixed - and began to play*

The response exhibits clear, purposeful organization.

The response skillfully links ideas using grade-appropriate words and phrases.

- *yet*
- *but*
- *and*
- *As time [...] progressed*
- *Under the teacher’s instruction*
- *until*
- *The story developed*
- *Only then*
- *Though*

The response uses grade-appropriate, stylistically sophisticated language and domain-specific vocabulary.

- *proficient and talented*
- *unfair patriarch*



## GUIDE PAPER 1d

- *the inky depths*
- *tangled in the beauty of the song*
- *enraptured and not at all monitoring himself*
- *stood by his passion*
- *the judges were already transfixed*
- *play with freedom and passion*
- *lifted by a supportive teacher*

The response provides a concluding statement that follows clearly from the topic and information presented.

- *Though the journey each character took was different, one lifted by a supportive teacher and one faced by judges, they both learned to pursue what they love*

The response demonstrates grade-appropriate command of conventions, with few errors.

- Punctuation

39

What is a theme shared by “Drum Dream Girl” and “The Oud Player of Sana’a?” How is the development of this theme similar in the poem and the story? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme shared by the poem and the story
- explain how the development of the theme is similar in both the poem and the story
- use details from **both** the poem and the story to support your response

A theme shared by “Drum Dream Girl” and “Excerpt from The Oud Player of Sana’a” is never let anyone stop you from doing what you love. The development of this theme is similar in the poem and the story is because both of the characters weren't allow to play music but at the end they changed people's mind and got to play.

In the text “Excerpt from The Oud Player of Sana’a” states “Why did you break the law?” asked a dark-bearded judge who sat behind an enormous wooden desk. This shows that he was brave enough to play music even though it was against the law. In the poem “Drum Dream Girl” it states “But everyone on the island of music in the city of drumbeats believed that only boys should play drums so the drum dream girl had to keep dreaming quiet secret drumbeat drumbeat.” This shows that everrone in her city believed that only boys should play drums but she didn't care about what they thought.

In the text “Excerpt from The Oud Player of Sana’a” it states “At first he fingered the strings lightly so that the music stayed inside the house. Today music is no longer forbidden in Yemen.” This shows that he was the only one secretly playing music and at the end many people where able to play music anywhere! In the poem “Drum Dream Girl” it states “And even though everyone kept reminding her that girls on the island of music had never played drums the brave drum dream girl dared to play tall conga drums small bongó drums and big, round, silvery moon-bright timbales. Where everyone who heard her dream-bright music sang and danced and decided that girls should always be allowed to play drums and both girls and boys should feel free to dream.” This shows that she played even though she couldn't and also changed people's mind.

In conclusion, I think the theme is never let anyone stop you from doing what you love because the people in the text didn't stop doing what they love because of them other people also got to play music. I also think the development of the theme is similar in both the poem and the story because both of the characters weren't allow to play music but at the end they changed people's mind and got to play.

### Score Credit 4 (out of 4 credits)

This response clearly introduces a topic in a manner that follows logically from the task and purpose.

- *A theme shared by “Drum Dream Girl” and “Excerpt from The Oud Player of Sana’a” is never let anyone stop you from doing what you love. The development of this theme is similar in the poem and the story is because both of the characters weren't allow to play music but at the end they changed people's mind and got to play*

The response demonstrates insightful comprehension and analysis of the texts.

- *he was brave enough to play music even though it was against the law*
- *everrone in her city believed that only boys should play drums but she didn't care about what they thought*
- *he was the only one secretly playing music and at the end many people where able to play music anywhere*
- *she played even though she couldn't and also changed people's mind*

The response develops the topic with relevant, well-chosen details from the texts, and sustains the use of varied, relevant evidence.

- *"Why did you break the law?" asked a dark-bearded judge who sat behind an enormous wooden desk*
- *"But everyone on the island of music in the city of drumbeats believed that only boys should play drums so the drum dream girl had to keep dreaming quiet secret drumbeat drumbeat."*
- *"At first he fingered the strings lightly so that the music stayed inside the house. Today music is no longer forbidden in Yemen."*
- *"And even though everyone kept reminding her that girls on the island of music had never played drums the brave drum dream girl dared to play tall conga drums small bongó drums and big, round, silvery moon-bright timbales. Where everyone who heard her dream-bright music sang and danced and decided that girls should always be allowed to play drums and both girls and boys should feel free to dream."*

The response exhibits clear, purposeful organization.

The response skillfully links ideas using grade-appropriate words and phrases.

- *because*
- *at the end*
- *In the text [...] In the poem*
- *This shows*
- *it states*
- *but*
- *also*
- *even though*
- *In conclusion*
- *but at the end*

The response uses grade-appropriate, precise language and domain-specific vocabulary.

The response provides a concluding statement that follows clearly from the topic and information presented.

- *In conclusion,I think the theme is never let anyone stop you from doing what you love because the people in the text didn't stop doing what they love because of them other people also got to play music.I also think the development of the theme is similar in both the poem and the story because both of the characters weren't allow to play music but at the end they changed people's mind and got to play*

The response demonstrates grade-appropriate command of conventions, with few errors.

- *everrone*
- Punctuation

## GUIDE PAPER 3a

39 What is a theme shared by “Drum Dream Girl” and “The Oud Player of Sana’a?” How is the development of this theme similar in the poem and the story? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme shared by the poem and the story
- explain how the development of the theme is similar in both the poem and the story
- use details from **both** the poem and the story to support your response

One theme that is shared by the poem and the story is that even if something feels impossible, if you really try to make it happen it will happen. Both "Drum Dream Girl:How One Girl's Courage Changed Music" and "Excerpt from The Oud Player of Sana'a" share this theme and shows how the same theme similarly develops throughout both passages.

In the story "Excerpt from The Oud Player of Sana'a" in paragraph 8 the author states that "I've been given the gift of being able to play and sing music. I cannot refuse to embrace it." This shows that even though music is forbidden in Yemen the old man loves music and has to embrace it. Later in the story, in paragraph 15 the author states that "Today music is no longer forbidden in Yemen." This shows how the theme develops throughout the story. In the beginning of the story music was forbidden but since the old man loved music and fought for it, music was not forbidden.

In the poem "Drum Dream Girl: How One Girl's Courage Changed Music" in line 14 through 21 the author states that "believed they only boys should play the drums so the drum dream girl had to keep dreaming quiet secret drumbeat dreams." This shows that the theme is similar to the theme in the story because they are both about how two people embraced their love for music, even though people thought that it should not be allowed. Furthermore, in lines 103 through 105 the author states that "that girls should always be allowed to play drums and both girls and boys should feel free to dream." This shows how the theme is developed throughout the poem, at first people thought that only boys should play the drums but after hearing the drum dream girl it all changed.

In conclusion in both passages " Drum Dream Girl: How One Girl's Courage Changed Music" and "Excerpt from The Oud Player of Sana'a" the theme of both passages are shared, and the author supports the themes in each passage. The development of the theme in each passage is similar, in the beginning only the old man embraces music and in the end music is not forbidden and he can practice what he loves. In the poem the drum dream girl is the only one who thinks that girls should play the drums, but after showing everyone what she can do it changes and girls can dream and play the drum. Finally the theme of the passages that are shared is that even if feel that something is impossible, if you really try to make it happen it will happen.

## GUIDE PAPER 3b

### Score Credit 4 (out of 4 credits)

This response clearly introduces a topic in a manner that follows logically from the task and purpose.

- *One theme that is shared by the poem and the story is that even if something feels impossible, if you really try to make it happen it will happen. Both “Drum Dream Girl: How One Girl’s Courage Changed Music” and “Excerpt from The Oud Player of Sana’a” share this theme and shows how the same theme similarly develops throughout both passages*

The response demonstrates grade-appropriate comprehension and analysis of the texts.

- *even though music is forbidden in Yemen the old man loves music and has to embrace it*
- *music was forbidden but since the old man loved music and fought for it, music was not forbidden*
- *at first people thought that only boys should play the drums but after hearing the drum dream girl it all changed*

The response develops the topic with relevant details from the texts, and sustains the use of relevant evidence, with some lack of variety.

- *“I’ve been given the gift of being able to play and sing music. I cannot refuse to embrace it.”*
- *“Today music is no longer forbidden in Yemen.”*
- *“believed that only boys should play the drums so the drum dream girl had to keep dreaming quiet secret drumbeat dreams.”*
- *“that girls should always be allowed to play drums and both girls and boys should feel free to dream.”*

The response exhibits clear, purposeful organization.

The response skillfully links ideas using grade-appropriate words and phrases.

- *Both*
- *and*
- *In the story*
- *in paragraph 8*
- *This shows*
- *In the beginning*
- *In the poem*
- *Similar to*
- *Furthermore*
- *Later*
- *In conclusion*
- *Finally*

## GUIDE PAPER 3c

The response uses grade-appropriate, precise language and domain-specific vocabulary.

The response provides a concluding statement that follows clearly from the topic and information presented.

- *In conclusion in both passages “ Drum Dream Girl: How One Girl’s Courage Changed Music” and “Excerpt from The Oud Player of Sana’a” the theme of both passages are shared, and the author supports the themes in each passage. The development of the theme in each passage is similar, in the beginning only the old man embraces music and in the end music is not forbidden and he can practice what he loves. In the poem the drum dream girl is the only one who thinks that girls should play the drums, but after showing everyone what she can do it changes and girls can dream and play the drum. Finally the theme of the passages that are shared is that even if feel that something is impossible, if you really try to make it happen it will happen*

The response demonstrates grade-appropriate command of conventions, with few errors.

- *thay*
- *the theme [...] are*

## GUIDE PAPER 4a

39

What is a theme shared by “Drum Dream Girl” and “The Oud Player of Sana’a?” How is the development of this theme similar in the poem and the story? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme shared by the poem and the story
- explain how the development of the theme is similar in both the poem and the story
- use details from **both** the poem and the story to support your response

In both articles “Drum Dream Girl” and “Excerpt from The Oud Player of Sana’a” both main characters have extremely strong passions for music, not letting anyone stop them from achieving their goal. But as expected, the main characters from the different stories face a problem very similar. People of where they live do not agree with their passion.

In the poem and story “Drum Dream Girl” and “Excerpt from The Oud Player of Sana’a” have a reoccurring theme, never stop chasing your dreams even if people disagree with it. The text states “where everyone who heard her dream-bright music sang and danced and decided that girls should always be allowe to play drums and both girls and boys should feel free to dream.” A different detail from the “Excerpt from The Oud Player of Sana’a” is that the oud player still played the instrument even though music was forbidden in the place where he lived. These details show that both main characters kept on chasing their goals even though many people disagreed with it.

In “Drum Dream Girl” and “Excerpt from The Oud Player of Sana’a” the theme is developed by showing the problem then the unstoppable ambition shown by the two main characters in the poem and story. The text states “and even though everyone kept reminding her that girls on the island of music had never played drums the brave drum dream girl dared to play tall conga drums small bongó drums and big, round, silvery, moon-bright timbales.” Another detail from the “Excerpt from the Oud Player of Sana’a” is that the oud player played his oud infront of the judge, which was not allowed either. These details show that despite everyone’s disagreement, even the law, these music lovers forged through everyone’s disagreements.

In conclusion, the reoccurring theme from the poem and story is that never stop chasing your dreams, even if people disagree with it. The theme’s development is supported by the problem and solution of this story. Always chase your dreams, don’t stop, keep on going.



## GUIDE PAPER 4b

### Score Credit 3 (out of 4 credits)

This response clearly introduces a topic in a manner that follows from the task and purpose.

- *In both articles “Drum Dream Girl” and “Excerpt from The Oud Player of Sana’a” both main characters have extremely strong passions for music, not letting anyone stop them from achieving their goal. But as expected, the main characters from the different stories face a problem very similar. People of where they live do not agree with their passion*

The response demonstrates grade-appropriate comprehension and analysis of the texts.

- *both main characters kept on chasing their goals even though many people disagreed with it*
- *despite everyone’s disagreement, even the law, these music lovers forged through everyone’s disagreements*

The response develops the topic with relevant details from the texts, and sustains the use of relevant evidence, with some lack of variety.

- *“where everyone who heard her dream-bright music sang and danced and decided that girls should always be allowe to play drums and both girls and boys should feel free to dream.”*
- *the oud player still played the instrument even though music was forbidden in the place where he lived*
- *“and even though everyone kept reminding her that girls on the island of music had never played drums the brave drum dream girl dared to play tall conga drums small bongó drums and big, round, silvery, moon-bright timbales.”*
- *the oud player played his oud infront of the judge*

The response exhibits clear organization.

The response links ideas using grade-appropriate words and phrases.

- *developed by*
- *as expected*
- *In the poem*
- *The text states*
- *A different detail*
- *These details show*
- *Another*
- *In conclusion*

The response uses grade-appropriate, stylistically sophisticated language and domain-specific vocabulary.

- *the unstoppable ambition*
- *music lovers forged through*

## GUIDE PAPER 4c

The response provides a concluding statement that follows from the topic and information presented.

- *In conclusion, the reoccurring theme from the poem and story is that never stop chasing your dreams, even if people disagree with it. The theme's development is supported by the problem and solution of this story. Always chase your dreams, don't stop, keep on going*

The response demonstrates grade-appropriate command of conventions, with few errors.

- *reoccurring*
- *allowe*
- *infront*

What is a theme shared by “Drum Dream Girl” and “The Oud Player of Sana’a?” How is the development of this theme similar in the poem and the story? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme shared by the poem and the story
- explain how the development of the theme is similar in both the poem and the story
- use details from **both** the poem and the story to support your response

The theme of both stories is "Persistence is the key to achieving a goal" and the reason I think this is because in both stories the main characters were told that they weren't allowed to play their music, but even when they were told not to, they didn't give up and tried to find a way around it. For example in "The Oud Player of Sana'a" it says that "Sana'a is a city in the country of Yemen. During the time of this story, music was forbidden in Sana'a," in the setting description and in "Drum Dream Girl" it says "But everyone

on the island of music

in the city of drumbeats

believed that only boys

should play drums." And even when they weren't allowed to they tried to find a way around it and in

"The Oud Player of Sana'a" the text says "Only late at night, while his neighbors slept, did he dare take the oud out of its hiding place," so even though it was against the law he tried to find a way to play

music and for "Drum Dream Girl" she doesn't give up and in the text it says "...so the drum dream girl had to keep dreaming

quiet

secret

drumbeat

dreams," so she didn't give up and she drummed in her head. Also even when the man got caught in

"The Oud Player of Sana'a" he still didn't give in and when he was at trial he tried to show the judges the

beauty of music when it says in the text here "'I've been given the gift of being able to play and sing

music. I cannot refuse to embrace it,' the old man answered. 'I'll show you.' He took the oud from his sleeve." so when he got caught he still convinced the judges to bring back music by playing music, and

when the drum dream girl was given a chance she took it and was able to drum even though she was a girl when it says "until finally

her father offered

to find a music teacher  
 who could decide if her drums  
 deserved  
 to be heard," showing that since she was persistent enough to hold onto her dream she accomplished her goal in the end.

### Score Credit 3 (out of 4 credits)

This response clearly introduces a topic in a manner that follows from the task and purpose.

- *The theme of both stories is "Persistence is the key to achieving a goal" and the reason I think this is because in both stories the main characters were told that they weren't allowed to play their music, but even when they were told not to, they didn't give up and tried to find a way around it*

The response demonstrates grade-appropriate comprehension and analysis of the texts.

- *so even though it was against the law he tried to find a way to play music*
- *he still didn't give in and when he was at trial he tried to show the judges the beauty of music*
- *so when he got caught he still convinced the judges to bring back music by playing music, and when the drum dream girl was given a chance she took it and was able to drum even though she was a girl*
- *showing that since she was persistent enough to hold onto her dream she accomplished her goal in the end*

The response develops the topic with relevant details from the texts, and sustains the use of relevant evidence, with some lack of variety.

- *"Sana'a is a city in the country of Yemen. During the time of this story, music was forbidden in Sana'a,"*
- *"But everyone on the island of music in the city of drumbeats believed that only boys should play drums."*
- *"Only late at night, while his neighbors slept, did he dare take the oud out of its hiding place,"*
- *"...so the drum dream girl had to keep dreaming quiet secret drumbeat dreams,"*
- *"'I've been given the gift of being able to play and sing music. I cannot refuse to embrace it,' the old man answered. 'I'll show you.' He took the oud from his sleeve."*
- *"until finally her father offered to find a music teacher who could decide if her drums deserved to be heard,"*

The response exhibits clear organization.

The response links ideas using grade-appropriate words and phrases.

- *because*
- *For example*
- *and*
- *the text says*
- *so*

- *Also*
- *it says in the text*

The response uses grade-appropriate, stylistically sophisticated language and domain-specific vocabulary.

- *Persistence*
- *achiving*

The response does not provide a concluding statement.

The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension.

- *Persistence*
- *achiving*
- *persistant*

## GUIDE PAPER 6a

39

What is a theme shared by “Drum Dream Girl” and “The Oud Player of Sana’a?” How is the development of this theme similar in the poem and the story? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme shared by the poem and the story
- explain how the development of the theme is similar in both the poem and the story
- use details from **both** the poem and the story to support your response

A theme that is shared by both "Drum Dream Girl" and "Excerpt from the Oud Player of Sana'a" is that You shouldn't stop believing in your dreams even if people are in the way. Also they developed the theme similarly because they both played in secret.

A theme that is shared by both stories is that you shouldn't stop believing in your dreams even if people are in the way. One evidence the text "Drum Dream Girl" states is "until finally her father offered to find a music teacher...that girls should always be allowed to play drums." This shows that after the dream girl got a teacher she achieved her dreams and made it so all girls can play with drums. One evidence the text "Excerpt from the Oud Player of Sana'a" states is "one by one the judges found themselves swaying to the music... Today music is no longer forbidden" This shows that the oud player made music not forbidden in Yemen and could play in harmony.

So in all the theme that is shared by both stories is you shouldn't stop believing in your dreams even if people are in the way.

They also developed this theme similarly because they both played in secret then shared it to be in harmony. One evidence the text states is "so the drum dream girl had to keep dreaming quiet secret drumbeat dreams... girls should always be allowed to play drums" This shows that after the drum girl played in secret her dad then had her share her talent then everyone was able to play drums. One evidence the text "Excerpt from the Oud Player of Sana'a" states is "stuffed fat pillows in the windows so his music would not escape... Musicians can play openly." This shows that after the oud player played his instrument for everyone music could be played for everyone now. So in all the two texts developed the theme similarly because they both shared their passion and made it so people could play in harmony. So in conclusion the two texts "Drum Dream Girl" and "Excerpt from the oud player of Sana'a" share the theme that you should never give up on your dreams even if someone is trying to block you. They also developed the theme similarly because they both shared their music to other people so they could play it in harmony.

## GUIDE PAPER 6b

### Score Credit 3 (out of 4 credits)

This response clearly introduces a topic in a manner that follows from the task and purpose.

- *A theme that is shared by both “Drum Dream Girl” and “Excerpt from the Oud Player of Sana’a” is that You shouldn't stop believing in your dreams even if people are in the way. Also they developed the theme similarly because they both played in secret*

The response demonstrates a literal comprehension of the texts.

- *after the dream girl got a teacher she achieved her dreams and made it so all girls can play with drums*
- *that the oud player made music not forbidden in yemen and could play in harmony*
- *after the drum girl played in secret her dad then had her share her talent then everyone was able to play drums*
- *the oud player played his instrument for everyone music could be played for everyone now*

The response develops the topic with relevant details from the texts, and sustains the use of relevant evidence, with some lack of variety.

- *“until finally her father offered to find a music teacher...that girls should always be allowed to play drums.”*
- *“one by one the judges found themselves swaying to the music... Today music is no longer forbidden”*
- *“so the drum dream girl had to keep dreaming quiet secret drumbeat dreams... girls should always be allowed go play drums”*
- *“stuffed fat pillows in the windows so his music would not escape... Musicians can play openly.”*

The response exhibits clear organization.

The response links ideas using grade-appropriate words and phrases.

- *Also*
- *One evidence*
- *This shows*
- *So in all*
- *after*
- *So in conclusion*

The response inconsistently uses appropriate language and domain-specific vocabulary.

The response provides a concluding statement that follows from the topic and information presented.

## GUIDE PAPER 6c

- *So in conclusion the two text "Drum Dream Girl" and "Excerpt from the oud player of Sana'a" share the theme that you should never give up on your dreams even if someone is trying to block you. They also developed the theme similarly because they both shared their music to other people so they could play it in harmony.*

The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension.

- *shouldnt*
- *One evidence*
- *untill*
- *s teacher*
- *acheived*
- *swauing*
- *oonger*
- *wuiet*
- *womdows*
- *plsyed*
- *te*
- *The also developed*
- *there music*
- *plai*
- Capitalization
- Punctuation



## GUIDE PAPER 7a

39

What is a theme shared by “Drum Dream Girl” and “The Oud Player of Sana’a?” How is the development of this theme similar in the poem and the story? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme shared by the poem and the story
- explain how the development of the theme is similar in both the poem and the story
- use details from **both** the poem and the story to support your response

The theme in both stories is perseverance. The drum dream girl didn't let go of her dream and kept working hard to achieve it, even if it wasn't allowed in her home. The oud player didn't stop playing his oud because he loved playing it and couldn't stop, so he tried his best to get the judges to let people play music in Sana'a.

One detail from "Drum Dream Girl" is "But their father said only boys should play drums." A detail from "The Oud Player of Sana'a" is "After a breakfast of sweetened tea and a circle of flatbread, the old man was taken to court. 'Why did you break the law?' asked a dark-bearded judge who sat behind an enormous wooden desk. 'These details show that they weren't allowed to do certain things where they lived.

One detail from "Drum Dream Girl" is, "And even though everyone kept reminding her that girls on the island of music had never played drums the brave drum dream girl dared to play tall conga drums, small bongo drums, and big, round, silvery moon-bright timbales." A detail from "The Oud Player of Sana'a" is, "I've been given the gift of being able to play and sing music. I cannot refuse to embrace it." "These two details show that they kept trying even if they weren't allowed to do it.

### Score Credit 2 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose.

- *The theme in both stories is perseverance*

The response demonstrates grade-appropriate comprehension and analysis of the texts.

- *The drum dream girl didn't let go of her dream and kept working hard to achieve it, even if it wasn't allowed in her home. The oud player didn't stop playing his oud because he loved playing it and couldn't stop, so he tried his best to get the judges to let people play music in Sana'a*
- *that they weren't allowed to do certain things where they lived*
- *they kept trying even if they weren't allowed to do it*

The response partially develops the topic of the essay with the use of some textual evidence, some of which may be irrelevant.

## GUIDE PAPER 7b

- *“But their father said only boys shsould play drums.”*
- *“After a breakfast of sweetened tea and a circle of flatbread, the old man was taken to court. ‘Why did you break the law?’ asked a dark-bearded judge who sat behing an enormous wooden desk.”*
- *“And even though everyone kept reminding her that girls on the island of music had never played drums the brave drum dream girl dared to play tall conga drums, small bongo drums, and big, round, silvery moon-bright timbales.”*
- *“ ‘I’ve been given the gift of being able to play and sing music.I cannot refuse to embrace it.’ ”*

The response exhibits some attempt at organization.

The response links ideas using grade-appropriate words and phrases.

- *and*
- *so*
- *One detail*
- *A detail*
- *These details show*

The response uses grade-appropriate, precise language and domain-specific vocabulary.

- *perseverence*

The response does not provide a concluding statement.

The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension.

- *perseverence*
- *didnt*
- *shsould*
- *behing*

39

What is a theme shared by “Drum Dream Girl” and “The Oud Player of Sana’a?” How is the development of this theme similar in the poem and the story? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme shared by the poem and the story
- explain how the development of the theme is similar in both the poem and the story
- use details from **both** the poem and the story to support your response

I think the theme shared by "Drum Dream Girl" and "Excerpt from The Oud player of Sana'a" is Don't let Anyone ever dull your sparkle because in both poem and story they both played an instrument and in "Excerpt from The Oud Player of Sana'a" The guards did not like how he was playing an instrument but at the end they unbanned it from their country and everyone was allowed to play.

And in "Drum Dream Girl" The whole island said that only boys should play the drums but her dad didn't agree with that so he got the girl a teacher and the teacher said she was amazing so she was allowed to play even though she was a girl and I know this because In "Excerpt From The Oud Player Of Sana'a" in paragraph 14-15 It says " The others followed his gaze. They were amazed to see hundreds of oud-shaped clouds floating across the sky. More and more clouds appeared as the oud player continued strumming and singing. . . ." paragraph 15 "Today music is no longer forbidden in Yemen. Musicians can play openly, and often oud-shaped clouds can be spotted in the sky above Sana'a."

and in "Drum Dream Girl" in line 15-20 it says "But everyone on the island of music in the city of drumbeat believed that only boys should play drums" line 20 "so the drum dream girl had to keep dreaming quiet secret drumbeat dreams." and that is how I know that the theme of both poem and the story is don't let anyone dull your sparkle.

### Score Credit 2 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose.

- *I think the theme shared by “Drum Dream Girl” and “Excerpt from The Oud player of Sana’a” is Don’t let Anyone ever dull your sparkle because in both poem and story they both played an instrument*

The response demonstrates a literal comprehension of the texts.

- *The guards did not like how he was playing an instrument but at the end they unbanned it from their country and everyone was allowed to play*
- *The whole island said that only boys should play the drums but her dad didn’t agree with that so he got the girl a teacher and the teacher said she was amazing so she was allowed to play even though she was a girl*

The response partially develops the topic of the essay with the use of some textual evidence, some of which may be irrelevant.

- “ *The others followed his gaze. They were amazed to see hundreds of oud-shaped clouds floating across the sky. More and more clouds appeared as the oud player continued strumming and singing. . . .* ”
- “*Today music is no longer forbidden in yemen. Musicians can play openly, and often oud-shaped clouds can be spotted in the sky above Sana’a.*”
- “*But everyone on the island of music in the city of drumbeat believed that only boys should play drums*”
- “*so the drum dream girl had to keep dreaming quit secret drumbeat dreams.*”

The response exhibits some attempt at organization.

The response inconsistently links ideas using words and phrases.

- *and*
- *because*
- *in paraghragh 14-15*
- *it says*
- *that is how I know*

The response inconsistently uses appropriate language and domain-specific vocabulary.

The response provides a concluding statement that follows generally from the topic and information presented.

- *the theme of both poem and the story is dont let anyone dull your sparkle*

The response demonstrates emerging command of conventions, with some errors that may hinder comprehension.

- *insturment*
- *gaurds*
- *ant the end*
- *unbaned*
- *didin't*
- *paraghragh*
- *dont*
- Capitalization
- Sentence structure

## GUIDE PAPER 9a

39

What is a theme shared by “Drum Dream Girl” and “The Oud Player of Sana’a?” How is the development of this theme similar in the poem and the story? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme shared by the poem and the story
- explain how the development of the theme is similar in both the poem and the story
- use details from **both** the poem and the story to support your response

The theme shared by "Drum Dream Girl" and "The Oud Player of Sana'a" is that in both stories the two main characters aren't allowed to play their music but in the end of the poem and article the others hear how great their music is and let them play. In the story at the beginning it says "Why did you break the law?" This goes to say that it was illegal to play music. And in the poem it says "...reminding her that girls on the island of music had never played drums." This means that girls weren't allowed to play drums but at the end of the story it says "Today music is no longer forbidden in Yemen." So they allowed music once they heard how great it was. And at the end of the poem it says "...and decided that girls should always be allowed to play drums." They accepted that girls could play drums once they heard how good she was at the drums.

### Score Credit 2 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose.

- *The theme shared by “Drum Dream Girl” and “The Oud Player of Sana’a” is that in both stories the two main characters aren’t allowed to play their music but in the end of the poem and article the others hear how great their music is and let them play*

The response demonstrates a literal comprehension of the texts.

- *it was illegal to play music*
- *Girls weren’t allowed to play drums*
- *they allowed music once they heard how great it was*
- *They accepted that girls could play drums once they heard how good she was at the drums*

The response develops the topic with relevant details from the texts, and sustains the use of relevant evidence, with some lack of variety.

- *“Why did you break the law?”*
- *“...reminding her that girls on the island of music had never played drums.”*
- *“Today music is no longer forbidden in Yemen.”*
- *“...and decided that girls should always be allowed to play drums.”*

The response exhibits some attempt at organization.

## GUIDE PAPER 9b

The response links ideas using grade-appropriate words and phrases.

- *but*
- *In the story at the begining*
- *it says*
- *This goes to say*
- *And in the poem*
- *So*
- *at the end*

The response inconsistently uses appropriate language and domain-specific vocabulary.

The response does not provide a concluding statement.

The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension.

- *thier*
- *begining*
- Capitalization

## GUIDE PAPER 10a

39

What is a theme shared by “Drum Dream Girl” and “The Oud Player of Sana’a?” How is the development of this theme similar in the poem and the story? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme shared by the poem and the story
- explain how the development of the theme is similar in both the poem and the story
- use details from **both** the poem and the story to support your response

The theme is to not give up ever. For example, in the oud player of sana'a he kept playing his music untill the judges let him keep playing. Also in drum dream girl how one girl's courage changed music kept playing the drums untill they changed the rules and not just boys playing the drums. The poem and the story is similar because they both would never ever give up.

### Score Credit 1 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose.

- *The theme is to not give up ever*

The response demonstrates little understanding of the texts.

The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence, which is generally invalid.

- *he kept playing his music untill the judges let him keep playing*
- *kept playing the drums untill they changed the rules and not just boys playing the drums*

The response exhibits some attempt at organization.

The response links ideas using grade-appropriate words and phrases.

- *For example*
- *Also*
- *because*

The response uses language that is imprecise for the texts and task.

The response provides a concluding statement that follows generally from the topic and information presented.

- *The poem and the story is similar because they both would never ever give up*

## GUIDE PAPER 10b

The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension.

- *untill*
- *judjes*
- *is similar*
- Capitalization
- Punctuation



What is a theme shared by “Drum Dream Girl” and “The Oud Player of Sana’a?” How is the development of this theme similar in the poem and the story? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme shared by the poem and the story
- explain how the development of the theme is similar in both the poem and the story
- use details from **both** the poem and the story to support your response

The theme shared by "Drum Dream Girl" and "Excerpt from The Oud Player of Sana'a?" is don't let people tell you that you can't do when you can. I know this because in Drum Dream Girl they said girls can't drum on line 14 and 15 "believed that only boys should play drums" and in Oud Player of Sana'a in Yemen during the time of the story music was forbidden. It said on paragraph 8 and 9 "I've been given the gift of being able to play and sing music. I cannot refuse to embrace it," the old man answered "I'll show you." he took the oud from his sleeve. (paragraph 9) "Stop" the judge shouted, pounding the "Stop at once" This shows how they both develop similar themes.

### Score Credit 1 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose.

- *The theme shared by “Drum Dream Girl” and “Excerpt from The Oud Player of Sana’a?” is don't let people tell you that you can't do when you can*

The response demonstrates little understanding of the texts.

The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence.

- *“believed that only boys should play drums”*
- *music was forbidden*
- *“I've been given the gift of being able to play and sing music. I cannot refuse to embrace it,” the old man answered “I'll show you.” he took the oud from his sleeve. [...] “Stop” the judge shouted, pounding the “Stop at once”*

The response exhibits little attempt at organization.

The response links ideas using grade-appropriate words and phrases.

- *I know this because*
- *It said on paragraph 8*
- *This shows*
- *both*

The response uses language that is predominantly copied directly from the texts.

The response provides a concluding statement that follows generally from the topic and information presented.

- *This show how they both development similar themes*

The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension.

- *dont*
- *cant*
- *yemen*
- *pargraph*
- *Ive*
- *This show how*
- *development similar themes*
- Punctuation

## GUIDE PAPER 12

39

What is a theme shared by “Drum Dream Girl” and “The Oud Player of Sana’a?” How is the development of this theme similar in the poem and the story? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme shared by the poem and the story
- explain how the development of the theme is similar in both the poem and the story
- use details from **both** the poem and the story to support your response

the theme both shared in drum beat girl and oud player of sana`a is keep doing what you love evan if people dont like it

### Score Credit 1 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose.

- *the theme both shared in drum beat girl and oud player of sana`a is keep doing what you love evan if people dont like it*

The response provides no evidence.

The response does not provide a concluding statement.

The response demonstrates emerging command of conventions, with some errors that may hinder comprehension.

- *evan*
- *dont*
- Capitalization
- Punctuation

## GUIDE PAPER 13

39

What is a theme shared by “Drum Dream Girl” and “The Oud Player of Sana’a?” How is the development of this theme similar in the poem and the story? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme shared by the poem and the story
- explain how the development of the theme is similar in both the poem and the story
- use details from **both** the poem and the story to support your response

they storys are about deams that came true and that the both played music but the drums came and they were given gifts and they were rally imporyed becace wrods do hurt. and that is what this and is drum was to make drums came true and no body ever ever played music and then o the day the inland was enjv played music becace thats wht matter to deam no mater what

### Score Credit 0 (out of 4 credits)

This response demonstrates a lack of comprehension of the texts or task.

- *they storys are about deams that came true and that the both played music but the drums came and they were given gifts and they were rally imporyed becace wrods do hurt. and that is what this and is drum was to make drums came true and no body ever ever played music and then o the day the inland was enjv played music becace thats wht matter to deam no mater what*

39

What is a theme shared by “Drum Dream Girl” and “The Oud Player of Sana’a?” How is the development of this theme similar in the poem and the story? Use details from **both** the poem and the story to support your response.

In your response, be sure to

- identify a theme shared by the poem and the story
- explain how the development of the theme is similar in both the poem and the story
- use details from **both** the poem and the story to support your response

In story is by a girl name Margarita Engle I Think she is a good in so she is a music girl in she that girls should always be allowed to play with a she is a

### Score Credit 0 (out of 4 credits)

This response demonstrates a lack of comprehension of the texts or task.

- *In story is by a girl name Margarita Engle I Think she is a good in so she is a music girl in she that girls should always be allowed to play with a she is a*







**Grade 5**  
**English Language Arts Writing**

**Scoring Leader Materials**  
**2025 Training Set**