



New York State Testing Program

2025

**English Language Arts Test
Writing**

Grade 7

Scoring Leader Materials

Training Set



QAI30273

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]

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Excerpt from *Stronger than Steel: Spider Silk DNA and the Quest for Better Bulletproof Vests, Sutures, and Parachute Rope* by Bridget Heos. Copyright © 2013 by HCP-HMH. Used with permission of Houghton Mifflin Books for Children via Copyright Clearance Center.

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2-Credit Constructed-Response Rubric

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

- 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 6–8 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:
CONTENT AND ANALYSIS: 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 is compelling and follows logically from the task and purpose —demonstrate insightful analysis of the text(s)	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate 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
COMMAND OF EVIDENCE: 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
COHERENCE, ORGANIZATION, AND STYLE: 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 organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning —establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice —provide a concluding statement or section that is compelling and follows clearly from the topic and information presented	—exhibit clear organization, with the use of appropriate transitions to create a unified whole —establish and maintain a formal style using precise language and domain-specific vocabulary —provide a concluding statement or section that follows from the topic and information presented	—exhibit some attempt at organization, with inconsistent use of transitions —establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary —provide a concluding statement or section that follows generally from the topic and information presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack a formal style, using language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement or section that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement or section
CONTROL OF CONVENTIONS: 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).

Dr. Randy Lewis runs a laboratory at the University of Wyoming where he and other scientists study the creation of spider silk. Sherry Adrianos is one of the scientists working in the lab.

Excerpt from *Stronger than Steel*

by Bridget Heos

- 1 Spider silk can be stronger than steel and even stronger than Kevlar, the material used in bulletproof vests. In the Spider-Man movies, Peter Parker was able to swing from buildings, catch a falling car, and stop a speeding train—all with spider silk. Randy says that the strength of spider silk is not exaggerated in the movies. If anything, spider silk is even stronger. In real life, Peter Parker could stop a 747 airplane with a rope of spider silk just one inch in diameter. . . .
- 2 Imagine the possible uses for material this tough: Bulletproof vests. Parachute rope. The wire that helps stop huge fighter planes as they land on an aircraft carrier. On a smaller scale, spider silk thread could suture, or stitch, extremely delicate areas, such as the brain, eyeball, or spinal cord. Artificial ligaments and tendons¹ could also be made from spider silk. These could repair ankle, knee, and shoulder injuries.
- 3 Because of its toughness, people have sought spider silk for a long time. Ancient Greeks used it to dress wounds, for instance. But it has always been difficult to come by. Finding it in the wild is time consuming. Case in point: A golden shawl—eleven by four feet—went on display at the American Museum of Natural History. It took seventy people four years to collect enough golden orb weavers for the project, and another twelve workers to reel in the silk from the spiders. . . .
- 4 Though unique in some ways, all the spiders in Randy's lab have something in common: they're female. Only female golden orb weavers are kept because they're the ones who spin webs. The much smaller males don't. Instead, they steal insects from the female's web. Sometimes the female ignores the male. Other times, she attacks him. Yet the spider doesn't have to be male to become her lunch. She would gladly eat a female who entered her territory. As Sherry puts it, "If you try to raise spiders together, you'll be left with one big spider."

- 5 And now you know why spiders can't be raised domestically, like silkworms. They would eat each other. That's a shame, because spiders are great at producing spider silk. However, Randy thinks other organisms can be great at making spider silk, too. He has three candidates in mind: goats, silkworms, and alfalfa. In fact, the goats at the University of Wyoming are already producing spider silk protein. . . .
- 6 In fact, mulberry silkworms, or *Bombyx mori*, have been raised domestically for thousands of years. Sericulture, as it's called, began in China about seven thousand years ago. The practice spread throughout Asia and then to the Middle East and Europe. At the time, only natural fibers, such as silk, wool, hemp, and cotton, were available. Today, man-made fibers can be woven into clothing. But fine garments, such as wedding gowns and men's ties, are often still sewn from silk cloth.
- 7 It's easy to see why silkworms are being studied as possible spider silk producers. They spin a lot of silk. Contrary to their name, they're not worms, but moth caterpillars. Each moth lays hundreds of eggs. When they hatch, they're as tiny as eyelashes. After molting (shedding their skin) five times, they grow to about two and a half inches. Then they spin their cocoons. Within several hours, each will have spun a cocoon with a single thread more than a thousand yards (914 meters) long. Inside the cocoon they metamorphose into moths. After a couple weeks the moths emerge from the cocoons. The moths mate and lay new eggs. . . .
- 8 Like a spider, a silkworm makes silk in glands in its abdomen and spins it with spinnerets. A spider's many spinnerets are in its posterior, whereas the silkworm's two spinnerets are in its mouth. And while a spider spins many kinds of silk, silkworms spin identical fibers with both spinnerets. The fibers contain three proteins—heavy chain, light chain, and P25. Each fiber is coated in a gluelike substance called sericin. This causes the two fibers to stick together when spun. It also holds the cocoon together. In silk production, boiling the cocoons washes away the sericin. Then the threads can be unwound. This means that if silkworms produced spider silk, the scientists wouldn't have to purify or spin it. The silk would already be spun!
- 9 Today the spider goats produce enough spider silk protein for medical applications. But if spider silk could be mass-produced, it could also be used for airplane arresting wire, car airbags, and maybe even clothing. Are silkworms the answer to mass-producing spider silk?

'ligaments and tendons: body parts that connect muscles and bones

EXEMPLARY RESPONSE

27

Based on the article *Stronger than Steel*, what does the author want readers to learn about spider silk? Use **two** details from the article to support your response.

Possible Exemplary Response:

In the article *Stronger than Steel*, the author wants the reader to learn that spider silk is an incredibly strong substance that has many uses if it can be mass produced. The author says “Imagine the possible uses for material this tough: Bulletproof vests. Parachute rope. The wire that helps stop huge fighter planes as they land on an aircraft carrier. On a smaller scale, spider silk thread could suture, or stitch, extremely delicate areas, such as the brain, eyeball, or spinal cord.” However, there are challenges to mass producing spider silk, and scientists have been working on alternative production methods, including goats. The author explains “Today the spider goats produce enough spider silk protein for medical applications. But if spider silk could be mass-produced, it could also be used for airplane arresting wire, car airbags, and maybe even clothing.”

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

27

Based on the article *Stronger than Steel*, what does the author want readers to learn about spider silk? Use **two** details from the article to support your response.

The author from "Excerpt from Stronger than Steel," wants the readers to know that spider silk can and is very useful in our everyday lives. For example, "Imagine the possible uses for material this tough: Bulletproof vests." This is showing the possible uses for this material and how strong it can be in different products. Another example supporting my claim is, "On a smaller scale, spider silk thread could suture, or stitch, extremely delicate areas, such as the brain, eyeball, or spinal cord. Artificial ligaments and tendons¹ could also be made from spider silk. These could repair ankle, knee, and shoulder injuries." This is showing the more everyday uses of the strong underused, material. The author from this article wants the readers to know that spider silk is a very strong and underated material for many everyday items.

Score Credit 2 (out of 2 credits)

This response provides valid inferences from *Stronger than Steel* to explain what the author wants readers to learn about spider silk.

- *that spider silk can and is very useful in our everyday lives*
- *spider silk is a very strong and underated material for many everyday items*

The response provides evidence of analysis.

- *This is showing the possible uses for this material and how strong it can be in different products*

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

- *"Imagine the possible uses for material this tough: Bulletproof vests"*
- *"On a smaller scale, spider silk thread could suture, or stitch, extremely delicate areas, such as the brain, eyeball, or spinal cord. Artificial ligaments and tendons¹ could also be made from spider silk. These could repair ankle, knee, and shoulder injuries."*

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

27

Based on the article *Stronger than Steel*, what does the author want readers to learn about spider silk? Use two details from the article to support your response.

In the article, "Excerpt from Stronger than Steel," the author wants the reader to learn about how important spider silk is and what it can be used for. One example is paragraph 2 when the author states, "magine the possible uses for material this tough: Bulletproof vests. Parachute rope. The wire that helps stop huge fighter planes as they land on an aircraft carrier. On a smaller scale, spider silk thread could suture, or stitch, extremely delicate areas, such as the brain, eyeball, or spinal cord." In this paragraph the author states important uses for spider silk. Then later in the article the author states, "oday the spider goats produce enough spider silk protein for medical applications. But if spider silk could be mass-produced, it could also be used for airplane arresting wire, car airbags, and maybe even clothing." This shows that if there was more spider silk, it would be used for everyday items. In conclusion, the author wants the reader to learn about how important spider silk is and what it can be used for.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from *Stronger than Steel* to explain what the author wants readers to learn about spider silk.

- *how important spider silk is and what it can be used for*

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

- *"magine the possible uses for material this tough: Bulletproof vests. Parachute rope. The wire that helps stop huge fighter planes as they land on an aircraft carrier. On a smaller scale, spider silk thread could suture, or stitch, extremely delicate areas, such as the brain, eyeball, or spinal cord."*
- *"oday the spider goats produce enough spider silk protein for medical applications. But if spider silk could be mass-produced, it could also be used for airplane arresting wire, car airbags, and maybe even clothing."*

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

GUIDE PAPER 3

27

Based on the article *Stronger than Steel*, what does the author want readers to learn about spider silk? Use **two** details from the article to support your response.

The author in the passage is trying to explain how great of a material silk can be for mankind. How they explain how it could stop planes, make bullet proof vests, etc. Throuought the passage, Bridget Heos emphasizes the strength of silk, like how she states it's stronger than kevlar, or how it could be used for a blanket but also a rope. The main idea of the passage is to let people know how much of an innovation the would could witness if silk became easily harvestable across the world.

Score Credit 2 (out of 2 credits)

This response provides valid inferences from *Stronger than Steel* to explain what the author wants readers to learn about spider silk.

- *how great of a material silk can be for mankind*
- *how much of an innovation the would could witness if silk became easily harvestable across the world*

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

- *how it could stop planes, make bullet proof vests, etc.*
- *the strength of silk, like how she states it's stronger than kevlar, or how it could be used for a blanket but also a rope*

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

GUIDE PAPER 4

27

Based on the article *Stronger than Steel*, what does the author want readers to learn about spider silk? Use **two** details from the article to support your response.

Based on the article the aruthor wants the reader to know all about the srtenth of a spider web. i know this because she uses spider-man as an exemple she says that in the movies the strenth of a spider web is strong and maybe even stronger. In paragh 1 it says "Peter Parker was able to swing from buildings, catch a falling car, and stop a speeding train—all with spider silk."

Score Credit 1 (out of 2 credits)

This response provides a valid inference from *Stronger than Steel* to explain what the author wants readers to learn about spider silk.

- *all about the srtenth of a spider web*

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

- *"Peter Parker was able to swing from buildings, catch a falling car, and stop a speeding train—all with spider silk."*

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

27

Based on the article *Stronger than Steel*, what does the author want readers to learn about spider silk? Use **two** details from the article to support your response.

The author wants reader to learn about spider silk because the text states "In fact, the goats at the University of Wyoming are already producing spider silk protein." and "Though unique in some ways, all the spiders in Randy's lab have something in common: they're female." These two details show that the reader wants us to learn more about spider silk.

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.

- *"In fact, the goats at the University of Wyoming are already producing spider silk protein."*
- *"Though unique in some ways, all the spiders in Randy's lab have something in common: they're female."*

The response does not provide a valid inference from *Stronger than Steel* to explain what the author wants readers to learn about spider silk.

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

GUIDE PAPER 6

27

Based on the article *Stronger than Steel*, what does the author want readers to learn about spider silk? Use **two** details from the article to support your response.

It wants you to learn about spider silk. Spider silk is strong/.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from *Stronger than Steel* to explain what the author wants readers to learn about spider silk.

- *Spider silk is strong*

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 7

- 27 Based on the article *Stronger than Steel*, what does the author want readers to learn about spider silk? Use **two** details from the article to support your response.

It means that you are stronger not stronger than steel.

Score Credit 0 (out of 2 credits)

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

- *It means that you are stronger not stronger than steel*

27

Based on the article *Stronger than Steel*, what does the author want readers to learn about spider silk? Use **two** details from the article to support your response.

he or she is talking about have they should have more eqetment like parashoot ropes

Score Credit 0 (out of 2 credits)

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

- *he or she is talking about have they should have more eqetment like parashoot ropes*

EXEMPLARY RESPONSE

28

What is a central idea of *Stronger than Steel*? Use **two** details from the article to support your response.

Possible Exemplary Response:

A central idea of *Stronger than Steel* is that spider silk is an effective natural solution that has been used for centuries and can be used for many modern applications as well. According to the text, “Because of its toughness, people have sought spider silk for a long time. Ancient Greeks used it to dress wounds.” Current suggestions to use spider silk include as material for bulletproof vests or parachute rope, and medical applications like suturing delicate areas or repairing ankle, knee, and shoulder injuries. The challenge is developing ways to mass produce this amazing material.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

28

What is a central idea of *Stronger than Steel*? Use two details from the article to support your response.

A central idea of the excerpt from the article "Stronger than Steel" is that spider silk is a wonderful substance that can do many astonishing things. Because of this, scientists are trying to figure out how to produce this faster, especially with using silkworms. One detail that supports this main idea is in the second paragraph, when it says "spider silk thread could suture, or stitch, extremely delicate areas, such as the brain, eyeball, or spinal cord." Imagine that a piece of thread could heal parts of your body that were thought to be impossible to mend. These possibilities are incredible. Spider silk could really help us. Because of these great qualities, scientists have begun to look at silkworms as a way to mass produce spider silk. The article says "Within several hours, each [silkworm] will have spun a cocoon with a single thread more than a thousand yards (914 meters) long. We already know how amazing spider silk is, but it's difficult to get it from spiders. Now that we know how much spider silk that silkworms can produce, our problems might have been solved. Overall, these details help convey the amazing qualities of spider silk and the amazing silkworm that can be used to help produce this thread.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text that identifies a central idea of *Stronger than Steel*.

- *spider silk is a wonderful substance that can do many astonishing things. Because of this, scientists are trying to figure out how to produce this faster, especially with using silkworms*

The response provides evidence of analysis.

- *Imagine that a piece of thread could heal parts of your body that were thought to be impossible to mend. These possibilities are incredible. Spider silk could really help us*

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

- *"spider silk thread could suture, or stitch, extremely delicate areas, such as the brain, eyeball, or spinal cord."*
- *"Within several hours, each [silkworm] will have spun a cocoon with a single thread more than a thousand yards (914 meters) long. We already know how amazing spider silk is, but it's difficult to get it from spiders. Now that we know how much spider silk that silkworms can produce, our problems might have been solved*

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

- 28 What is a central idea of *Stronger than Steel*? Use two details from the article to support your response.

The central idea of this excerpt is that silk is very strong and very hard to obtain and there trying to figure out ways how to get spider silk just like peter parker. One detail is "Because of its toughness, people have sought spider silk for a long time. Ancient Greeks used it to dress wounds, for instance. But it has always been difficult to come by. Finding it in the wild is time consuming." Another detail is "And now you know why spiders can't be raised domestically, like silkworms. They would eat each other. That's a shame, because spiders are great at producing spider silk." In conclusion this is how the central idea of this excerpt.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text that identifies a central idea of *Stronger than Steel*.

- *silk is very strong and very hard to obtain and there trying to figure out ways how to get spider silk*

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

- *"Because of its toughness, people have sought spider silk for a long time. Ancient Greeks used it to dress wounds, for instance. But it has always been difficult to come by. Finding it in the wild is time consuming."*
- *"And now you know why spiders can't be raised domestically, like silkworms. They would eat each other. That's a shame, because spiders are great at producing spider silk."*

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

GUIDE PAPER 3

28

What is a central idea of *Stronger than Steel*? Use two details from the article to support your response.

A central idea of the article is about sought after materials. Spider silk is very rare and many humans find it valuable. A detail that supports this is, "Because of its toughness, people have sought spider silk for a long time." A reason that spider silk is rare is because it is hard to get. A sentence from the article that shows this is, "Finding it in the wild is time consuming. Case in point: A golden shawl—eleven by four feet—went on display at the American Museum of Natural History. It took seventy people four years to collect enough golden orb weavers for the project, and another twelve workers to reel in the silk from the spiders." It is hard to hold spiders in captivity to produce the silk in large amounts. This is a central idea of the article.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text that identifies a central idea of *Stronger than Steel*.

- *Spider silk is very rare and many humans find it valuable [...] it is hard to get*

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

- *"Because of its toughness, people have sought spider silk for a long time."*
- *"Finding it in the wild is time consuming. Case in point: A golden shawl—eleven by four feet—went on display at the American Museum of Natural History. It took seventy people four years to collect enough golden orb weavers for the project, and another twelve workers to reel in the silk from the spiders."*

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

GUIDE PAPER 4

28

What is a central idea of *Stronger than Steel*? Use two details from the article to support your response.

spider silk is so strong that it can stop a train, a car, and a 747 airplane but you would need a ton of spider silk to get a rope of it. sometimes it's used to make bullrtproof vests, can help wounds, and help people from getting hurt.

Score Credit 1 (out of 2 credits)

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

- *spider silk is so strong that it can stop a train, a car, and a 747 airplane but you would need a ton of spider silk to get a rope of it. sometimes it's used to make bullrtproof vests, can help wounds, and help people from getting hurt*

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

28

What is a central idea of *Stronger than Steel*? Use two details from the article to support your response.

the central idea of the spider silk is made out of wool, spider silk thread could suture, or stitch, extremely delicate areas, such as the brain, eyeball, or spinal cord. Spiders can't be raised domestically, like silkworms.

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.

- *spider silk thread could suture, or stitch, extremely delicate areas, such as the brain, eyeball, or spinal cord*
- *Spiders can't be raised domestically, like silkworms*

The response does not provide a valid inference from the text that identifies a central idea of *Stronger than Steel*.

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

GUIDE PAPER 6

28

What is a central idea of *Stronger than Steel*? Use **two** details from the article to support your response.

The central idea is what spider silk can do and how strong it is.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text that identifies a central idea of *Stronger than Steel*.

- *what spider silk can do and how strong it is*

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

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

GUIDE PAPER 7

28

What is a central idea of *Stronger than Steel*? Use **two** details from the article to support your response.

The most venamis spiders are rilling bad for enenbody at all people to badys to dogs to cats so thats inmportent to no about your spiders.

Score Credit 0 (out of 2 credits)

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

- *The most venamis spiders are rilling bad for enenbody at all people to badys to dogs to cats so thats inmportent to no about your spiders*

28

What is a central idea of *Stronger than Steel*? Use **two** details from the article to support your response.

the centrel idea for excerpt from stonger than steel is the want the readers to know more about spiders

Score Credit 0 (out of 2 credits)

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

- *the centrel idea for excerpt from stonger than steel is the want the readers to know more about spiders*

A young girl is being gifted animals to celebrate her coronation, when she becomes Queen.

Excerpt from *Bartlett and the Ice Voyage*

by Odo Hirsch

- 1 There was hardly a thing that could be moved, carried or dragged that had not been sent to the Queen as a present. Since no two of her countries were alike, no two presents were the same. And it wasn't only furniture, ornaments, chess-sets and woven carpets that the Queen received. Crates arrived containing unusual animals that no one at Court had ever seen before, with strange names written on labels hanging around their necks.
- 2 The first to arrive was a giraffe. He came as a present for the Queen's coronation, and being only nine, she was barely able to reach his knee. The Queen was too young to choose where to put him, so the Prime Minister and the Stablekeeper had to decide for her. It was no simple matter. There was nowhere with a roof that was high enough! They kept him in his crate for a month, hoping that the giraffe's neck had somehow been stretched by his difficult sea journey, and that it might shrink with time. Every day the Stablekeeper took him out for a walk through the town on a leather leash. But it wasn't long before they realized that the giraffe, who was obviously quite young, was actually growing. Eventually they let him loose in the park that surrounded the palace. Soon he was a familiar sight, cantering with his loose, loping run or standing with his head lost in the trees. People walking outside the palace wall sometimes looked up to find his soft, curious eyes gazing down at them. . . .
- 3 So the palace park became home for the animals that were sent to the Queen. After a few years it was teeming with them. There was a pair of water buffalo who spent the whole day churning up and down through the mud beside the lake. Two lions and a black jaguar stalked in a section that had been set aside especially for them. Zebras, antelope and a yellow llama roamed the open ground, looking for the most succulent grasses. There were seven different sorts of monkeys, including two kinds of baboons with faces painted like clowns. Each tribe had its own trees and was always attacking the territory of others, just like people. There was a moose, which people called an elk, who completely ignored the monkey wars that took place above his antlers. A very solemn emperor penguin reluctantly shared his pool with a playful seal. There were bats who lived in a cave on the edge of the park, possums and a sleek, shiny mink, who all came out at night. And there were birds . . .

EXEMPLARY RESPONSE

43

In *Bartlett and the Ice Voyage*, what does paragraph 2 contribute to the story? Use **two** details from the story to support your response.

Possible Exemplary Response:

Paragraph 2 of *Bartlett and the Ice Voyage* contributes to the story by introducing how exotic the animals were that the queen received as gifts, and the challenge of how to care for them. For example, never having seen a giraffe, they thought that the giraffe's neck had possibly been stretched on the voyage and "might shrink with time." They also had no shelter with a roof high enough, so "they let him loose in the park that surrounded the palace." This provided the start to the animal park they created on the palace grounds.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

43

In *Bartlett and the Ice Voyage*, what does paragraph 2 contribute to the story? Use two details from the story to support your response.

Paragraph 2 from the "Excerpt from Bartlett and the Ice Voyage" contributes to the story because it shows how unexpected the animals were and how unprepared they were for them. For example, in paragraph 2 it states "There was nowhere with a roof that was high enough!" This detail proves the claim because since the giraffe was so tall and they weren't prepared for the animals, they didn't have a place to keep it where they roof could fit the giraffe. Also, in paragraph 2 it says "The Queen was too young to choose where to put him, so the Prime Minister and the Stablekeeper had to decide for her." This detail shows that they were unprepared because the Queen was too young to decide where to put the giraffe and they didn't have anybody specified to be in charge of keeping the giraffe somewhere. In conclusion, paragraph 2 from the "Excerpt from Bartlett and the Ice Voyage" contributes to the story because it shows how unexpected the animals were and how unprepared they were for them.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain what paragraph 2 contributes to the story *Bartlett and the Ice Voyage*.

- *it shows how unexpected the animals were and how unprepared they were for them*

The response provides evidence of analysis.

- *since the giraffe was so tall and they weren't prepared for the animals, they didn't have a place to keep it where they roof could fit the giraffe*
- *they didn't have anybody specified to be in charge of keeping the giraffe somewhere*

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

- *"There was nowhere with a roof that was high enough!"*
- *"The Queen was too young to choose where to put him, so the Prime Minister and the Stablekeeper had to decide for her."*

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

In *Bartlett and the Ice Voyage*, what does paragraph 2 contribute to the story? Use two details from the story to support your response.

Paragraph two contributes to the story by it being the first animal sent to the queen and it was kept in a crate for a while where it should not have been because it was still growing and because of this it was let in the palace park where later animals would be sent. It states in paragraph two, "But it wasn't long before they realized that the giraffe, who was obviously quite young, was actually growing. Eventually they let him loose in the park that surrounded the palace." The giraffe was kept in a crate but then they realized that the giraffe was still growing and because of this fact they let it go in the park that surrounded the place where there was no roof and had lots of space. This contributes to the story because since the giraffe was let into the park other animals were let in the park as it states, "So the palace park became home for the animals that were sent to the Queen." So because of the giraffe being let into the park it meant that from now on the park would be a home for the animals. This shows how paragraph two contributes to the story because if the first animal the Queen got was never let into the palace park then none of the other animals would have been living in the park.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain what paragraph 2 contributes to the story *Bartlett and the Ice Voyage*.

- *by it being the first animal sent to the queen and it was kept in a crate for a while where it should not have been because it was still growing and because of this it was let in the palace park where later animals would be sent*

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

- *"But it wasn't long before they realized that the giraffe, who was obviously quite young, was actually growing. Eventually they let him loose in the park that surrounded the palace."*
- *"So the palace park became home for the animals that were sent to the Queen."*

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

GUIDE PAPER 3

43

In *Bartlett and the Ice Voyage*, what does paragraph 2 contribute to the story? Use two details from the story to support your response.

In "Excerpt form Bartlett and the Ice Voyage", paragraph 2 contributes to the story by explaining how the palace park got its animals. For example in paragraph 2 it says, "People walking outside the palace wall sometimes looked up to find his soft, curious eyes gazing down at them." In paragraph 3 it says, "So the palace park became home for the animals that were sent to the Queen. After a few years it was teeming with them." As you can see, In "Excerpt form Bartlett and the Ice Voyage", paragraph 2 contributes to the story by explaining how the palace park got its animals.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain what paragraph 2 contributes to the story *Bartlett and the Ice Voyage*.

- *by explaining how the palace park got its animals*

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

- *"People walking outside the palace wall sometimes looked up to find his soft, curious eyes gazing down at them."*
- *"So the palace park became home for the animals that were sent to the Queen. After a few years it was teeming with them."*

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

GUIDE PAPER 4

43

In *Bartlett and the Ice Voyage*, what does paragraph 2 contribute to the story? Use **two** details from the story to support your response.

Paragraph two gives an important start to the story by giving an important character that matters alot and was a large part in starting the problem of the story or the trouble. The first to arrive was the girrafe and they le him loose in the park.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain what paragraph 2 contributes to the story *Bartlett and the Ice Voyage*.

- *gives an important start to the story [...] starting the problem of the story*

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

- *The first to arrive was the girrafe and they le him loose in the park*

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

43

In *Bartlett and the Ice Voyage*, what does paragraph 2 contribute to the story? Use **two** details from the story to support your response.

It brought a Giraffe into the story, which is important.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain what paragraph 2 contributes to the story *Bartlett and the Ice Voyage*.

- *It brought a Giraffe into the story*

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

43

In *Bartlett and the Ice Voyage*, what does paragraph 2 contribute to the story? Use **two** details from the story to support your response.

Paragraph 2 contributes to the story by explaining how it all started.

Its explaining when the queen had its coronation it seems like they have a zoo or live by one because its explaining how it will be on her coronation day with the animals. The whole story is talking about the queens cornoation and all the animals and the 2nd paragraph is tlking about both of those and what she thinks and feels from her perspective. I was a little confused at first because i didnt know if it was a cordonation for the anaimls or the queen. But i think that paragrah 2 defenitly contributes to the passage because it says "Eventually they let him loose in the park that surrounded the palace".

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain what paragraph 2 contributes to the story *Bartlett and the Ice Voyage*.

- *by explaining how it all started*

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

- *“Eventually they let him loose in the park that surrounded the palace”*

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

GUIDE PAPER 7

43

In *Bartlett and the Ice Voyage*, what does paragraph 2 contribute to the story? Use **two** details from the story to support your response.

it was a hard journey for queen

Score Credit 0 (out of 2 credits)

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

- *it was a hard journey for queen*

43

In *Bartlett and the Ice Voyage*, what does paragraph 2 contribute to the story? Use **two** details from the story to support your response.

the help the giraffe stretch his neck

Score Credit 0 (out of 2 credits)

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

- *the help the giraffe stretch his neck*

EXEMPLARY RESPONSE

44

How does the author of *Bartlett and the Ice Voyage* support the idea that caring for animals can present unique challenges? Use **two** details from the story to support your response.

Possible Exemplary Response:

The author of *Bartlett and the Ice Voyage* supports the idea that caring for animals can present unique challenges by describing the individual characteristics of animals in the park. The giraffe was a challenge as they had no place tall enough to house him, so “eventually they let him loose in the park that surrounded the palace.” The emperor penguin and seal both needed a pool, and “there were bats who lived in a cave on the edge of the park.” The animals had specific habitat requirements that presented unique challenges.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

44

How does the author of *Bartlett and the Ice Voyage* support the idea that caring for animals can present unique challenges? Use **two** details from the story to support your response.

The author of "Excerpt from Bartlett and the Ice Voyage" supports the idea that caring for animals can present unique challenges by talking about the different animals that were being sent to the queen and some traits about them while being cared for. To explain, in the excerpt it says, "Each tribe had its own trees and was always attacking the territory of others, just like people." In this quote, we can see that each category or region of animals had their own area or land to themselves. The author then presented a challenge, which was how the animals were attacking each other and their land. The other presents this challenge by using a simile, stating "just like people." This shows the behavioral similarity between the animals and humans. The main thing to take from this quote is that caring for animals has unique challenges, and the author presents it in the quote stated above. In the text it also says, "They kept him in his crate for a month, hoping that the giraffe's neck had somehow been stretched by his difficult sea journey, and that it might shrink with time... But it wasn't long before they realized that the giraffe, who was obviously quite young, was actually growing." This quote explains another challenge. This challenge was not knowing anything about the animal they received, and not knowing how to care for it properly. This supports how caring for animals presents unique challenges. Overall, the author supports the idea that caring for animals introduces unique challenges by talking about the animals that were sent to the queen, what they did with the animals, and some traits about them.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the author of *Bartlett and the Ice Voyage* supports the idea that caring for animals can present unique challenges.

- *by talking about the different animals that were being sent to the queen and some traits about them while being cared for*

The response provides evidence of analysis.

- *each category or region of animals had their own area or land to themselves. The author then presented a challenge, which was how the animals were attacking each other and their land. The other presents this challenge by using a simile, stating "just like people." This shows the behavioral similarity between the animals and humans*
- *This challenge was not knowing anything about the animal they received, and not knowing how to care for it properly*

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

- *"Each tribe had its own trees and was always attacking the territory of others, just like people."*
- *"They kept him in his crate for a month, hoping that the giraffe's neck had somehow been stretched by his difficult sea journey, and that it might shrink with time... But it wasn't long before they realized that the giraffe, who was obviously quite young, was actually growing."*

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

How does the author of *Bartlett and the Ice Voyage* support the idea that caring for animals can present unique challenges? Use **two** details from the story to support your response.

The author of "Excerpt from Bartlett and the Ice Voyage" support the idea that caring for animals can present unique challenges since animals require a lot of space, and exercise. The story talks about how they had to let the giraffe go loose at some point because it was growing. In the text the author says "But it wasn't long before they realized that the giraffe.....was actually growing." The text also says "Eventually they let him loose in the park that surrounded the palace. These two claims support the idea that caring for animals can come with unique challenges.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the author of *Bartlett and the Ice Voyage* supports the idea that caring for animals can present unique challenges.

- *since animals require a lot of space, and exercise*

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

- *"But it wasn't long before they realized that the giraffe.....was actually growing."*
- *"Eventually they let him loose in the park that surrounded the palace*

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

GUIDE PAPER 3

44

How does the author of *Bartlett and the Ice Voyage* support the idea that caring for animals can present unique challenges? Use **two** details from the story to support your response.

The author of "Excerpt from Bartlett and the Ice Voyage" supports the idea caring for animals can present unique challenges by showing the new animals presented to the queen and all their different quirks that made them more difficult to take care of. One example is the giraffe. The giraffe was difficult to take care of because its neck was extremely tall and it made it not able to fit anywhere in the palace. Another example was the monkeys. The monkeys were difficult to take care of because they were very wild and were always attacking and taking each others territory.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how the author of *Bartlett and the Ice Voyage* supports the idea that caring for animals can present unique challenges.

- *by showing the new animals presented to the queen and all their different quirks that made them more difficult to take care of*

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

- *The giraffe was difficult to take care of because its neck was extremely tall and it made it not able to fit anywhere in the palace*
- *The monkeys were difficult to take care of because they were very wild and were always attacking and taking each others territory*

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

GUIDE PAPER 4

44

How does the author of *Bartlett and the Ice Voyage* support the idea that caring for animals can present unique challenges? Use **two** details from the story to support your response.

The author does this by showing that is a new experince everytime new animals are being brought to the queen because all the animals are different. The text says there were 2 water buffalos, 2 lions, a black jaguar, Zebras, Antelope, a yellow llama 7 different kinds of monkeys a moose and more. The monkeys fought for teritory every day. That is how the Author supports the idea the caring for animals can present unique challenges.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the author of *Bartlett and the Ice Voyage* supports the idea that caring for animals can present unique challenges.

- *by showing that is a new experince everytime new animals are being brought to the queen because all the animals are different*

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

- *there were 2 water buffalos, 2 lions, a black jaguar, Zebras, Antelope, a yellow llama 7 different kinds of monkeys a moose and more. The monkeys fought for teritory every day*

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

44

How does the author of *Bartlett and the Ice Voyage* support the idea that caring for animals can present unique challenges? Use **two** details from the story to support your response.

Each tribe had its own trees and was always attacking the territory of others, just like people. Eventually they let him loose in the park that surrounded the palace.

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.

- *Each tribe had its own trees and was always attacking the territory of others, just like people*
- *Eventually they let him loose in the park that surrounded the palace*

The response does not provide a valid inference from the text to explain how the author of *Bartlett and the Ice Voyage* supports the idea that caring for animals can present unique challenges.

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

GUIDE PAPER 6

44

How does the author of *Bartlett and the Ice Voyage* support the idea that caring for animals can present unique challenges? Use **two** details from the story to support your response.

It shows that the animals that the queen have gotten could be challenging and, difficult. It shows how all the animals lived together but sometimes fought and she had to give them what they needed so they could thrive.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how the author of *Bartlett and the Ice Voyage* supports the idea that caring for animals can present unique challenges.

- *all the animals lived together but sometimes fought and she had to give them what they needed so they could thrive*

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 7

44

How does the author of *Bartlett and the Ice Voyage* support the idea that caring for animals can present unique challenges? Use **two** details from the story to support your response.

the penguin shared his pool and the shiny monk who all a=iut at night with the birds

Score Credit 0 (out of 2 credits)

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

- *the penguin shared his pool and the shiny monk who all a=iut at night with the birds*

44

How does the author of *Bartlett and the Ice Voyage* support the idea that caring for animals can present unique challenges? Use **two** details from the story to support your response.

The present of unique challenges is for to diffencult for me

Score Credit 0 (out of 2 credits)

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

- *The present of unique challenges is for to diffencult for me*

French artist Rosa Bonheur painted wild and domesticated animals. Nathalie was her best friend and painting assistant.

Excerpt from *Rosa's Animals: The Story of Rosa Bonheur and Her Painting Menagerie*

by Maryann Macdonald

The Horse Fair, 1852–1855

- 1 Rosa, who was not quite five feet tall, had to stand on a ladder day after day to paint this enormous work of art. It measures 8 feet tall by 16½ feet wide (244.5 x 506.7 cm)! Despite the painting's size, no details were left out. The dust around the horses' hooves, for example, is clearly visible. Many who see the painting at the Metropolitan Museum of Art in New York City today claim that it seems so real that you can almost hear the hooves pounding. . . .
- 2 Ernest Gambart, a Belgian agent with a London office, purchased *The Horse Fair* and set about promoting it in Great Britain. Rosa made a smaller copy of the painting, and Gambart had prints made of it. Dubbed "The World's Greatest Animal Picture," its prints were sold all over Britain, Europe, and America. Copies were hung in many public places, including schoolrooms, and Rosa became a celebrity. A Rosa Bonheur doll began to be manufactured in Germany and became a popular toy. Everyone was fascinated by this spunky little woman with short hair who painted wearing pants. Even Queen Victoria wanted to meet her. At the queen's request, Gambart arranged for *The Horse Fair* to be brought to Windsor Castle for a private viewing.

Sheep, Oxen, and Deer

- 3 Rosa's skyrocketing success enabled her to acquire an even bigger art studio. This one had a huge window looking out on a courtyard, its own garden, and fenced stables for her heifer, goats, sheep and Margot, the mare. Rosa was creating her own small farm in the middle of Paris! . . .

- 4 Ernest Gambart eventually sold *The Horse Fair* to an American collector. Back home in Paris, more and more people were eager to buy Rosa Bonheur's paintings. Now that she was famous, other celebrities wanted to meet her. Rosa enjoyed the attention at first but soon decided she needed more time to paint. So in 1859 she bought a large, "fairy-tale" country house, or château, near what could almost be described as an enchanted forest outside Paris. Rosa went to live in the Château de By with Nathalie, Nathalie's mother, and her many pets. She also acquired an otter, a stag, a gazelle, wild boars, monkeys, an eagle, and three wild horses, along with sixty cages of birds and plenty of dogs . . . her own private menagerie!
- 5 Rosa Bonheur could never get enough of nature. She called it her teacher. She loved spending days painting in the nearby Forest of Fontainebleau. It was where she felt most at home. Rosa sometimes invited other artists to paint with her there; she generously wanted to share her bliss with them.

EXEMPLARY RESPONSE

45

In paragraph 2 of *Rosa's Animals*, why does the author include information about Ernest Gambart? Use two details from the article to support your response.

Possible Exemplary Response:

The author of *Rosa's Animals* includes information about Ernest Gambart in paragraph 2 because his support increased the popularity and visibility of Rosa's art. Gambart "purchased The Horse Fair and set about promoting it in Great Britain." Gambart also made prints of the image, which "were sold all over Britain, Europe, and America." Rosa's exposure from that one painting made her famous and successful.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

45

In paragraph 2 of *Rosa's Animals*, why does the author include information about Ernest Gambart? Use **two** details from the article to support your response.

The author includes information about Ernest Gambart to show how this person contributed to Rosa Bonheur's success. Macdonald includes background details about Gambart, writing "Ernest Gambart, a Belgian agent with a London office, purchased The Horse Fair and set about promoting it in Great Britain." After the agent promotes Bonheur's artwork, "its prints were sold all over Britain, Europe, and America." This demonstrates Ernest Gambart contribution of Rosa's success and her success eventually enabled her to acquire an even bigger art studio. "This one had a huge window looking out on a courtyard, its own garden, and fenced stables for her heifer, goats, sheep and Margot, the mare." In paragraph 2 of "Excerpt from Rosa's Animals" by Maryann Macdonald, the author includes information about Ernest Gambart to demonstrate her contributions to the leading success of French artist Rosa Bonheur.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain why the author includes information about Ernest Gambart in paragraph 2 of *Rosa's Animals*.

- *to show how this person contributed to Rosa Bonheur's success*

The response provides evidence of analysis.

- *This demonstrates Ernest Gambart contribution of Rosa's success and her success eventually enabled her to acquire an even bigger art studio*

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

- *"Ernest Gambart, a Belgian agent with a London office, purchased The Horse Fair and set about promoting it in Great Britain."*
- *"This one had a huge window looking out on a courtyard, its own garden, and fenced stables for her heifer, goats, sheep and Margot, the mare."*

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

45

In paragraph 2 of *Rosa's Animals*, why does the author include information about Ernest Gambart? Use **two** details from the article to support your response.

They mentioned Ernest Gambart because he helped her get famous by helping her sell her paintings. And he bought some of her artwork then made copies to sell all over the place. "Ernest Gambart purchased The horse fair painting and set about promoting it in great Britain". "Then Rosa made a smaller copy of the painting and Gambart had prints made of it". "Its prints were sold all over Britain, Europe, and American".

Score Credit 2 (out of 2 credits)

This response provides valid inferences from the text to explain why the author includes information about Ernest Gambart in paragraph 2 of *Rosa's Animals*.

- *he helped her get famous by helping her sell her paintings*
- *he bought some of her artwork then made copies to sell all over the place*

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

- *"Ernest Gambart purchased The horse fair painting and set about promoting it in great Britain"*
- *"Then Rosa made a smaller copy of the painting and Gambart had prints made of it"*

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

GUIDE PAPER 3

45

In paragraph 2 of *Rosa's Animals*, why does the author include information about Ernest Gambart? Use **two** details from the article to support your response.

The author uses Ernest Gambart because it shows that she was know world wide one detail is "...Gambart had prints made of it. Dubbed "The World's Greatest Animal Picture," ..." another datail is "Even Queen Victoria wanted to meet her." these details prove that she became known world wide because of Ernest Gambart.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain why the author includes information about Ernest Gambart in paragraph 2 of *Rosa's Animals*.

- *she became known world wide because of Ernest Gambart*

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

- *"...Gambart had prints made of it. Dubbed "The World's Greatest Animal Picture,"..."*
- *"Even Queen Victoria wanted to meet her."*

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

GUIDE PAPER 4

45

In paragraph 2 of *Rosa's Animals*, why does the author include information about Ernest Gambart? Use **two** details from the article to support your response.

The author includes the information about Ernest Gambert because Ernest bought the painting and then sold it. For example the passage says "Ernest Gambert eventually sold The Horse Fair to an American collector." This means that that he sold the painting to a collector. Also more people wanted to start to buy Rosa's paintings that she made.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain why the author includes information about Ernest Gambart in paragraph 2 of *Rosa's Animals*.

- *because Ernest bought the painting and then sold it*

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

- *"Ernest Gambart eventually sold The Horse Fair to an American collector."*

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

45

In paragraph 2 of *Rosa's Animals*, why does the author include information about Ernest Gambart? Use **two** details from the article to support your response.

Because he was one of the main reasons why Rosa became famous.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain why the author includes information about Ernest Gambart in paragraph 2 of *Rosa's Animals*.

- *Because he was one of the main reasons why Rosa became famous*

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

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

GUIDE PAPER 6

45

In paragraph 2 of *Rosa's Animals*, why does the author include information about Ernest Gambart? Use **two** details from the article to support your response.

The author mentioned Ernest Gambart because she is the one that Rosa looks up to and uses her idea. In paragraph 2 it states, "Rosa made a smaller copy of the painting". This shows that Rosa uses her idea to make another painting.

Score Credit 1 (out of 2 credits)

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

- "*Rosa made a smaller copy of the painting*"

The response does not provide a valid inference from the text to explain why the author includes information about Ernest Gambart in paragraph 2 of *Rosa's Animals*.

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

GUIDE PAPER 7

45

In paragraph 2 of *Rosa's Animals*, why does the author include information about Ernest Gambart? Use **two** details from the article to support your response.

it was an important animal even the queen wanted to see it

Score Credit 0 (out of 2 credits)

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

- *it was an important animal even the queen wanted to see it*

45

In paragraph 2 of *Rosa's Animals*, why does the author include information about Ernest Gambart? Use **two** details from the article to support your response.

becaus he bout inportent a panting that is popular.

Score Credit 0 (out of 2 credits)

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

- *becaus he bout inportent a panting that is popular*

46

In your response, be sure to

- [illegible]

Possible Exemplary Response:

Animals can have a profound impact on people. Pets have been shown to have healthful benefits for their owners, from lowering blood pressure to encouraging their owners to be more active to providing love and companionship. While *Bartlett and the Ice Voyage* and *Rosa's Animals* describe less traditional scenarios, the authors both express similar beliefs about the importance of the relationship between animals and people. The author of *Bartlett and the Ice Voyage* revels in the quantity and variety of animals that were sent to the queen for her coronation. Countries around the world tried to outdo each other to send the most spectacular gifts. In a time before worldwide communications and a global community, "Crates arrived containing unusual animals that no one at Court had ever seen before." In order to know what they were receiving, they had to refer to "strange names with labels [that were] hanging around their necks." The animals were clearly an exotic addition to the kingdom.

An example of this lack of knowledge is the story about the queen's first animal gift, the giraffe. Never having seen a giraffe, the Prime Minister and the Stablekeeper were "hoping that the giraffe's neck had somehow been stretched by his difficult sea journey, and that it might shrink with time." When they realized the giraffe was not even full grown, "they let him loose in the park that surrounded the palace." They had to come up with a creative solution to solve the housing problem caused by their lack of knowledge about the giraffe.

While the passage does not explicitly talk about the relationship between people and animals, the author's description of animals in the palace park communicates the enthusiasm the author has for animals. The water buffalos "spent the whole day churning up and down through the mud". There were many varieties of monkeys, including "two kinds of baboons with faces painted like clowns". The author also uses descriptive words that further support the idea that the animals were a wondrous sight: "very solemn emperor penguin reluctantly shared his pool with a playful seal"; "...a sleek, shiny mink"; "Two lions and a black jaguar stalked..."; "Zebras, antelope and a yellow llama roamed the open ground, looking for the most succulent grasses." In addition to identifying the variety of animals populating the palace grounds, the author's descriptions suggest that the relationship with animals enhances the lives of the people that see them.

The author of *Rosa's Animals* communicates the importance of the relationship between people and animals more directly. When Rosa's success allowed her to purchase a larger studio, the important detail about the new space was "a huge window looking out on a courtyard, its own garden, and fenced stables for her heifer, goats, sheep and Margot, the mare. Rosa was creating her own small farm in the middle of Paris!" Rosa's relationship with her animals was so important that it was a primary driver in her art and in her choice of living situation.

This becomes even more evident when she moves out of Paris. "So in 1859 she bought a large, "fairy-tale" country house...outside Paris. Rosa went to live in the Château de By with Nathalie, Nathalie's mother, and her many pets. She also acquired an otter, a stag, a gazelle, wild boars, monkeys, an eagle, and three wild horses, along with sixty cages of birds and plenty of dogs . . . her own private menagerie!" This demonstrates that when time and money allowed, Rosa's relationship with animals was so central to her life that she chose to live with even more animals.

While *Bartlett and the Ice Voyage* and *Rosa's Animals* are very different passages, both authors describe how animals enhance life for the people around them, and the authors both express similar beliefs about the importance of the relationship between animals and people.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 4-credit holistic rubric.

GUIDE PAPER 1a

46

The authors of *Bartlett and the Ice Voyage* and *Rosa's Animals* both express similar beliefs about a relationship between animals and people. What are their beliefs? How are these beliefs developed in the story and the article? Use details from **both** the story and the article to support your response.

In your response, be sure to

- describe each author's beliefs about a relationship between animals and people
- explain how these beliefs are developed in the story and the article
- use details from **both** the story and the article to support your response

In the passages, "Excerpt from Bartlett and the Ice Voyage," and, "Excerpt from Rosa's Animals," they both convey some sort of strong emphasis on the strong bonds that a person can have with animals. To add on, they both believed that animals were magical in their own way, which could bring people joy. They both also noted that animals can inspire many people because of the habitats and the nature that surrounds them. In the article, it shows how nature became one of her largest inspirations when Rosa painted. In addition, it shows how the animals that she owned gave her energy and happiness to paint when she put her mind to it. In the story, it shows how animals can come in all unique forms, but they can still be appreciated by everyone. Additionally, the article centralizes on the idea that animals are a beautiful thing and bring beauty into our world. Overall, these two passages demonstrate how there is some sort of emphasis on the interconnection of human life and animal life.

In, "Excerpt from Bartlett and the Ice Voyage," the author shows the various different type of animals that were brought to the Queen. Additionally, it shows the solution that the Queen gave when she had to store the animals in order for them to live in a sustainable environment. According to the passage, the author states, "There was a moose, which people called an elk, who completely ignored the monkey wars that took place above his antlers...a very solemn emperor penguin reluctantly shared his pool with a playful seal." The quote demonstrates how there were various different types of animals that contributed to the diversity of the animals in the palace. Additionally, the author also states, "There was a pair of water buffalo who spent the whole day churning up and down through the mud beside the lake...two lions and a black jaguar stalked in a section that had been set aside especially for them." The quote shows how the beauty of nature was shown and could clearly be seen if one were to enter the palace, which was full of different forms of life and nature. In, "Excerpt from Rosa's Animals," the author shows how Rosa interconnected painting with the animals and nature that surrounded her in her everyday life. Additionally, the author shows how animals can be an inspiration to all. According to the text, the author states, "She also acquired an otter, a stag, a gazelle, wild boars, monkeys, an eagle, and three wild horses, along with sixty cages of birds and plenty of dogs . . . her own private menagerie...[as a result,] Rosa Bonheur could never get enough of nature...[and]she called it her teacher." The quote demonstrates how Rosa got most of her ideas for painting out of nature and enjoyed the world of nature that surrounded her. Additionally, the author also states, "She loved spending days painting in the nearby Forest of Fontainebleau." The quote demonstrates how the Rosa's connection with nature was a strong bond and that she enjoyed having it as her inspiration.

GUIDE PAPER 1b

To sum it all up, both passages resembled the idea of how nature and animals could affect people's thoughts. Additionally, it shows how the majority of people find nature inspiring and wonderful when it comes to using their imagination. Both, "Excerpt from Bartlett and the Ice Voyage," and, "Excerpt from Rosa's Animals" show the idea that many people enjoy the outdoors or some sort of motivation that will help them achieve their goals. In addition, it shows how a person can easily be inspired just by looking at what surrounds them. Even though both passages convey this message using different scenarios, they both add on to the idea that most of the time, animals and people can have some sort of relationship with each other. Also, they both show different ways in which nature and animals can be included in everyone's daily lives. In conclusion, both passages have to do with some sort of idea that has to deal with the relationship of animals and people that has created inspiration and life-changing ideas.

Score Credit 4 (out of 4 credits)

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

- *In the passages, "Excerpt from Bartlett and the Ice Voyage," and, "Excerpt from Rosa's Animals," they both convey some sort of strong emphasis on the strong bonds that a person can have with animals. To add on, they both believed that animals were magical in their own way, which could bring people joy. They both also noted that animals can inspire many people because of the habitats and the nature that surrounds them*

The response demonstrates insightful analysis of the texts.

- *it shows how the animals that she owned gave her energy and happiness to paint when she put her mind to it*
- *it shows how animals can come in all unique forms, but they can still be appreciated by everyone*
- *the article centralizes on the idea that animals are a beautiful thing and bring beauty into our world*
- *there is some sort of emphasis on the interconnection of human life and animal life*
- *it shows the solution that the Queen gave when she had to store the animals in order for them to live in a sustainable environment*
- *shows how the beauty of nature was shown and could clearly be seen if one were to enter the palace, which was full of different forms of life and nature*
- *shows how Rosa interconnected painting with the animals and nature that surrounded her in her everyday life*
- *it shows how the majority of people find nature inspiring and wonderful when it comes to using their imagination*
- *the author shows how animals can be an inspiration to all*

GUIDE PAPER 1c

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

- *“There was a moose, which people called an elk, who completely ignored the monkey wars that took place above his antlers...a very solemn emperor penguin reluctantly shared his pool with a playful seal.”*
- *“There was a pair of water buffalo who spent the whole day churning up and down through the mud beside the lake...two lions and a black jaguar stalked in a section that had been set aside especially for them.”*
- *“She also acquired an otter, a stag, a gazelle, wild boars, monkeys, an eagle, and three wild horses, along with sixty cages of birds and plenty of dogs . . . her own private menagerie...[as a result,] Rosa Bonheur could never get enough of nature...[and]she called it her teacher.”*
- *“She loved spending days painting in the nearby Forest of Fontainebleau.”*

The response exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning.

- *To add on*
- *They both also noted*
- *In the article*
- *In the story*
- *Additionally*
- *Overall*
- *According to the passage*
- *The quote demonstrates*
- *To sum it all up*
- *Even though*
- *Also*
- *In conclusion*

GUIDE PAPER 1d

The response establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice.

- *the interconnection of human life and animal life*
- *sustainable enviornment*
- *Rosa interconnected painting with the animals and nature that surrounded her in her everyday life*
- *inspiration to all*
- *Rosa's connection with nature was a strong bond*
- *created inspiration and life-changing ideas*

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

- *"Excerpt from Bartlett and the Ice Voyage," and, "Excerpt from Rosa's Animals" show the idea that many people enjoy the outdoors or some sort of motivation that will help them achieve their goals. In addition, it shows how a person can easily be inspired just by looking at what surrounds them. Even though both passages convey this message using different scenarios, they both add on to the idea that most of the time, animals and people can have some sort of relationship with each other. Also, they both show different ways in which nature and animals can be included in everyone's daily lives. In conclusion, both passages have to do with some sort of idea that has to deal with the relationship of animals and people that has created inspiration and life-changing ideas*

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

- *enviornment*
- *how their were*
- *Additinally*
- *inspiration*
- *resembled*
- *wayas*

The authors of *Bartlett and the Ice Voyage* and *Rosa's Animals* both express similar beliefs about a relationship between animals and people. What are their beliefs? How are these beliefs developed in the story and the article? Use details from **both** the story and the article to support your response.

In your response, be sure to

- describe each author's beliefs about a relationship between animals and people
- explain how these beliefs are developed in the story and the article
- use details from **both** the story and the article to support your response

Both authors, Maryann Macdonald and Odo Hirsch, believe that people are inspired and fascinated by animals.

In the article, "Excerpt from Rosa's Animals: The Story of Rosa Bonheur and Her Paintings Menagerie", Maryann Macdonald conveys her thoughts on animals fascianting people. As stated in the text, "Rosa Benheur could never get enough of nature. She called it her teacher. She loved spending days painting in the nearby Forest of Fontainebleau". This quote illuminates how the author thinks that people are fascinated by animals because they use Rosa Bonheur as an example of someone who is inspired by animals in nature and uses them as inspiration for her paintings and loves to paint while in nature. According to the text, "Despite the painting's size, no details were left out. The dust around the horses' hooves, for example, is clearly visible". This quote also demonstrates the author beleiving that animals fascinate people because Rosa Bonheur used them as an inspiration and a refrence when created her paintings because she thought they were beautiful. Therefore, Maryann Macdonald uses Rosa Bonheur to exhibit that people are fascinated and inspired by animals.

In the story, "Excerpt from Bartlett and the Ice Voyage", Odo Hirsch presents her beliefs on the ideas that people are fascinated by animals. For instance, the text states, "Soon he was a familiar sight, cantering with his loose, loping run or standing with his head lost in the trees. People walking outside the palace wall somtimes looked up to find his soft curious eyes gazing down at them". This quote illustrates how fascinated people are by animals such as girafees because of the beauty of the animals. The author explains when writing, "There were seven different sorts of monkeys, including two kinds of baboons with faces painted like clowns". This quote implies that Odo Hirsch finds different kinds of animals fascinating because of their different features and attributes. In summary, Odo Hirsch clarifies that people are fascinated by the look and features of animals.

As expressed, Maryann Macdonald and Odo Hirsch support their beliefs that animals fascinate people.

Score Credit 4 (out of 4 credits)

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

- *Both authors, Maryann Macdonald and Odo Hirsch, believe that people are inspired and fascinated by animals*

The response demonstrates insightful analysis of the texts.

- *the author thinks that people are fascinated by animals because they use Rosa Bonheur as an example of someone who is inspired by animals in nature and uses them as inspiration for her paintings and loves to paint while in nature*
- *This quote also demonstrates the author believing that animals fascinate people because Rosa Bonheur used them as an inspiration and a reference when created her painting [...] Maryann Macdonald uses Rosa Bonheur to exhibit that people are fascinated and inspired by animals*
- *This quote illustrates how fascinated people are by animals such as giraffes because of the beauty of the animals*
- *Odo Hirsch finds different kinds of animals fascinating because of their different features and attributes*
- *people are fascinated by the look and features of animals*

The response develops the topic with relevant, well-chosen details from the texts.

- *“Rosa Bonheur could never get enough of nature. She called it her teacher. She loved spending days painting in the nearby Forest of Fontainebleau”*
- *“Despite the painting’s size, no details were left out. The dust around the horses’ hooves, for example, is clearly visible”*
- *“Soon he was a familiar sight, cantering with his loose, loping run or standing with his head lost in the trees. People walking outside the palace wall sometimes looked up to find his soft curious eyes gazing down at them”*
- *“There were seven different sorts of monkeys, including two kinds of baboons with faces painted like clowns”*

The response exhibits clear organization, with the use of appropriate transitions to create a unified whole.

- *As stated in the text*
- *This quote illuminates*
- *According to the text*
- *This quote also demonstrates*
- *Therefore*
- *In the story*
- *For instance*
- *The author explains when writing*
- *This quote implies*
- *In summary*
- *As expressed*

The response establishes and maintains a formal style using precise language and domain-specific vocabulary.

- *conveys her thoughts*
- *illuminated*
- *fascinated*
- *clarifies*

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

- *As expressed, Maryann Macdonald and Odo Hirsch support their beliefs that animals fascinate people*

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

- *Bonheaur*
- *fascianting*
- *insipration*
- *beleiving*
- *refrence*
- *somtimes*
- *girafees*
- *features*

GUIDE PAPER 3a

46

The authors of *Bartlett and the Ice Voyage* and *Rosa's Animals* both express similar beliefs about a relationship between animals and people. What are their beliefs? How are these beliefs developed in the story and the article? Use details from **both** the story and the article to support your response.

In your response, be sure to

- describe each author's beliefs about a relationship between animals and people
- explain how these beliefs are developed in the story and the article
- use details from **both** the story and the article to support your response

Both authors from, "Excerpt from Bartlett and the Ice Voyage", and "Excerpt from Rosa's Animals" believe that animals and humans can have helpful positive relationships.

Author Odo Hirsch, from "Excerpt from Bartlett and the Ice Voyage" expresses the idea that people can give animals a lovely environment and appreciate each one. This author describes the love that a queen had, and just how many lovely animals she was gifted. She had a quite large variety, and though they all lived in a palace park, it seemed that they all lived happily as well. As seen in paragraph 3, "So the palace park became home for the animals that were sent to the Queen. After a few years it was teeming with them"(Hirsch 3). Being that the queen had so many animals, she must have been able to enjoy their presence, just as they liked life at the palace. To exhibit the idea that the animals also lived an enjoyable life, the author states, "There was a pair of water buffalo who spent the whole day churning up and down through the mud beside the lake...yellow llama roamed the open ground, looking for the most succulent grasses"(Hirsch 3). The animals also had a positive experience, enjoying the luxuries of palace life, giving both humans and animals a chance to experience a positive relationship.

The author of "Excerpt from Rosa's Animals: The Story of Rosa Bonheur and Her Painting Menagerie" clearly presents the idea that animals can help humans and live together without struggle. The author describes the original state of Rosa, a French painter, and how she became sick of a life with fame and without peace. As seen in paragraph 4, "Rosa enjoyed the attention at first but soon decided she needed more time to paint. So in 1859 she bought a large, "fairy-tale" country house, or château"(Macdonald 4). This is a sign that Rosa needs more peace in her life, and she finds this feeling with more animals in her own little farm, later in paragraph four, author Maryann Macdonald expresses that similar idea with Hirsch, "Rosa Bonheur could never get enough of nature. She called it her teacher. She loved spending days painting in the nearby Forest of Fontainebleau. It was where she felt most at home"(Macdonald 4). Expressing that Rosa just couldn't love nature and animals any more, also exhibits the idea that humans and animals can benefit from life together.

Both authors convey the idea that animals can benefit from humans, and humans can benefit from animals, all living with helpful, positive, experiences.

GUIDE PAPER 3b

Score Credit 4 (out of 4 credits)

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

- *Both authors from, “Excerpt from Bartlett and the Ice Voyage”, and “Excerpt from Rosa’s Animals” believe that animals and humans can have helpful positive relationships*

The response demonstrates insightful analysis of the texts.

- *people can give animals a lovely environment and appreciate each one*
- *Being that the queen had so many animals, she must have been able to enjoy their presence, just as they liked life at the palace*
- *The animals also had a positive experience, enjoying the luxuries of palace life, giving both humans and animals a chance to experience a positive relationship*
- *animals can help humans and live together without struggle*

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

- *“So the palace park became home for the animals that were sent to the Queen. After a few years it was teeming with them”*
- *“There was a pair of water buffalo who spent the whole day churning up and down through the mud beside the lake...yellow llama roamed the open ground, looking for the most succulent grasses”*
- *“Rosa enjoyed the attention at first but soon decided she needed more time to paint. So in 1859 she bought a large, “fairy-tale” country house, or château”*
- *“Rosa Bonheur could never get enough of nature. She called it her teacher. She loved spending days painting in the nearby Forest of Fontainebleau. It was where she felt most at home”*

The response exhibits clear organization, with the use of appropriate transitions to create a unified whole.

- *This author*
- *As seen*
- *Being that*
- *To exhibit the idea [...] the author states*
- *later in paragraph four*
- *This is a sign*
- *also*

The response establishes and maintains a formal style using precise language and domain-specific vocabulary.

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

- *Both authors convey the idea that animals can benefit from humans, and humans can benefit from animals, all living with helpful, positive, experiences*

GUIDE PAPER 3c

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

- *realtionships*
- *lovley*
- *invirment*
- *appriciate*
- *discribes*
- *varity*
- *hapily*
- *luxurys*
- *positve realationship*
- *simalar*
- *benifit*

GUIDE PAPER 4a

46

The authors of *Bartlett and the Ice Voyage* and *Rosa's Animals* both express similar beliefs about a relationship between animals and people. What are their beliefs? How are these beliefs developed in the story and the article? Use details from **both** the story and the article to support your response.

In your response, be sure to

- describe each author's beliefs about a relationship between animals and people
- explain how these beliefs are developed in the story and the article
- use details from **both** the story and the article to support your response

In the story "Excerpt from Bartlett and the Ice Voyage" the author believes that people and animals shouldn't be together and that animals should be with other animals. In the text it said " So the palace park became home for the animals that were sent to the Queen. After a few years it was teeming with them. There was a pair of water buffalo who spent the whole day churning up and down through the mud beside the lake. There were seven different sorts of monkeys, including two kinds of baboons with faces painted like clowns. A very solemn emperor penguin reluctantly shared his pool with a playful seal." This piece of text evidence means how animals should be with other animals so that they can play with each other and make themselves at home which wouldn't be able to happen with people around. This piece of text evidence supports the claim because it shows how the animals are with each other with no people around.

This belief is developed throughout the story because the queen had to put all of the animals in the palace park because they wasn't enough room in the palace. In the text it said "Eventually they let him loose in the park that surrounded the palace. So the palace park became home for the animals that were sent to the Queen." The text evidence shows how it all started and why animals were being put in the palace park. This quote supports the claim because it shows how the animals had to be put in the park.

GUIDE PAPER 4b

In the story Excerpt from Rosa's Animals. It portrays the the belief that people and animals should be put in the same area. In the text it said " She also acquired an otter, a stag, a gazelle, wild boars, monkeys, an eagle, and three wild horse, along with sixty cages of bird and plety of dogs... her own private menagerie. Rosa Bonheur could never get enough of nature. She called it her teacher." This piece of text evidence shows what she thinks of animals and how many she had. This quote supports the claim because it shows how she thinks that humans and animals should be together because animals and teach people things.

The authors belief is developed in the story by Rosa falling in love with nature and absolutely loving it and animals. In the text it said "Rosa Bonheur could never get enough of nature." This text evidence shows how much she loved the nature with animals. This supports my claim because it shows how much she liked nature. She liked it so much she could never get enough.

Score Credit 3 (out of 4 credits)

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

- *In the story "Excerpt from Bartlett and the Ice Voyage" the author believes that people and animals shouldn't be together and that animals should be with other animals*
- *In the story Excerpt from Rosa's Animals. It portrays the the belief that people and animals should be put in the same area*

The response demonstrates insightful analysis of the texts.

- *animals should be with other animals so that they can play with each other and make themselves at home which wouldn't be able to happen with people around*
- *she thinks that humans and animals should be together because animals and teach people things*
- *The authors belief is developed in the story by Rosa falling in love with nature and absolutely loving it and animals*

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

- *" So the palace park became home for the animals that were sent to the Queen. After a few years it was teeming with them. There was a pair of water buffalo who spent the whole day churning up and down through the mud beside the lake. THere were seven different sorts of monkeys, including two kinds of baboons with faces painted like clowns. A very solemn emperor penguin reluctantly shared his pool with a playful seal."*
- *"Eventually they let him loose in the park that surrounded the palace. So th epalace park became home for the animals that were sent to the Queen."*
- *" She also acquired an otter, a stag, a gazelle, wild boars, monkeys, an eagle, and three wild horse, along with sixty cages of bird and plety of dogs... her own private menagerie. Rosa Bonheur could never get enough of nature. She called it her teacher."*
- *"Rosa Bonheur could never get enough of nature."*

GUIDE PAPER 4c

The response exhibits clear organization, with the use of appropriate transitions to create a unified whole.

- *In the story*
- *In the text*
- *This piece of text evidence means*
- *it shows*
- *This belief is developed*
- *It portrays*

The response establishes and maintains a formal style using precise 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.

- *becuase*
- *they wasn't enough room*
- *portrays the the belief*
- *three wild horse*
- *plety*
- *The authors belief*
- *because animals and teach people things*
- *absoulutely*
- *she loved the nature*

The authors of *Bartlett and the Ice Voyage* and *Rosa's Animals* both express similar beliefs about a relationship between animals and people. What are their beliefs? How are these beliefs developed in the story and the article? Use details from **both** the story and the article to support your response.

In your response, be sure to

- describe each author's beliefs about a relationship between animals and people
- explain how these beliefs are developed in the story and the article
- use details from **both** the story and the article to support your response

The authors of "Excerpt from Bartlett and the Ice Voyage" and "Excerpt from Rosa's Animals" both express a similar belief that animals and people are connected in a special way.

The author of "Excerpt from Rosa's Animals" demonstrates that she cares about animals on a deep level. For example, the author says, "and her many pets. She also acquired an otter, a stag, a gazelle, wild boars, monkeys, an eagle, and three wild horses, along with sixty cages of birds and plenty of dogs" This quote illustrates just how many pets and animals she wants to live with, and how Rosa can never have too many. In addition, the author also includes that Rosa loved and had many animals before she got famous. According to the text, "and fenced stables for her heifer, goats, sheep and Margot, the mare. Rosa was creating her own small farm". The author starts off with a few animals, then she adds more as the story goes on. The author clearly loves being in the present of animals, and she sees value in them.

The author of "Excerpt from Bartlett and the Ice Voyage" also highlights how she and people around her care about animals. For instance, the author states, "People walking outside the palace wall sometimes looked up to find his soft, curious eyes gazing down at them.". This exhibits how the people don't see the giraffe as harmful or scary, but they see it as friendly and "soft". Furthermore, the author also includes that, "Two lions and a black jaguar... Zebras, antelope and a yellow llama roamed the open ground,... There were seven different sorts of monkeys, including two kinds of baboons with faces painted like clowns. Each tribe had its own trees and was always attacking the territory of others, just like people." The belief of animals and people being connected is proven here in the quote, when the author compares the animals to the people.

All in all, a lot of people care about animals. Some people have a special bond with an animal, and they care deeply about one another.

Score Credit 3 (out of 4 credits)

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

- *The authors of "Excerpt from Bartlett and the Ice Voyage" and "Excerpt from Rosa's Animals" both express a similar belief that animals and people are connected in a special way*

The response demonstrates grade-appropriate analysis of the texts.

- *The author of "Excerpt from Rosa's Animals" demonstrates that she cares about animals on a deep level*

This quote illustrates just how many pets and animals she wants to live with, and how Rosa can never have too many

- *Rosa loved and had many animals before she got famous*
- *people don't see the giraffe as harmful or scary, but they see it as friendly and "soft"*
- *The belief of animals and people being connected is proven here in the quote, when the author compares the animals to the people*

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

- *"and her many pets. She also acquired an otter, a stag, a gazelle, wild boars, monkeys, an eagle, and three wild horses, along with sixty cages of birds and plenty of dogs"*
- *"and fenced stables for her heifer, goats, sheep and Margot, the mare. Rosa was creating her own small farm"*
- *"People walking outside the palace wall sometimes looked up to find his soft, curious eyes gazing down at them."*
- *"Two lions and a black jaguar... Zebras, antelope and a yellow llama roamed the open ground,... There were seven different sorts of monkeys, including two kinds of baboons with faces painted like clowns. Each tribe had its own trees and was always attacking the territory of others, just like people."*

The response exhibits clear organization, with the use of appropriate transitions to create a unified whole.

- *For example*
- *This quote illustrates*
- *In addition*
- *According to the text*
- *also highlights*
- *For instance*
- *This exhibits*
- *Furthermore*
- *All in all*

The response establishes and maintains a formal style using precise language and domain-specific vocabulary.

- *demonstrates*
- *deep level*
- *special bond*

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

- *All in all, a lot of people care about animals. Some people have a special bond with an animal, and they care deeply about one another*

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

- *in the present of animals*

GUIDE PAPER 6a

46

The authors of *Bartlett and the Ice Voyage* and *Rosa's Animals* both express similar beliefs about a relationship between animals and people. What are their beliefs? How are these beliefs developed in the story and the article? Use details from **both** the story and the article to support your response.

In your response, be sure to

- describe each author's beliefs about a relationship between animals and people
- explain how these beliefs are developed in the story and the article
- use details from **both** the story and the article to support your response

The authors of "Excerpt from Bartlett and the Ice Voyage" and "Excerpt from Rosa's Animals" both express similar beliefs about a relationship between animals and people by showing how animals can be helpful and important

In the article, "Excerpt from Rosa's Animals", animals are used in painting and become very popular. The article states "Everyone was fascinated by this spunky little woman with short hair who painted wearing pants. Even Queen Victoria wanted to meet her." She had gained so much popularity from painting animals that even the queen wanted to meet her and see her paintings in person. The article also states "Copies were hung in many public places, including schoolrooms,". Animals became so popular.

In the story "Excerpt from Bartlett and the Ice Voyage," animals live in the palace park next to the royal palace. When a young girl becomes queen, she gets gifts for her coronation. In this case, she gets many animals, like a giraffe. According to the story, "There was a moose, which people called an elk, who completely ignored the monkey wars that took place above his antlers. A very solemn emperor penguin reluctantly shared his pool with a playful seal. There were bats who lived in a cave on the edge of the park, possums and a sleek, shiny mink, who all came out at night." The palace park was full of animals that the queen loved and wanted to keep.

In conclusion, the authors of "Excerpt from Bartlett and the Ice Voyage" and "Excerpt from Rosa's Animals" both express similar beliefs about a relationship between animals and people by showing how animals can be helpful and important.

Score Credit 3 (out of 4 credits)

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

- *The authors of "Excerpt from Bartlett and the Ice Voyage" and "Excerpt from Rosa's Animals" both express similar beliefs about a relationship between animals and people by showing how animals can be helpful and important*

The response demonstrates grade-appropriate analysis of the texts.

- *animals are used in painting and become very popular*

GUIDE PAPER 6b

- *She had gained so much popularity from painting animals that even the queen wanted to meet her and see her paintings in person*
- *The palace park was full of animals that the queen loved and wanted to keep*

The response partially develops the topic of the essay with the use of some textual evidence.

- *“Everyone was fascinated by this spunky little woman with short hair who painted wearing pants. Even Queen Victoria wanted to meet her.”*
- *“Copies were hung in many public places, including schoolrooms,”*
- *“There was a moose, which people called an elk, who completely ignored the monkey wars that took place above his antlers. A very solemn emperor penguin reluctantly shared his pool with a playful seal. There were bats who lived in a cave on the edge of the park, possums and a sleek, shiny mink, who all came out at night.”*

The response exhibits clear organization, with the use of appropriate transitions to create a unified whole.

- *In the article*
- *The article states*
- *The article also states*
- *In the story*
- *When*
- *In this case*
- *According to the story*
- *In conclusion*

The response establishes and maintains a formal style using precise language and domain-specific vocabulary.

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

- *In conclusion, the authors of “Excerpt from Bartlett and the Ice Voyage” and “Excerpt from Rosa’s Animals” both express similiar beliefs about a relationship between animals and people by showing how animals can be helpful and important*

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

- *similiar*
- Punctuation

GUIDE PAPER 7a

46

The authors of *Bartlett and the Ice Voyage* and *Rosa's Animals* both express similar beliefs about a relationship between animals and people. What are their beliefs? How are these beliefs developed in the story and the article? Use details from **both** the story and the article to support your response.

In your response, be sure to

- describe each author's beliefs about a relationship between animals and people
- explain how these beliefs are developed in the story and the article
- use details from **both** the story and the article to support your response

The authors of "Excerpt from Bartlett and the Ice Voyage" and "Excerpt from Rosa's Animals" both express how people can take care of many animals and enjoy the animals in their own way. In the "Excerpt of Rosa's Animals" Rosa painted animals and she kept quite a lot, as stated twice like in paragraph 3 saying, "... and fenced stables for her heifer, goats, sheep and Margot, the mare. Rosa was creating her own small farm in the middle of Paris!" Rosa had her own little farm for her animal and the Queen from "Excerpt from Bartlett and the Ice Voyage" had the palace park as stated in paragraph 3, "So the palace park became home for the animals that were sent to the Queen. After a few years it was teeming with them." The Queen also had a variety just as Rosa did. The Queen had so many there was different sorts for some animal just as paragraph 3 stated, "There were seven different sorts of monkey" telling how she had her own farm like animal area. Rosa also had acquired more after she moved into a more country area as stated in paragraph 4 of "Excerpt of Rosa's Animals" saying, "She also acquired an otter, a stag, a gazelle, wild boars, monkeys, an eagle, and three wild horses, along with sixty cages of birds and plenty of dogs... her own private menagerie!" Telling how they both loved their animals and enjoyed having them.

Score Credit 2 (out of 4 credits)

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

- *The authors of "Excerpt from Bartlett and the Ice Voyage" and "Excerpt from Rosa's Animals" both express how people can take care of many animals and enjoy the animals in their own way*

The response demonstrates a literal comprehension of the texts.

- *Rosa painted animals and she kept quite a lot*
- *Rosa had her own little farm for her animal and the Queen from "Excerpt from Bartlett and the Ice Voyage" had the palace park*

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

- *"... and fenced stables for her heifer, goats, sheep and Margot, the mare. Rosa was creating her own small farm in the middle of Paris!"*

GUIDE PAPER 7b

- *“So the palace park became home for the animals that were sent to the Queen. After a few years it was teeming with them.”*
- *“There were seven different sorts of monkey”*
- *“She also acquired an otter, a stag, a gazelle, wil boars, monkeys, an easgle, and three wild horeses, along with sixty cages of birds and plenty of dogs... her own private menagerie!”*

The response exhibits some attempt at organization, with inconsistent use of transitions.

- *as stated in*
- *This shows*
- *also*

The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary.

- *She kept quite a lot*
- *Like in paragraph 3*
- *there was different sorts for some animal*

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

- *Telling how they both loved their animals and enjoyed having them*

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

- *Roa*
- *palae*
- *there was different sorts*
- *wil*
- *easgle*
- *horeses*

The authors of *Bartlett and the Ice Voyage* and *Rosa's Animals* both express similar beliefs about a relationship between animals and people. What are their beliefs? How are these beliefs developed in the story and the article? Use details from **both** the story and the article to support your response.

In your response, be sure to

- describe each author's beliefs about a relationship between animals and people
- explain how these beliefs are developed in the story and the article
- use details from **both** the story and the article to support your response

I think the authors of "Excerpt from Bartlett and the Ice Voyage" and "Excerpt from Rosa's Animals" both express a love for for animals, and heres why.

In "Excerpt from Bartlett and the Ice Voyage", the Queen recieves many different animals but doesnt have the heart to throw them away. This is shown in paragraph three where she gives up her palace's park to let the animals stay in.

In "Excerpt from Rosa's Animals", Rosa loves animals and thinks they are fascinating. An example of this is in paragraph 4 where the narrator describes Rosa moving from her big house into a smaller one so she can be with her animals and the nature.

In both "Excerpt from Bartlett and the Ice Voyage" and "Excerpt from Rosa's Animals" the authors care and express a love for their animals.

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 authors of "Excerpt from Bartlett and the Ice Voyage" and "Excerpt from Rosa's Animals" both express a love for for animals*

The response demonstrates a literal comprehension of the texts.

- *the Queen recieves many different animals but doesnt have the heart to throw them away*
- *Rosa loves animals and thinks they are fascinating*

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

- *she gives up her palace's park to let the animals stay in*
- *Rosa moving from her big house into a smaller one so she can be with her animals and the nature*

The response exhibits some attempt at organization, with inconsistent use of transitions.

- *In “Excerpt from Bartlett and the Ice Voyage”*
- *In “Excerpt from Rosa’s Animals”*
- *In both*

The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary.

- *and heres why*

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

- *In both “Excerpt from Bartlett and the Ice Voyage” and “Excerpt from Rosa’s Animals” the authors care and express a love for their animals*

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

- *for for*
- *heres why*
- *recieves*
- *doesnt*
- *the authors care*

GUIDE PAPER 9a

46

The authors of *Bartlett and the Ice Voyage* and *Rosa's Animals* both express similar beliefs about a relationship between animals and people. What are their beliefs? How are these beliefs developed in the story and the article? Use details from **both** the story and the article to support your response.

In your response, be sure to

- describe each author's beliefs about a relationship between animals and people
- explain how these beliefs are developed in the story and the article
- use details from **both** the story and the article to support your response

In the story "Excerpt from Barlett and the Ice Voyage" they believe that the animals were strange but eventually started to like them and let the animals roam around the outside of the palace. In "Excerpt from Rosa's Animals" Rosa likes to draw animals, she gained fame from drawing them and she started her own private menagerie of animals to draw.

In the story, "Excerpt from Barlett and the Ice Voyage" the Queen believed that the animals were strange but eventually liked them. According to paragraph 1 it states, "Crates arrived containing unusual animals that no one at Court had ever seen before, with strange names written on labels hanging their necks. This shows how the Court and the Queen had no idea what the animals were. Another detail is on paragraph 3 it states, "SO the palace park became home for the animals that were sent to the Queen. After a few years it was teeming with them. This shows that the palace was getting used to the animals and made a palace park for them.

Score Credit 2 (out of 4 credits)

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

- *In the story "Excerpt from Barlett and the Ice Voyage" they believe that the animals were strange but eventually started to like them and let the animals roam around the outside of the palace. In "Excerpt from Rosa's Animals" Rosa likes to draw animals, she gained fame from drawing them and she started her own private menagerie of animals to draw*

The response demonstrates a literal comprehension of the texts.

- *This shows how the Court and the Queen had no idea what the animals were*
- *This shows that the palace was getting used to the animals and made a palace park for them*

The response partially develops the topic of the essay with the use of some textual evidence, and uses relevant evidence with inconsistency.

- *"Crates arrived containing unusual animals that no one at Court had ever seen before, with strange names written on labels hanging their necks*

GUIDE PAPER 9b

- *“SO the palace park became home for the animals that were sent to the Queen. After a few years it was teeming with them*

The response exhibits some attempt at organization, with inconsistent use of transitions.

- *In the story*
- *According to*
- *This shows*
- *Another detail*

The response establishes but fails to maintain a formal style, with inconsistent use of 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.

- *Barlett*
- *hanging their necks*
- *on paragrah*

GUIDE PAPER 10a

46

The authors of *Bartlett and the Ice Voyage* and *Rosa's Animals* both express similar beliefs about a relationship between animals and people. What are their beliefs? How are these beliefs developed in the story and the article? Use details from **both** the story and the article to support your response.

In your response, be sure to

- describe each author's beliefs about a relationship between animals and people
- explain how these beliefs are developed in the story and the article
- use details from **both** the story and the article to support your response

I think that both have similar beliefs by saying that they love animals i know this because in excerpt from *Rosa's Animals* it says "Rosa Bonheur could never get enough of nature this shows me that Rosa likes nature including animals" my next detail is on excerpt from *Bartlett and the Ice Voyage* and Bartlett loves animals i know this because in excerpt for Bartlett and the Ice Voyage it says "the palace park became home for the animals that were sent to the Queen. After a few years it was teeming with them" this shows that Bartlett has a lot of animals and i think that Bartlett and Rosa must like animals since she has a bunch of them so in conclusion Bartlett and Rosa both love animals a lot.

Score Credit 1 (out of 4 credits)

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

- *I think that both have similar beliefs by saying that they love animals*

The response demonstrates little understanding of the texts.

- *this shows that Bartlett has a lot of animals*
- *this shows me that Rosa likes nature including animals*

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

- *"Rosa Bonheur could never get enough of nature"*
- *"the palace park became home for the animals that were sent to the Queen. After a few years it was teeming with them"*

The response exhibits little attempt at organization.

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

GUIDE PAPER 10b

- *in conclusion barlett and rosa both loves animals a lot*

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

- *biliefs*
- *becaused*
- *excert*
- *barlertt*
- *both loves animals*
- Punctuation
- Capitalization

The authors of *Bartlett and the Ice Voyage* and *Rosa's Animals* both express similar beliefs about a relationship between animals and people. What are their beliefs? How are these beliefs developed in the story and the article? Use details from **both** the story and the article to support your response.

In your response, be sure to

- describe each author's beliefs about a relationship between animals and people
- explain how these beliefs are developed in the story and the article
- use details from **both** the story and the article to support your response

The authors of "Excerpt from Bartlett and the Ice Voyage" and "Excerpt from Rosa's Animals" both express similar beliefs about a relationship between animals and people, their beliefs are that there are a lot of fictional things on the world. These beliefs developed in the story and the article by showing in the text that " She also acquired an otter, a stag, a gazelle, wild boars, monkeys, an eagle, and three wild horses, along with sixty cages of birds and plenty of dogs . . . her own private menagerie!"

Score Credit 1 (out of 4 credits)

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

- *The authors of "Excerpt from Bartlett and the Ice Voyage" and "Excerpt from Rosa's Animals" both express similar beliefs about a relationship between animals and people*

The response demonstrates little understanding of the texts.

- *their beliefs are that there are a lot of fictional things on the world*

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

- *" She also acquired an otter, a stag, a gazelle, wild boars, monkeys, an eagle, and three wild horses, along with sixty cages of birds and plenty of dogs . . . her own private menagerie!"*

The response exhibits little attempt at organization.

- *by showing in the text that*

The response establishes but fails to maintain a formal style, with inconsistent use of 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.

- *alot*
- *on the world*

GUIDE PAPER 12a

46

The authors of *Bartlett and the Ice Voyage* and *Rosa's Animals* both express similar beliefs about a relationship between animals and people. What are their beliefs? How are these beliefs developed in the story and the article? Use details from **both** the story and the article to support your response.

In your response, be sure to

- describe each author's beliefs about a relationship between animals and people
- explain how these beliefs are developed in the story and the article
- use details from **both** the story and the article to support your response

That she talks about she had alot of animals " Nathalie's mother, and her many pets. She also acquired an otter, a stag, a gazelle, wild boars, monkeys, an eagle, and three wild horses, along with sixty cages of birds and plenty of dogs her own private menagerie." that alot of animals but that one but the other is that talks about maney diffent types of animals like water bafflo and jaguar and other cool animals. first atercal talks about like qees and some animals going up to there knees, and the other one is talk about poeple makeing painting of other animals and about fairly tales. The first one is that it has alot of animals. There was water bufflos and zebras lions, a jaguar, antelope yellow lamama, monkeys, baboons, and birds. And the second one is Nathalie's mother, and her many pets. She also acquired an otter, a stag, a gazelle, wild boars, monkeys, an eagle, and three wild horses, along with sixty cages of birds and plenty of dogs her own private menagerie.

Score Credit 1 (out of 4 credits)

This response introduces a topic in a manner that does not logically follow from the task and purpose.

- *That she talks about she had alot of animals*

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 or irrelevant.

- *" Nathalie's mother, and her many pets. She also acquired an otter, a stag, a gazelle, wild boars, monkeys, an eagle, and three wild horses, along with sixty cages of birds and plenty of dogs her own private menagerie."*
- *There was water bufflos and zebras lions, a jaguar, antelope yellow lamama, monkeys, baboons, and birds*

The response exhibits little attempt at organization.

- *first artecal [...] the other one*

GUIDE PAPER 12b

The response lacks a formal style, using language that is inappropriate for the texts and task.

- *that alot of animals but that one but the other is that talks about maney diffent types of animals like water bafflo and jaguar and other cool animals*

The response does not provide a concluding statement.

The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension.

- *that alot*
- *maney*
- *diffent*
- *bafflo*
- *atercal*
- *qees*
- *there knees*
- *is talk about*
- *poeple*
- *makeing*
- *fairly tales*
- *There was water bufflos*
- *lamama*
- Sentence structure
- Capitalization
- Punctuation

GUIDE PAPER 13

46

The authors of *Bartlett and the Ice Voyage* and *Rosa's Animals* both express similar beliefs about a relationship between animals and people. What are their beliefs? How are these beliefs developed in the story and the article? Use details from **both** the story and the article to support your response.

In your response, be sure to

- describe each author's beliefs about a relationship between animals and people
- explain how these beliefs are developed in the story and the article
- use details from **both** the story and the article to support your response

Animals and people have similarities. People move, think, talk as well as animals do. Tho animals do it in a different way but they still do all that. Animals thinks in a different way as humans because they dont have the same brain or attitude that people do. But they all still very smart like people. In my opinion animals are more interesting and fun to hang out.

Score Credit 0 (out of 4 credits)

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

- *Animals and people have similarities. People move, think, talk as well as animals do. Tho animals do it in a different way but they still do all that. Animals thinks in a different way as humans because they dont have the same brain or attitude that people do. But they all still very smart like people. In my opinion animals are more interesting and fun to hang out*

46

The authors of *Bartlett and the Ice Voyage* and *Rosa's Animals* both express similar beliefs about a relationship between animals and people. What are their beliefs? How are these beliefs developed in the story and the article? Use details from **both** the story and the article to support your response.

In your response, be sure to

- describe each author's beliefs about a relationship between animals and people
- explain how these beliefs are developed in the story and the article
- use details from **both** the story and the article to support your response

there are both similer because the both talk about animal

Score Credit 0 (out of 4 credits)

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

- *there are both similer because the both talk about animal*



Grade 7
English Language Arts Writing

Scoring Leader Materials
2025 Training Set